

# AGENDA

University Council

**Date:** March 19, 2026

**Time:** 2:30-4:30 pm

**Location:** Convocation Hall (PMB 120) and Zoom

## CALL TO ORDER

### 1. Tribute

- 1.1. Tribute to Professor Yvonne Cuttle from the Department of Mathematics and Statistics, College of Arts and Science presented by Professor Chris Soteris, Department of Mathematics and Statistics, College of Arts and Science.

### 2. Agenda

- 2.1. Adoption of the Agenda
- 2.2. Council Motions

### 3. Chair's Opening Remarks- Dr. Vicki Squires, Council Chair, College of Education

### 4. Minutes

- 4.1. Approval of Minutes – January 29, 2026

### 5. Academic Programs Committee

- 5.1. Request for Decision: Graduate Certificate in Improvement Science
- 5.2. Request for Decision: Bachelor of Science Dental Hygiene Admission Qualification Changes
- 5.3. Request for Decision: Bachelor of Science Dental Therapy Admission Qualification Changes
- 5.4. Request for Decision: Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs Admission Qualification Changes
- 5.5. Request for Decision: New Assessment and Course Delivery Policies and Procedures

### 6. Governance Committee

- 6.1. Notice of Motion: School of Rehabilitation Sciences Faculty Bylaws
- 6.2. Notice of Motion: Rules of Order Changes

### 7. Nominations Committee

- 7.1. Request for Decision: Associate Vice-President Research Search Committee
- 7.2. Request for Decision: Renewal and Tenure Appeal Committee Vacancy
- 7.3. Item for Information: Call for Nominations for Council Committees

### 8. Research, Scholarly and Artistic Work Committee

- 8.1. Item for Information: Animal Ethics Report

### 9. Reports

- 9.1. President
- 9.2. Interim Provost and Vice-President Academic
- 9.3. Graduate Students Association (GSA)
- 9.4. University of Saskatchewan Student's Union (USSU)

## **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](mailto:vicki.squires@usask.ca); [governance.office@usask.ca](mailto: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 April 16, 2026- please send regrets to [governance.office@usask.ca](mailto:governance.office@usask.ca)

The deadline to submit motions and items to the Executive Committee for the meeting can be found [online](#).

## **ZOOM LINK:**

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/96008259604?pwd=ywZNs1VZfHnaUw7FcXfOLizHKCQbBT.1>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/96008259604>

Join by Video Conferencing Device (SIP):

96008259604@zoomcrc.com

Meeting ID: 960 0825 9604

Passcode: 23247680

Telephone Passcode: 23247680

# UNIVERSITY COUNCIL AGENDA MOTIONS

**Date:** March 19, 2026

## ACADEMIC PROGRAMS COMMITTEE

### **5.1 Request for Decision: Graduate Certificate in Improvement Science**

**Motion:** It is recommended by the Academic Programs Committee that Council approve the Graduate Certificate in Improvement Science for inclusion in the 2026-27 University Catalogue Addendum, with the first student intake in September 2027.

### **5.2 Request for Decision: Bachelor of Science Dental Hygiene Admission Qualification Changes**

**Motion:** It is recommended by the Academic Programs Committee that Council approve the admission qualification changes for the Bachelor of Science in Dental Hygiene, effective for the 2027-2028 application cycle.

### **5.3 Request for Decision: Bachelor of Science Dental Therapy Admission Qualification Changes**

**Motion:** It is recommended by the Academic Programs Committee that Council approve the admission qualification changes for the Bachelor of Science in Dental Therapy, effective for the 2027-2028 application cycle.

### **5.4 Request for Decision: Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs Admission Qualification Changes**

**Motion:** It is recommended by the Academic Programs Committee that Council approve the admission qualification changes to remove situational judgement testing from the Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs, effective for the 2027-2028 application cycle.

### **5.5 Request for Decision: New Assessment and Course Delivery Policies and Procedures**

**Motion:** It is recommended by the Academic Programs Committee that Council approve the New Assessment and Course Delivery Policies and Procedures effective Fall 2027.

## GOVERNANCE COMMITTEE

### **6.1 Notice of Motion: School of Rehabilitation Science Faculty Council Bylaws**

**Motion:** It is recommended by the Governance Committee that Council approve the attached changes to the School of Rehabilitation Science Faculty Council Bylaws, effective immediately.

### **6.2 Notice of Motion: Rules of Order**

**Motion:** It is recommended by the Governance Committee that Council amend the Council Bylaws and Regulations such that the most recent edition of the American Institute of Parliamentarians Standard Code of Parliamentary Procedure replace Procedures for Meetings and Organizations, Third Edition by Kerr and King as the parliamentary authority and that various other consequential amendments be made as described in this report, effective July 1, 2026.

## **NOMINATIONS COMMITTEE**

### **7.1 Request for Decision: Associate Vice-President Research Search Committee**

**Motion:** It is recommended by the Nominations Committee that Council approve the appointment of the following three GAA members to serve on the Search Committee for the Associate Vice-President Research, effective immediately.

### **7.2 Request for Decision: Renewal and Tenure Appeal Committee Vacancy**

**Motion:** It is recommended by the Nominations Committee that Council approve the appointment of the following senior administrator to serve on the Renewal and Tenure Appeal Committee as described in the attached report, effective immediately.

# MINUTES

## University Council

**Date:** January 29, 2026

**Time:** 2:30–4:30 pm

**Location:** Convocation Hall (PMB 120) and Zoom

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

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

No members of the media identified themselves.

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

### 1. Tribute

A tribute was provided for Professor Emeritus Andrew (Andy) Carson from the Department of Mathematics and Statistics, College of Arts and Science by Doug MacLean, retired Associate Professor Department of Mathematics and Statistics, College of Arts and Science. Council observed a moment of silence.

### 2. Agenda

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

**CARRIED**

### 3. Chair's Opening Remarks

Dr. Vicki Squires, Council Chair, College of Education, welcomed members to the new year and welcomed Dr. Bruni-Bossio to his role as president. She indicated that she looked forward to working together. She thanked the Governance Office for hosting an open house about University Council and reiterated the importance of participating on and engaging in Council committees.

She concluded by saying that there is a lot going on in the world and close to home, and that the university needs to focus on how we can work to make the world a better place.

### 4. Minutes

**Motion:** (Jones / Willenborg): That the minutes of December 18, 2025 be approved as circulated.

**CARRIED**

### 5. Academic Programs Committee

Paul Jones, Chair of the Academic Programs Committee, presented the committee's items as outlined in the agenda package.

#### 5.1. Request for Decision: Diploma in Educational Studies

The full report is in the agenda package. This diploma is being offered as an off-ramp for students who are unable to complete the Bachelor's degree. It does not lead to a teaching license in Saskatchewan, but may in other jurisdictions.

**Motion:** (Jones / Dobson): It is recommended by the Academic Programs Committee that Council approve the Diploma in Educational Studies, effective May 2026.

**CARRIED**

### **5.2. Request for Decision: Certificate in Foundational Pathways in Arts and Science**

The full report is in the agenda package. This certificate is composed of 24 credit units of introductory courses and is intended for those who do not complete a full Bachelor's degree. The breadth of applicable courses means the certificate will be offered at both of our campuses and through various flexible learning options.

**Motion:** (Jones / Dobson): It is recommended by the Academic Programs Committee that Council approve the Certificate in Foundational Pathways in Arts and Science, effective May 2026.

**CARRIED**

### **5.3. Request for Decision: Master of Science in Periodontology Program**

The full report is in the agenda package. This program is intended to provide advanced graduate training in periodontology to address the province's aging population and rising oral health care demands.

**Motion:** (Jones / Dobson): It is recommended by the Academic Programs Committee that Council approve the Master of Science Periodontology Program, for inclusion in the 2026-27 Catalogue with first student intake in Fall 2027.

**CARRIED**

### **5.4. Request for Decision: Doctor of Pharmacy Admission Qualification Changes**

The full report is in the agenda package. The proposal is to add three credit units in Indigenous learning – this is in line with the college goals and accreditation standards.

**Motion:** (Jones / Dobson): It is recommended by the Academic Programs Committee that Council approve the Doctor of Pharmacy Admission Qualification change, effective for the 2027-2028 admission cycle.

**CARRIED**

### **5.5. Request for Decision: PhD in Nursing Admission Qualification Changes**

The full report is in the agenda package.

**Motion:** (Jones / Dobson): It is recommended by the Academic Programs Committee that Council approve the Doctor of Philosophy in Nursing Admission Qualification change, effective for the 2027-2028 admission cycle.

**CARRIED**

**Abstention: Vandenberg**

### **5.6. Request for Decision: PhD in Public Policy Admission Qualification Changes**

The full report is in the agenda package. The proposal is intended to add flexibility to the requirements surrounding the personal statement to ensure applications can better demonstrate their research interests.

**Motion:** (Jones / Dobson): It is recommended by the Academic Programs Committee that Council approve the Doctor of Philosophy in Public Policy Admission Qualification change, effective for the 2027-2028 admission cycle.

**CARRIED**

### **5.7. Notice of Motion: New Assessment and Course Delivery Policies and Procedures**

Dr. Jones provided notice that at the next meeting of University Council the following motion would be put forward: *It is recommended by the Academic Programs Committee that Council approve the new Assessment and Course Delivery Policies and Procedures effective Fall 2027.* The full report for this item is in the agenda package.

Dr. Jones said that extensive documentation has been provided and versions of it have been circulated and discussed for some time. Some of the changes include: separating the Academic Courses Policy into four different documents, better enabling competency-based assessment, a switch to a default of two-hour final exams, and better facilitating a wider variety of assessment opportunities to grant instructors more autonomy.

A member asked about the possibility of adding the word “normally” into section 6.2.3 of the procedures document to allow for flexibility in the final exam scheduling, especially for common final exams with evening and day sections. Salomé Ries, Acting University Registrar, thanked the member and indicated that change could be made.

A member asked if the university had considered implementing an honour code, as studies have shown that they reduce instances of misconduct. Dr. Nancy Turner, Interim Associate Provost, Teaching Innovation and Strategic Initiatives, said that work was also ongoing on the student misconduct regulations, and that this might fit more appropriately there. The university administration was working with student leadership and learnings from other institutions as to how the principles of an honour code might be implemented.

A member asked for more information about the switch to a default exam of two hours and asked about the administration of this if a three-hour exam was requested. Dr. Turner said that the new policy and procedures would only come into effect in fall 2027 to have more time to socialize and operationalize the changes, saying change management was very important. When requesting an exam for a course, this process would also be made very clear about the duration of the exam requested.

A member raised a concern about the shift towards two-hour exams, saying that in certain departments, such as English, they were weighting the finals more greatly due to the rise of large language models. Having all of the three-hour exams at the end would disincentivize these exams, even when there was a strong pedagogical reason for doing so. Dr. Turner said that ideally adding greater flexibility in exam types and having two-hour exam blocks would assist in lessening the need to push exams so late, especially in the fall term. Dr. Marjorie Delbaere, Interim Vice-Provost Students and Learning, said that they could reconsider the manner of scheduling the three-hour exams.

A member asked about the possibility of extending the grounds for accommodation beyond just Huskie athletes to other student athletes. Dr. Turner indicated that this was beyond the scope of the documents before Council.

## **6. Governance Committee**

Dr. Susan Detmer, Chair of the Governance Committee, presented the committee’s items as outlined in the agenda package.

### **6.1. Request for Decision: College of Nursing Faculty Bylaws**

The full report is in the agenda package. Dr. Detmer indicated that notice had already been provided and no questions or concerns were raised since that time.

**Motion:** (Detmer / Sarjeant-Jenkins): It is recommended by the Governance Committee that Council approve the changes to the College of Nursing Faculty Council Bylaws, effective immediately.

**CARRIED**  
**Abstentions: Luimes; Compton**

### **6.2. Request for Decision: College of Agriculture and Bioresources Faculty Bylaws**

The full report is in the agenda package. Dr. Detmer indicated that notice had already been provided and no questions or concerns were raised since that time.

**Motion:** (Detmer / Sarjeant-Jenkins): It is recommended by the Governance Committee that Council approve the changes to the College of Agriculture and Bioresources Faculty Council Bylaws, effective immediately.

**CARRIED**

### 6.3. Request for Decision: Council Bylaws

The full report is in the agenda package. Dr. Detmer indicated that notice had already been provided and questions had been raised, and she invited Dr. Chris Willenborg, Chair of the Planning and Priorities Committee, to address them.

The first question was about why voting authority was separated from financial authority. Dr. Willenborg indicated that previously, the person with financial authority responsible for the budget did have voting authority, but this was changed not by the committee but by an administrative decision to introduce the position of the Chief Financial Officer (CFO). The change in front of Council is responding to that administrative change.

The second question was about how this proposal fits within the broader context of governance at the university. Dr. Willenborg indicated that he does not believe this is a move away from collegial, faculty-led governance. The CFO is a key member of the executive of PPC and of the committee more broadly, and this change reflects this.

The third question was about quorum and conflict of interest. There are 11 faculty members on the committee and – if this went through – there would be six voting administrators. The committee has special quorum requirements for the faculty members, and if there was ever a smaller number of faculty at a meeting, an item could be deferred.

Chair Squires added that PPC does not have voting responsibility for financial matters, and that this is vested with the Board of Governors. PPC recommends on financial matters.

A member asked how often recusals happen and how they are documented. Dr. Willenborg indicated that PPC has very few substantive votes and that any conflicts are noted in the minutes.

A member asked what the benefit of this change was. Dr. Willenborg said that the change will enable someone who is a major contributor to the committee and the institution to have a vote on a committee relevant to their work.

A member asked about how the president is an *ex officio* member of the committee and does not vote. Dr. Demkiw, University Secretary and Chief Governance Officer, indicated that '*ex officio*' refers to the manner by which someone has a position, but does not have anything to do with voting rights.

A member requested to make an amendment. The Chair said that due to the limited nature of the motion before Council – switching from having someone as non-voting to voting – that any amendments would have to be limited to this, and that there was not a lot of room to make changes within this limited scope.

**Motion:** (Detmer / Sarjeant-Jenkins): It is recommended by the Governance Committee that Council approve the changes to *the Council Bylaws and Regulations* to change the voting membership of the Planning and Priorities Committee, effective immediately.

**CARRIED**

## 7. Reports

### 7.1. President

President Bruni-Bossio thanked Council and said that his priority in the early stages of his presidency was to listen. He wanted to earn the trust of Council and of faculty. Given the state of the world and the rate of change, the way that we can find a constant is to understand our collective identity. We need to tap into our collective strengths to demonstrate the university's value and impact.

He provided an overview of the process for generating a new strategic plan for the university. The first step is to generate ideas both internally to campus and across the province. The second is to refine ideas with a USask Strategy Day in May and through advisory groups. The final step is to validate ideas, and this will conclude with approval through the university's governing bodies.

He concluded by saying that he is honoured to be serving in this role and that he believes in this university and its people.

## **7.2. Interim Provost and Vice-President Academic**

Interim Provost Patti McDougall spoke to highlights in her report. Oversight of museums, galleries, and collections will move under the purview of the University Library on May 1 to have a unified approach to cultural heritage resource management. She also spoke to the ongoing work around strategic enrolment management, especially in light of changes to our student population. This work is currently being done by colleges on program-specific projections.

She concluded by recognizing the important work of Council. At this meeting alone, new pathways for enrolment and new credentials were made that will be transformational for future learners.

## **7.3. Graduate Students Association (GSA)**

GSA President Palash Roy offered a report that spoke to engagement efforts underway with graduate students. He also said that due to high usage, they were anticipating increases to the costs of the health and dental plan. Additionally, they were working on childcare issues thanks to funding received from the College of Graduate and Postdoctoral Studies for doing a business plan in this area.

He concluded by encouraging Council members to support their Iranian students and colleagues during the disastrous upheaval happening in their country.

A member echoed the importance of supporting Iranian students and mentioned the International Student and Study Abroad Centre offered excellent resources for support.

## **7.4. University of Saskatchewan Student's Union (USSU)**

USSU President Emma Wintermute began by echoing the thoughts of the GSA – with all of the upheaval happening abroad, it is important to support students who are facing unprecedented difficulties.

She indicated that key priorities for the USSU would be advocacy on sexual violence prevention and revisions to university policy, greater accessibility and sustainability, and engaging with Indigenous students on various issues.

## **8. Other Business**

There was no other business.

## **9. Question Period**

A member asked about centralized garbage collection and if this was a good use of resources and faculty time. Wade Epp, Associate Vice-President Campus Operations responded that the change was made to be more environmentally sustainable and cost effective. This was trialed previously, and if additional collection points or changes are required, the specifics can be adjusted. The member reiterated that the question was more directly about if this was a good use of faculty time.

A member indicated that this was in conflict with the Accessibility Plan and was contrary to the idea of universal design. Dr. McDougall responded that this was an issue of balancing different priorities, but that it was not in complete contravention of the Accessibility Plan as alternatives exist.

A member spoke about how faculty members are not able to assess if something is or is not a financial imperative. The Chair asked if there was a question, and the member indicated that it was just a comment.

## **10. Adjournment**

(Deters): That the meeting be adjourned at 4:00 pm.

## REQUEST FOR DECISION

**Committee Name:** Academic Programs Committee, University Council

**Date:** March 19, 2026

**Presented by:** Paul Jones, Chair, Academic Programs Committee

**Subject: Graduate Certificate in Improvement Science**

### MOTION

It is recommended by the Academic Programs Committee that Council approve the Graduate Certificate in Improvement Science for inclusion in the 2026-27 University Catalogue Addendum, with the first student intake in September 2027.

### CONTEXT AND BACKGROUND

The College of Graduate and Postdoctoral Studies is proposing a Graduate Certificate in Improvement Science. This graduate certificate is aimed at healthcare professionals and staff and will prepare learners to lead improvement initiatives to effect change in their organization. The program emphasizes collaboration and will support learners to integrate their learnings into the local context with a goal to improve outcomes and an emphasis on people-centred care, population health, and equity. With a renewed focus in the province to develop a culture of continuous improvement, this program will meet the needs of the healthcare workforce as they learn about and embed continuous improvement practices in their organization and community.

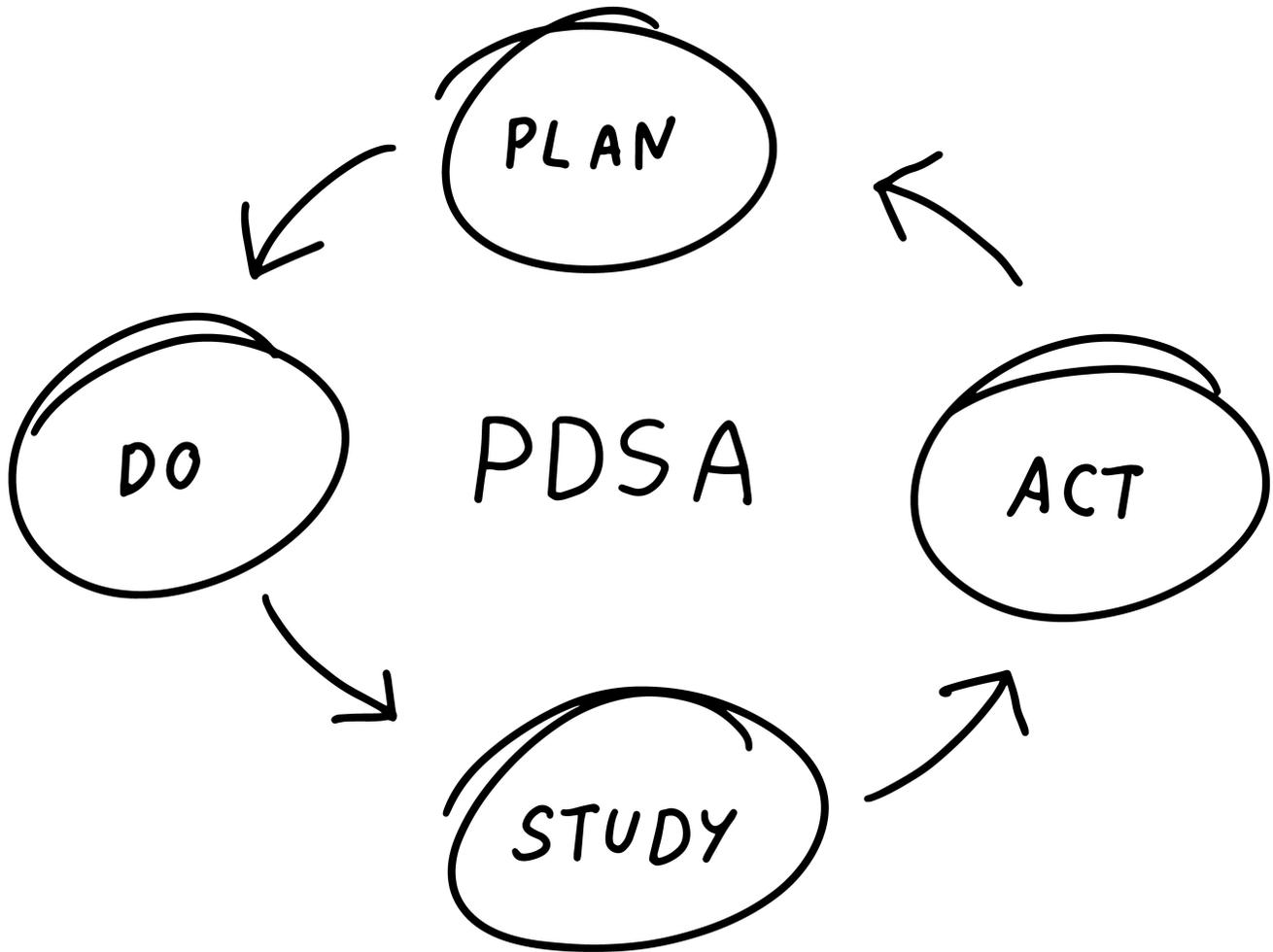
The proponents confirmed that they will be supporting faculty teaching in the program with a development approach that ensures that courses and assignments are developed in the context of the whole program and with an opportunity to deepen learning over time.

### CONSULTATION

The College of Graduate and Postdoctoral Studies along with the proponents submitted a proposal to the Academic Programs Committee (APC) on February 4, 2026. APC had the opportunity to review the proposal and ask questions. APC voted in favour of this new certificate program.

### ATTACHMENTS

1. **Graduate Certificate in Improvement Science**



## Proposal: Graduate Certificate in Improvement Science

Submitted by: Dr. Gary Groot

Dec 9, 2025

## Community Health & Epidemiology

Box 7, Health Science Building,  
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### Primary Contacts:

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## Acknowledgements

We wish to extend gratitude to all who participated in providing feedback and supporting program design, especially

- Core Design Team members:  
Carla Flogan and Jessica Hamilton.
- Working Group members:  
Dr. Emmett Harrison, Dr. Ben Leis, Dr.  
Michael Prystajacky, and Dr. Sachin  
Trivedi.

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## CGPS Executive Summary

**To:** Academic Programs Committee of Council  
**From:** Graduate Programs Committee, CGPS  
**Date:** December 19, 2025  
**Re:** New Graduate Certificate in Improvement Science

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The College of Graduate and Postdoctoral Studies is recommending approval of a Graduate Certificate in Improvement Science. This practical graduate certificate is aimed at healthcare professionals and staff and will prepare learners to lead improvement initiatives to effect change in their organization. The program emphasizes collaboration and will support learners to integrate their learnings into the local context with a goal to improve outcomes and an emphasis on people-centred care, population health, and equity. With a renewed focus in the province to develop a culture of continuous improvement, this program will meet the needs of the healthcare workforce as they learn about and embed continuous improvement practices in their organization and community. The expected implementation of this program is the 2026-27 University Catalogue Addendum, with the first student intake in September 2027.

The Graduate Programs Committee reviewed the proposal and four new courses at their meeting on December 15<sup>th</sup>, 2025, and had minor suggestions for updates to the courses. The proponents confirmed that they will be supporting faculty teaching in the program with a development approach that ensures that courses and assignments are developed in the context of the whole program and with an opportunity to deepen learning over time. They also clarified the requirements around attendance and participation and confirmed there will be detailed rubrics for instructors and learners. The Graduate Programs Committee readily approved the proposal with the following motion:

**MOTION:** “To approve the new Graduate Certificate in Improvement Science” – **Ferrari/W.Martin** – CARRIED unanimously

Attached please find the proposal for the Graduate Certificate in Improvement Science.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca).

## EXECUTIVE SUMMARY

The Certificate in Improvement Science is a new graduate-level program proposed by the Department of Community Health and Epidemiology. It builds on the success of the discontinued Clinical Quality Improvement Program (CQIP), aiming to fill a critical gap in health and social care education in Saskatchewan and beyond.

This 20-month, primarily online certificate is designed for working professionals—physicians, nurses, allied health professionals, administrators, and quality specialists—who are seeking advanced skills in leading, coaching, and evaluating quality improvement initiatives. The program combines academic rigour with real-world application through a structured practicum and two short in-person residencies.

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Fostering the never-ending desire to improve requires social support that appreciates the creativity, the discipline, the courage, and the deep satisfaction that comes with understanding and being able to change one's own work.

– Dr. Paul Batalden –

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Key features include:

- A focus on equity, reconciliation, and collaborative practice.
- Integration of complex adaptive systems thinking and learning health system principles.
- Strong alignment with professional competency standards.
- A flexible delivery model to support participation from rural, remote, and out-of-province learners.

This program directly supports USask's mission to advance interdisciplinary, applied knowledge and promote health equity. It aligns with the College of Medicine's goals of improving health outcomes and professional leadership, and it sets the foundation for a future Master of Science in Health Services Research.

The certificate has been developed through extensive consultation, including system leaders, faculty, and prospective learners. It is designed to integrate with existing improvement efforts across the health system and support career advancement.

With a proposed tuition of \$7,300, the program is competitively priced and is being developed to meet continuing education and accreditation standards across health disciplines.

By launching this certificate, the University of Saskatchewan has an opportunity to establish itself as a national leader in improvement science education and contribute meaningfully to the development of a culture of continuous improvement in healthcare.

**Planned launch: Fall 2027**

# PROPOSAL OVERVIEW

The development of a Graduate Certificate in Improvement Science is, in part, building on the success of the now discontinued Clinical Quality Improvement Program (CQIP). CQIP was led by the Health Quality Council (HQC) in partnership with the Saskatchewan Medical Association and the Ministry of Health from 2017-2022. The program engaged 91 clinicians, mostly physicians, over 5 cohorts in a 10-month period with a goal to support learners to be able to lead, coach, and teach improvement methods. Using a flipped classroom model requiring learners to engage in self-directed online learning and 4 in-person workshops, CQIP was very well received by program participants with evaluation recommendations focused on using a more interprofessional approach and deepening learning on data analysis and coaching skills.<sup>1</sup>

Due to a change in priorities for the funders, CQIP was discontinued and has left a gap in terms of longitudinal clinical quality improvement learning opportunities in Saskatchewan. The proposed certificate offers an enhanced version of CQIP, with more contact time, the ability to deepen learning, and the achievement of a graduate level certificate upon successful completion. We also see it as a first step in the development of a Master of Science in Health Services Research (with a concentration in Improvement Science) for the university. Both the certificate and the eventual master's would deepen the critical relationship between the university and the health and social care delivery system in terms of both professional formation and research.

One key feature of this certificate program will be the initiation and sustainment of a faculty development and support program that will seek to broaden and deepen existing teaching and research competencies in improvement science and online delivery. While the Department of Community Health and Epidemiology has had a unit, led by Dr. Gary Groot, dedicated to Healthcare Research and Quality Improvement, there is an opportunity to expand the faculty and graduate students associated with this unit through teaching and mentoring in the proposed program and advancing scholarship in the related fields of Health Services and Learning Health Systems research.

Title: Graduate Certificate in Improvement Science  
Degree: Graduate Certificate  
Intended Length of the Program: 20 months  
Number of Credit Units: 12 cu  
Academic Unit: Community Health & Epidemiology,  
College of Medicine, College of Graduate and  
Postdoctoral Studies  
Proposed date for intake of students: Sept 2027

# RATIONALE

- 1) *Describe the program and what the program will achieve. Outline connections to the mission and vision of USask and those of the academic unit offering the program.*

The Graduate Certificate in Improvement Science will offer graduate level learning opportunities for healthcare providers, including physicians, nurses, and rehabilitative and therapeutic professionals, administrators, and quality and safety specialists working in health and social care. The goal is to prepare learners to lead and evaluate collaborative improvement initiatives within their organization or work context. Establishing a graduate program of in this area can also strengthen and expand existing partnerships related to patient-oriented research (SCPOR), Learning Health Systems, and Implementation Science.

The University of Saskatchewan's mission is, in part, to advance "the aspirations of the people of the province and beyond through *interdisciplinary and collaborative approaches* to discovering, teaching, sharing, integrating, preserving, and applying knowledge".<sup>2</sup> The proposed program is an interprofessional one, which will emphasize collaborative practice with colleagues and communities in the context of applying improvement knowledge. Additionally, the university seeks to promote "*diversity and meaningful change*". Enrolled students will be learning how to lead change initiatives in their work context with a focus on making inequity visible and addressing it.

The College of Medicine's current vision is to be leaders in the improvement of health and well-being, while the Department of Community Health and Epidemiology emphasizes equity in the context of optimal health. The Graduate Certificate aims to provide the phronesis, or practical wisdom, needed for health and social care professionals to effect change and improvement with a focus on people-centered care, population health, and equity.

From a mission standpoint, Community Health and Epidemiology seeks to "create, synthesize and translate knowledge for evidence-informed policies and practices which support population health equity locally and globally".<sup>3</sup> The proposed certificate will

- 1) expose learners to leading-edge and evidence-informed approaches to improvement science while
- 2) supporting them to reliably integrate leading-edge and evidence-informed practices into local processes and systems to with an aim of improved outcomes for a population.

- 2) *Describe the demand of the program - Market demand-analysis industry trends, survey potential students, consult with employers in relevant fields, etc.*

The University of Saskatchewan mission describes an aim to prepare students for an enriching career. An enriching career in health and social care needs to account for the growing issue of burnout.<sup>4,5</sup>

The Stanford Model of Occupational Well-Being is explicit about the importance of being able to actively participate in improvement activities around workplace efficiency as a route to reducing burnout and increasing professional fulfillment.<sup>6</sup> Originally designed with physicians in mind, the model has been expanded to be inclusive of healthcare professionals more broadly.<sup>7</sup>

Outside the context of well-being, it is important to note that health and social care professionals are increasingly expected to have competence in improvement science. Most, if not all, competency frameworks, include the ability to lead and/or participate in improvement work as a core competency linked to management, leadership, or professionalism, for graduates of programs from nursing to pharmacy to physical therapy to social work.<sup>8-12</sup> Medicine's CanMEDS framework, for example, includes improvement in the roles of Physician as Leader, Scholar, and Advocate for both the College of Family Physicians<sup>13</sup> and the Royal College of Physicians and Surgeons.<sup>14</sup> The Royal College, which determines educational standards for specialty education of physicians and surgeons in Canada, is currently updating the CanMEDS framework. Through the update, the focus on competency in improvement is likely to be strengthened as they have identified expertise in Complex Adaptive Systems (including systems science and quality improvement) as an emerging theme for consideration.<sup>15</sup> The Royal College has also added an Area of Focused Competency (AFC) in Quality Improvement and Patient Safety for physicians in Canada.<sup>16</sup> The AFC program is meant to recognize advanced training in specific disciplines that enhance physician scope of practice. The AFC in QI and Patient Safety does not currently have any accredited programs identified; the University of Saskatchewan could be the first.

The Saskatchewan Health Authority (SHA) is continuing to adjust post-amalgamation and is seeking to re-energize the focus on developing a culture of continuous improvement. Most recently, there has been a restructuring of the strategic portfolios in the SHA to better align with a model of a Learning Health System; such a realignment will better support the operational and clinical teams to do improvement work, provided there are systems in place to support learning and training. The Health Quality Council recently convened all health system partners to think through how we can move forward as a whole system to support improvement. In that session, co-led by the SHA, there was discussion of the need to both engage the whole workforce in improvement and move to professionalize a subset of the workforce as expert in improvement. Establishing a graduate level program of learning can support the aim of professionalization and ensure that health system leaders and physicians are well positioned to ensure a culture of continuous improvement is embedded.

In a 2023 environmental scan conducted by the Vice-Dean of Faculty Engagement for the College of Medicine, 121 medical faculty<sup>1</sup> responded to a survey regarding quality improvement. In response to the question about interest in pursuing training, 55% stated they were interested in some kind of training, with 27% expressing interest in a Graduate Certificate and 11% in a Master's. The survey also reaffirmed the success of CQIP as a longitudinal experiential learning opportunity with 37% of respondents reporting that they had taken CQIP and many more in the comments expressing interest in a similar program being restarted to support learning in this area.

As part of our consultation, we surveyed a subset of faculty within the College of Medicine, including Rehabilitation Sciences. Response to the overall program design and outcomes was overall positive, with 31% of the 29 respondents identifying as potential learners. Respondents (n=12) to a second survey focused on course descriptions and outcomes reported being very interested in the courses as described and provided detailed feedback as to their perception of the strengths and gaps.

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<sup>1</sup> The One Faculty model for the College of Medicine is unique in that a large majority of medical faculty are not employees or covered under USFA and therefore would be considered external to USask, see question 3.

- 3) *What is the target student demographic? (e.g., indigenous, mature, international, domestic, returning). Describe where the students are expected to come from [internal to USask (are they already in another program and are redistributing) or external (new enrolments)]?*

We aim to recruit new learners currently working in health and social care. While we will prioritize Saskatchewan-based applications, particularly those from learners based in rural Saskatchewan, we are open to applications from anywhere in Canada. Additionally, we will create Indigenous Equity Seats to support developing leadership in improvement in our Indigenous workforce.

- 4) *What are the most similar competing programs in Saskatchewan and Canada? How is this program different? Why should this program be offered at USask?*

Saskatchewan is not new to healthcare firsts and has often been the nexus of healthcare related innovation and improvement. From Medicare to establishing the first provincial Health Quality Council, we have often led the way. While there have been some ebbs and flows in our focus on quality improvement, it has been an “area of special and emerging strength” and we are well positioned to embed capacity building in improvement as a feature of our health and social care professional formation. Additionally, our university’s historical engagement in interprofessional education and current leadership in responding to the Calls to Action and TRC at a strategic level, support an approach to improvement that centers collaborative practice and equity.

#### Competing programs

Through their Executive Education Program, the Edwards School of Business offers an applied certificate in Operational Excellence. This certificate is focused on applications of the specific improvement methods of Lean and Six Sigma and delivered through four 2-day in-person workshops. In contrast, the proposed program is at a graduate level, with an eventual option to ladder into a master’s, and is offering a broader focus on improvement science with a specific application in health and social care.

Ontario offers the largest number of general improvement science learning opportunities via certificates and full graduate degrees. The University of Toronto hosts a graduate level certificate in Improvement, the Excellence in Quality Improvement Program (EQuIP). Non-graduate level certificates are available through Western (Quality Improvement in Healthcare Certificate at the Schulich School of Medicine & Dentistry) and Queens (Foundations in Health Quality Improvement); both are self-directed and exclusively online with limited peer interaction and mentorship. Additionally, Queens and the University of Toronto offer a Master of Science in quality improvement.

The proposed program will feature several distinct throughlines that distinguish it from similar programs offered in Ontario. First, we aim to embed a focus on equity and the application of improvement to address the TRC Calls to Action. Second, we will include an emphasis on collaborative practice, amongst team members but also in pursuit of coproducing care and systems of care with patients, families, and communities. Third, we will specifically address complex adaptive systems (CAS) and how one can lead and coach from a CAS lens. Finally, we will offer the longest program in the country. The pacing of the program is more realistic for practicing health professionals and will enable significant application of learning through the practicum, ensuring thorough preparation and sufficient time to work on a project.

The University of Calgary is delivering a graduate certificate and master’s in Precision Medicine with a concentration in quality improvement. While their certificate program is quite similar in

terms of delivery methods and learner expectations, the precision medicine context is very specific and not as applicable to a broad range of health and social care professionals with an interest in improvement science.

In summary, there are no graduate programs in general improvement science West of Ontario. Establishing a certificate and an eventual Master of Science in this field could make us the Western provinces' choice for learning and development, especially as we are designing for primarily remote learning.

**Table of Comparable Programs, Duration, and Cost**

Location	Program	Level	Duration	Cost
USASK	<i>Certificate in Improvement Science</i>	<i>Graduate Certificate</i>	<i>156 contact hours, 4 courses over 20-months</i>	<i>\$7,300</i>
U of T	Excellence in Quality Improvement Program	Advanced Certificate	11-months	\$7,995
U of T	Quality Improvement & Patient Safety	Certificate	66.5 contact hours over 10 months	\$5,745 (MDs) \$3,745 (other)
U of Calgary	Precision Medicine (focus in Quality & Safety Leadership)	Graduate Certificate	1-year	\$14,095
USASK	Improving Teaching and Learning in Health Professions Education	Graduate Certificate	1-year	\$7,310
USASK	Quality Teaching in Health Professions Education	Graduate Certificate	1-year	\$7,310
USASK	Operational Excellence (Edwards)	Certificate	4 x 2-day courses over 8 months	\$7,980
USASK	Leadership (Edwards)	Graduate Certificate	3 courses over 9 months	\$6,300
USASK & U of R	Health Systems Management (Johnson Shoyama)	Graduate Certificate	3 courses over 12 months	\$8,340

## DESCRIPTION OF THE PROGRAM

### 1) What are the program learning outcomes or program competencies?

Graduates of the program will be able to:

- Critically reflect on the four domains of improvement knowledge and how they interact.
- Lead a collaborative approach to improvement in their local context.
- Critically evaluate the role of improvement in advancing quality, including safety, equity, and people-centered care.
- Advocate for quality and safety within their systems.
- Communicate effectively about quality & improvement, including use of data visualization and academic dissemination.

### 2) Where and how will experiential learning be incorporated into the program?

- There are 3 theory-based courses that will run sequentially over 3 semesters and will include application of concepts in case studies and development of practicum project plan components
- Following a summer break, the practicum runs for 8 months, offering learners the opportunity to apply theory and concepts through an applied improvement project, reflect on action in small groups, and adjust their approach moving forward.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
<b>COURSES</b>	Concepts & Methods in Improvement			Learning from Data for Improvement				Leading Change												
<b>PRACTICUM</b>													Residency (1.5 d)	Reflection Groups x 12 hours - meeting bimonthly					Residency (1.5 d)	

- 3) *Describe the planned modes and sites of delivery and explain the rationale for the modes selected.*
- The program is primarily virtual to enable participation from professionals working full-time around the province and to support out-of-province enrolment.
  - Limiting the requirement to attend on site is particularly important for rural and remote physicians who are challenged to participate in educational opportunities that require them to find time away from their practices.
- 4) *Is there a program residency requirement? Please describe.*
- There are two 1.5-day residencies planned.
  - The opening residency will allow us to support relationship building amongst the cohort and support peer review of project plans.
  - The closing residency will allow learners to present their projects in an academic environment and, potentially, to overlap with the subsequent year's cohort offering insights into their project successes and challenges.
- 5) *Complete the curriculum chart of the courses and learning experiences*
- See Page 10
- 6) *What elements of the program will support the diversity of USask learners?*
- Diversity of learners is supported through offering an interprofessional program with equity seats supporting Indigenous learners
  - Additionally, our distance learning approach will support participation from learners from diverse contexts, including rural and remote settings
  - While there will be synchronous offerings delivered virtually, our planned instructional approaches include asynchronous engagement, reflective practice groups, and self-assessment and reflection activities, supporting the Universal Design of Learning (UDL) principal of *Multiple Means of Engagement*.
  - We will support the UDL principal of *Multiple Means of Representation* through use of case studies, application into the practicum context, and invited speakers. We will also provide recordings of synchronous sessions and plan to both use and contribute to Open Education Resources, e.g. learners will be invited to submit their practice innovations and stories to the OER.
  - Finally, we plan to support the UDL principal of *Multiple Means of Action and Expression* by offering a diversity of assessment approaches including formative and summative exams, participation in discussion forums and structured debates, summarizing of learning in papers and presentations, and frequent use of peer review and feedback. A key part of faculty support for this certificate will include a discussion of un-grading and embedding learner choice in assessment.
- 7) *What qualitative and quantitative criteria will be used to evaluate whether the program is a success within a specified timeframe?*
- Enrolment and completion
  - Faculty, system partner, and learner experience
  - Program evaluation will be integrated into a research project focused on the Scholarship of Teaching and Learning in the context of Learning Health Systems.

8) *If applicable, is accreditation or certification by an outside body available, and if so, how will the program meet, and report on success against the required professional standard criteria?*

There are multiple and diverse opportunities for accreditation including:

- College of Family Physicians of Canada - Mainpro+® Credits
- Royal College of Physicians and Surgeons - Maintenance of Competencies credits and, potentially, as a program accredited to support the Additional Focused Competency (AFC) of Quality Improvement and Patient Safety. Note: USASK would be the first and only accredited program in Canada if successful. Will work with the College of Medicine CME and PGME office on this accreditation process.
- Canadian College of Health Leaders - Strategic Alliance that offers several credits towards the Canadian Health Executive (CHE) designation.
- Ensuring alignment with various health professions accreditation & continuing competence pathways, including pharmacy, nursing, and physical therapy.

9) *Describe the assessment of tuition:*

- Domestic tuition rate per full-time Graduate Certificate: \$7,300
- Domestic tuition rate per credit unit: \$608.33
- Students required to retake a course will be assessed tuition at the per credit unit rate

# CURRICULUM MAP

Program Outcomes/ Competencies		Improvement Knowledge	Collaborative Leadership of Applied Improvement	Dimensions of Quality	Quality and Safety Advocacy	Effective Communication	USask Student Competency (ies) Achieved (EIS, NSR, LT, ADPS, CM, CW) *	Prerequisite(s) and/or Corequisite(s)	Primary Method of Instruction (e.g. lecture, clinical, active learning etc.)	New or Existing Course?	Is this course within your Academic Unit Authority? (Yes/No)  Are the prerequisites within your Academic Unit Authority? (Yes/No)
Description of Outcome/ Competency		Critically reflect on the four domains of improvement knowledge and how they interact	Lead a collaborative approach to improvement in their local context	Critically evaluate the role of improvement in advancing quality, including safety, equity, and people-centered care	Advocate for quality and safety within their systems	Communicate effectively about quality & improvement, including use of data visualization and academic dissemination					
Course Number, Title and Credit Units	CHEP 871.3 Concepts & Methods in Improvement	X	X	X	X	X	EIS, LT, ADPS, CM, CW	NONE	Online	NEW	YES/NA
	CHEP 872.3 Learning from Data for Improvement	X	X	X	X	X	EIS, LT, ADPS, CM	871.3	Online	NEW	YES/YES
	CHEP 873.3 Leading Change	X	X		X	X	EIS, NSR, LT, ADPS, CM, CW	872.3	Online	NEW	YES/YES
	CHEP 880.3 Practicum in Applied Improvement	X	X	X	X	X	EIS, NSR, LT, ADPS, CM	871.3, 872.3, 873.3	Experiential Learning with reflection groups	NEW	YES/YES

**\*Student Competency Legend**

EIS= Engaging in Our Intercultural Society, NSR= Nurturing Successful Relationships, LT= Leveraging Technology, ADPS= Adaptive Design and Problem Solving, CM= Communicating Meaningfully, CW= Cultivating Well-Being

## PROGRAM CONSULTATION

1) *Does the program relate to existing programs in the department, college or school, and with other colleges? Can students from other programs benefit from courses in this program? Can students enter this program from other programs (program transferability)?*

- The program relates to all health and social care professional learning programs offered at USask and, somewhat, to the Edwards School of Business graduate certificate in Leadership and Executive Operational Excellence certificate.
- As a graduate level course of study, students cannot transfer from other programs.

2) *Provide a summary of units and stakeholders (including students) that were consulted. If any concerns were raised, explain how these concerns were addressed.*

The proposal was developed using a longitudinal consultation process with a design team of content experts (n=3), a working group of practicing physicians with graduate level preparation in Improvement Science from other jurisdictions (n=4), and an advisory panel of invited healthcare and improvement specialists in Saskatchewan (n=29) who identified as potential learners, potential faculty, and/or expert advisors. Additionally, proposal developers met with:

- SHA Quality and Safety leadership,
- Health Quality Council,
- College of Medicine Department Heads,
- the Office of Research Ethics, and
- Edwards School of Business leadership responsible for both graduate programs and the Operational Excellence Certificate.

The overall response was very positive. Concerns raised through this process included:

- Ensuring sufficient time for the practicum including applications for ethics exemption.
  - Shifted from a parallel model for the practicum to a sequential model, extending the overall program from 12 to 20 months while maximizing both preparation and the opportunity to enact an improvement project.
  - Alerted the Office of Research Ethics to the timing and volume of ethics exemptions and will develop a template for ethics exemption requests specific to this program in collaboration with the Office.
- Ensuring operational alignment and preparation for practicum work with the delivery context.
  - Applications will include the need to identify a workplace sponsor who will sign off on project scope; learners will be required to situate their learning and application in the work context, e.g. when designing a workplace measurement

dashboard, learners will be encouraged to identify existing workplace frameworks and justify any deviation.

- Ensuring workplace recognition of time and effort, including tuition support and not requiring learners to take time without pay to engage in learning.
  - While we have no control over organizational choices in this matter, we have encouraged health system partners in the province to consider how this learning fits within their leadership development pathways and will offer organizations the opportunity to reserve seats for their identified and supported learners.
  - Our program design minimizes time away from work during working hours, i.e. residencies are on the weekend and virtual learning will be organized flexibly, and by encouraging learners to choose a practicum project in collaboration with their sponsoring organization, we hope that the application of improvement learning will enhance their working context and be seen as value-add.
- Ensuring demands on time aren't unrealistic – hesitation that original design of 12 cu over 12 months might be unrealistic for many to engage in meaningfully while working full-time.
  - Expanded to 20 months, including a 2-month summer break, to reduce the intensity of the program.
- Ensuring alignment with existing learning opportunities in the SHA related to improvement, i.e. Lean.
  - Academic content will be inclusive of a broad range of improvement methodologies, including Lean, and learners will examine strengths and limitations.
  - SHA will provide content expertise for Lean specific seminars.
- Ensuring alignment with overall provincial direction for capacity-building in quality and safety.
  - Participation in a newly established impact network with all health system partners.
  - Inclusion of key partners, i.e. HQC and SHA, in teaching and mentoring.

3) *Provide any other relevant consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).*

The following departments, units, colleges, and organizations were provided with an opportunity to review the proposal and provide feedback:

- College of Medicine: Indigenous Health, Research Office, Faculty Development, Continuing Medical Education, Rural Medicine, Northern Medical Services, SIPPA, Regina

Campus, Strategic Planning and Projects, School of Rehabilitation Sciences, Master of Physician Assistant Studies

- Other Health Science Programs: Public Health, Nursing, Pharmacy and Nutrition, Dentistry, Kinesiology
- Related USask Programs: Edwards School of Business
- Other: Saskatchewan Health Authority, Saskatchewan Health Quality Council, Saskatchewan Medical Association, Health Royal College of Physicians and Surgeons of Canada

Consultations are ongoing. Please see appended letters of support that have been received to date.

## COLLEGE STATEMENT

The college of medicine supports this plan for a graduate certificate in improvement science, to be offered through the Department of Community Health and Epidemiology.

We view both the certificate and the longer-term vision of a master's program in health services research as strongly aligned with the college's future direction and strategic priorities—particularly our commitment to advancing research focused on health systems and population health. Both the certificate and the eventual master's program will serve as key bridging initiatives, aligning academic and delivery systems to collaboratively improve population health and deepen our understanding of learning health systems.



The practicum component of the certificate offers a valuable opportunity to strengthen partnerships between the college, the health and social care delivery systems, and the communities we serve. With its emphasis on complexity, equity, and collaborative practice, the curriculum is designed to equip graduates with the knowledge, skills, and mindsets necessary to meaningfully contribute to system improvement and advance reconciliation.

We look forward to the launch of this program and to its role in advancing our renewed strategic direction with a focus on change, collaboration, accountability, curiosity, and service.

A handwritten signature in black ink, appearing to read 'Sarah Forgie'.

Sarah Forgie, MD, M.Ed., FAMMI, FRCPC. Pediatrics & Infectious Diseases  
Dean and Professor  
College of Medicine

# DEPARTMENT STATEMENT



As department head, I am pleased to submit this proposal for a graduate certificate program in Improvement Science, to be housed in the Department of Community Health and Epidemiology. Improvement science is a core component of a health services program of research in our department that is advancing theory, methods, and praxis in this important area of enquiry for Learning Health Systems.

The proposed certificate is an interprofessional program for practicing health and social care professionals and leaders, with theoretical, methodological, and applied training in improvement science. Consistent with our department’s vision, mission, and values, the curriculum emphasizes equity and collaborative practice, with an aim to advance reconciliation and highlight relational strategies for systems improvement.

A key feature of the certificate program is our commitment to delivery that enables participation of interested professionals in all corners of the province. Developed for primarily online delivery, the implementation plan includes support for our teaching faculty to expand their skills and confidence in distance pedagogy.

We see this certificate as eventually also underpinning a master’s in health services research, to advance both the practice and scholarship of implementation science. Together, the certificate and the eventual master’s will be important “bridging” programs well positioned for academic and professional trainees to collaboratively advance Learning Health Systems responsive to the needs of patients and populations.

The certificate program marks an important step in our work to advance population health equity, supporting health and social system practitioners to lead improvement in practice as well as offering new teaching and research opportunities for our faculty in improvement science of relevance from patient to population and from acute to preventive care.

With thanks for your consideration of our program proposal for a certificate in Improvement Science.

A handwritten signature in black ink, appearing to read 'Sylvia Abonyi', with a long horizontal flourish extending to the right.

Sylvia Abonyi, Ph.D.  
Professor and Department Head/ Community Health and Epidemiology  
Research Faculty/Saskatchewan Population Health and Evaluation Research Unit

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# APPENDIX A: GRADUATE ADMISSIONS CONSULTATION

## 1) *What are the admissions requirements of this program?*

Language proficiency:

- **Proof of English language proficiency** may be required for international applicants and for applicants whose first language is not English

Academic:

- A four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)

Applications will be reviewed holistically to assess an applicant's skills, personal attributes, background, and experiences. The standard academic admission requirements may be waived if the following are met:

- Recognized completion of at least one year (18 credit units) of higher education;
- A break of at least five years from formal higher education; and
- At least 10 years of work experience

Background & Experiences:

- A current resume that includes background and relevant employment history
- A letter of intent including reasons for applying and proposed project (template provided)
- Three letters of reference including one from a project sponsor

## 2) *What are the selection criteria?*

- Academic – weighted 50%
- Background & Experiences – weighted 50%
- Rubrics for assessment to be developed

## 3) *What are admission categories?*

- Saskatchewan Resident
- Rural (outside of Saskatoon and Regina)
- Indigenous
- General

## 4) *What is the rationale and process for supporting Indigenous applicants*

The University, the College of Medicine, and the Department of Community Health and Epidemiology are committed to decolonization, Indigenization, reconciliation and equity, diversity and inclusion, and are proud to support academic opportunities for Indigenous students.

We continue to grow our relationships and engaged partnerships among Indigenous community members, thought leaders, Knowledge Keepers and cultural service providers including those working within health care delivery systems. We recognize, value and affirm our responsibility and commitment to actively engaging Indigenous learners to co-create a culture of inclusivity, respect, and social accountability in all our teaching and learning spaces.

The Graduate certificate in Improvement Science **is designating up to 17% of our seats for Indigenous applicants.** This results in 3 of 16 seats in the first cohort. Applicants choosing to apply for these seats must indicate such in the online application and must also meet all usual entry requirements.

Verification of Indigenous Membership/Citizenship will be led and determined by the *deybwewin | taapwatwin | tapwewin*: Indigenous Truth Policy and Standing Committee in accordance with the processes developed to enact the policy. Verification of Indigenous Membership/Citizenship with documentation will be a condition of acceptance for seats that are designated for Indigenous applicants.

5) *What are the admission models?*

- Non-direct entry

6) *Intake - how many seats are required to be filled?*

- 16 in year 1, growing by 4 seats a year to a maximum of 32 in Year 5.
- 50% of seats will be prioritized for rural applicants
- 17% of seats will be prioritized for Indigenous applicants

7) *What are the application process and timelines?*

- We will intake students in September, with a two-stage admission process to prioritize Saskatchewan residents and rural and Indigenous applicants.
- Admissions will open in September in alignment with CGPS and close Feb 15 of the admission year.
  - Evaluation of submissions will be completed by April 30 by an admission committee specific to this graduate certificate program.
  - For Saskatchewan residents and rural and Indigenous applicants, offers for admission will be sent out in early May with a two-week expiry.
  - General admissions for out-of-province applicants will be considered in the situation where seats remain and will be confirmed by June 30.
- Note in year 1 of the program, we will need to compress these phases with notification of acceptance and confirmation still being complete by June 30.

- 3) Complete Catalogue entry- include admission requirements, complete program of study, and all courses in the entry

## **Improvement Science Graduate Certificate (G.Cert.)**

### **Seats Designated for Indigenous Applicants**

The University, the College of Medicine, and the Department of Community Health and Epidemiology are committed to decolonization, Indigenization, reconciliation and equity, diversity and inclusion, and are proud to support academic opportunities for Indigenous students.

We continue to grow our relationships and engaged partnerships among Indigenous community members, thought leaders, Knowledge Keepers and cultural service providers including those working within health care delivery systems. We recognize, value and affirm our responsibility and commitment to actively engaging Indigenous learners to co-create a culture of inclusivity, respect, and social accountability in all our teaching and learning spaces.

The Graduate certificate in Improvement Science is designating up to 17% of our seats for Indigenous applicants. Applicants choosing to apply for these seats must indicate such in the online application and must also meet all usual entry requirements.

Verification of Indigenous Membership/Citizenship will be led and determined by the deybwewin | taapwatwin | tapwewin: Indigenous Truth Policy and Standing Committee in accordance with the processes developed to enact the policy. Verification of Indigenous Membership/Citizenship with documentation will be a condition of acceptance for seats that are designated for Indigenous applicants.

### **Seat Allocation**

1. 17% of seats designated for Indigenous applicants
2. Applicants from rural Saskatchewan will be prioritized to fill 50% of seats. Rural applicant seat allocation will involve a competitive process based on admission criteria evaluation.
3. All remaining applicants applying to the program will be placed into a competitive pool and seat allocation will involve a competitive process based on admission criteria evaluation.

### **Admission Requirements**

- 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 [English Language Proficiency Policy](#).

- A four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- A cumulative weighted average of at least 70% (USask grade system equivalent). The cumulative weighted average will be calculated based on the most recently completed graduate-level degree or 60 graded credit units (i.e., the last two years of full-time graded coursework) at the time of application.
- A current resume that includes background and relevant employment history
- A letter of intent including reasons for applying and proposed project
- Three letters of reference including one from a project sponsor

Applications will be reviewed holistically to assess an applicant's skills, personal attributes, background, and experiences. The standard academic admission requirements may be waived if the following are met:

- Recognized completion of at least one year (18 credit units) of higher education;
- A break of at least five years from formal higher education; and
- At least 10 years of work experience

## **Certificate Requirements**

This certificate program is comprised of 12 credit units as follows:

- **CHEP 871.3** Concepts & Methods in Improvement
- **CHEP 872.3** Learning from Data for Improvement
- **CHEP 873.3** Leading Change
- **CHEP 880.3** Practicum in Applied Improvement

## Course Descriptions

### **CHEP 871.3 Concepts & Methods in Improvement**

Learners will review the historical roots of improvement science and develop skills for knowing when & how to use various improvement methods. Delivered through online learning, case studies, and small group work, participants will learn about frameworks and tools that can help them, evaluate the development and evolution of quality improvement approaches, assess the dimensions of quality with a focus on equity, and apply relational and technical strategies in various settings. Learners will explore Deming's System of Improvement Knowledge, explore the dimensions of quality (safety, timeliness, efficiency, effectiveness, equity, and people-centeredness) and frameworks and methods specific to individual dimensions (e.g. human factors, improved access, Lean, and more). Lastly, learners will critically examine synergies and tensions among the dimensions.

### **CHEP 872.3 Learning from Data for Improvement**

This course explores the “what,” “why,” and “how” of measurement to support learning and improvement. Through a blend of synchronous and asynchronous online learning, case studies, and group discussions, learners will examine the critical role of measurement in improvement science, how it differs from measurement for research or accountability. Participants will be introduced to measurement frameworks, including foundational models such as Donabedian's Triad and contemporary approaches for developing dashboards and optimizing data visualization. Using the lens of complexity, learners will consider how to design internal quality monitoring strategies and apply measurement tools effectively within improvement efforts. The course emphasizes the importance of understanding variation, introducing statistical methods tailored to identifying, interpreting, and managing variation in the context of improvement. A strong focus will be placed on equity and people-centered measurement strategies that ensure data informs the needs of those closest to the work and the communities they serve.

### **CHEP 873.3 Leading Change**

Learners will explore how to lead improvement and influence change. Delivered through online learning, case studies, and small group work, participants will learn about frameworks and tools that can help them, lead, coach, and mentor local improvement teams, support improvement across a journey of care or service, and influence large-scale change. Learners will strengthen their skills in reflective practice, conflict engagement, and communication while applying an equity and complexity lens to leadership. Finally, the course will include an introduction to key features of co-production and collaborative practice.

### **CHEP 880.3 Practicum in Applied Improvement**

This practicum integrates learning from the other required courses for the Graduate Certificate in Improvement Science through application of concepts, theories, and tools to an improvement project in the learner's local context. The course spans eight months, with monthly sessions dedicated to planning, reflection on action, and peer feedback. Learners will share project progress at various stages for review and feedback. The final session culminates in a presentation summarizing their project. A core component of the course is guided reflection on the experience of leading and coaching improvement efforts, with an emphasis on lessons learned and personal growth. To support collaboration and community-building, the course includes two residencies, 1.5 days each in Saskatoon.

## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** New Graduate Certificate in Improvement Science

**General Description:** A 12 credit-unit graduate-level certificate using 4 new online CHEP courses. The 3-day practicum will be the only required in-person element.

**Degree College:** College of Graduate and Postdoctoral Studies

**College Approval:** Graduate Programs Committee approval, December 15, 2025.

**Effective Term:** September 2027

### Course implications

- This certificate is composed of 4 new CHEP courses.

### Registration and classes

- Online courses follow standard term dates, with one course running across Fall Term 1 and Winter Term 2.
- Program requires mostly online learning, which reduces pressure on the Space Booking unit. Only one of the online classes includes a final examination. This final examination will be completed online.

### Convocation

- No new hood is required.
- Students may graduate with the certificate as early as Spring Convocation 2028.

### Financial and Budget

- The Deputy Provost and Strategic Finance Office have endorsed the proposal.
- Proposed non-standard tuition rate using a per credit unit method of assessment.
- Proposal indicates program tuition of \$7,300.00 for domestic students (\$608.33 per credit unit).
- Students required to re-take a course will be assessed tuition at the per credit unit rate.

### Admission and Student Mobility

- Admission requirements align with standard graduate-level requirements.
- Target demographic for the program is domestic students; however, international applicants may apply and be admitted to the program.
- Admission includes the following admit types:
  - Saskatchewan Resident

- Rural (outside of Saskatoon and Regina) (prioritized to fill 50% of seats); competitive process based on admission criteria evaluation
- Indigenous (up to 17% of seats); applicants must indicate they are applying for one of these seats on their online application for admission and must meet all usual entry requirements.
- General.



## PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council  
From: Kyla Shea, Academic Programs and Planning Specialist  
Date: January 7, 2026  
Re: Certificate in Improvement Science

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### SUMMARY

The Provost and Strategic Finance Offices have reviewed and endorsed the proposal as proposed. The purpose of the review was twofold:

- 1) to understand the potential impact of the change on the program enrolment and alignment to the college/school strategic enrolment plan.
- 2) To understand the financial implications of the proposed change and the impact on the college / school financial situation.

Date: January 7, 2026	Reviewed By: Loleen Berdahl, Acting Deputy Provost	Communicated By: Kyla Shea
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## APPENDIX C: LETTERS OF SUPPORT

### Letters of support received

- a. Assistant Dean Graduate Studies, College of Medicine
- b. Division of Continuing Medical Education, College of Medicine
- c. Office of the Vice Dean Indigenous Health, College of Medicine
- d. Master of Physician Assistant Studies, College of Medicine
- e. Rehabilitation Sciences
- f. Edwards School of Business
- g. Nursing
- h. College of Pharmacy & Nutrition
- i. College of Dentistry
- j. College of Kinesiology
- k. Saskatchewan Medical Association
- l. Health Quality Council
- m. Saskatchewan Centre for Patient-Oriented Research
- n. School of Public Health
- o. Saskatchewan Health Authority



UNIVERSITY OF SASKATCHEWAN

# College of Medicine

OFFICE OF THE VICE-DEAN RESEARCH  
MEDICINE.USASK.CA/RESEARCH.PHP

**Office of the Vice-Dean Research**

Dean's Office Suite  
Box 19, 107 Wiggins Road  
4A20, Health Sciences Building  
Saskatoon SK S7N 5E5 Canada  
Telephone: 306-966-2621  
Fax: 306-966-6164

August 06, 2025

**To:**

Dean of the College of Medicine  
Faculty Council of the College of Medicine  
College of Graduate and Postdoctoral Studies (CGPS)  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Colleagues,

As the Assistant Dean of Graduate Studies at the College of Medicine, I am pleased to offer my strong support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

I had the pleasure of meeting with Dr. Gary Groot and Dr. Kath Stevenson to review and discuss the vision, structure, and expected impact of the program. Our conversation confirmed the academic merit and strategic importance of this proposal, which addresses a significant gap in graduate-level training in quality improvement science.

This timely and thoughtfully designed program will equip learners with the foundational concepts, methodological tools, and practical skills needed to lead and sustain improvement initiatives in various healthcare settings. The four-course structure—Concepts & Methods in Improvement, Learning from Data for Improvement, Leading Change, and a Practicum in Improvement—offers a cohesive and experiential curriculum rooted in contemporary improvement science and equity-focused practice.

I commend the development team for aligning the curriculum with institutional and health system priorities, including leadership development, data-informed decision-making, and the promotion of equity in care. The program's focus on reflective practice, collaborative learning, and real-world application through the practicum will ensure it has a meaningful and lasting impact on learners and their

organizations.

The certificate will complement our existing graduate programs in health sciences and public health, and I expect strong interest from professionals across various disciplines. I also see significant potential for future integration with laddered credentials, including professional master's programs, and for fostering interdisciplinary collaborations across colleges and sectors.

Please accept this letter as a formal endorsement of the proposal. I look forward to supporting the program as it progresses through the approval and implementation stages.

Sincerely,

A handwritten signature in blue ink, appearing to read 'K Lukong', is positioned to the left of a vertical line. The signature is fluid and cursive.

Dr. Kiven Eriq Lukong  
Assistant Dean, Graduate Studies  
Director, Health Sciences Graduate Program  
College of Medicine, University of Saskatchewan  
kiven.lukong@usask.ca | (306) 966-4586



September 29, 2025

College of Graduate and Postdoctoral Studies  
University of Saskatchewan  
Saskatoon, SK

Dear Dr. Groot,

As Associate Dean of Continuing Medical Education in the College of Medicine, I am pleased to provide my full support for the proposed Certificate in Improvement Science

At its heart, health care is directed towards improvement, improvements in care, in systems, and ultimately in the lives of the patients and families we serve. This certificate builds directly on that imperative by equipping learners with the knowledge and skills to lead meaningful, evidenced-informed change. Good intentions alone are not sufficient; improvement requires scientific grounding, methodological expertise, and thoughtful leadership.

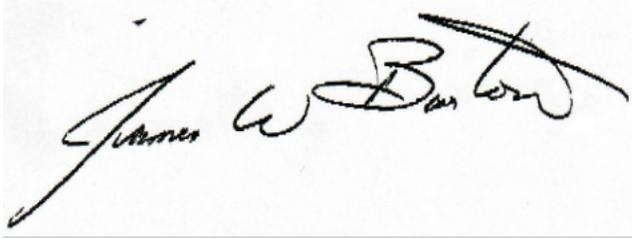
I am particularly encouraged that this program is designed as an interprofessional initiative, as future leaders in healthcare will not come solely from medicine but from across the entire spectrum in the Health Sciences, including nursing, rehabilitation sciences, pharmacy and nutrition, dentistry, and veterinary medicine. Bringing these disciplines together to study the science improvement will prepare graduates to lead collaboratively across professions and sectors, fostering the culture of continuous learning and equity our healthcare system urgently needs

From the perspective of continuing medical education, the alignment is especially clear. Our mandate is to provide ongoing education that enhances the quality of care and supports the professional growth of health providers. The certificate's emphasis on improvement methods, measurement, leadership of change, and application through practicum projects directly complements CME's role in advancing both quality and safety in Saskatchewan healthcare

I believe the Certificate in Improvement Science will become a cornerstone offering at the University of Saskatchewan, preparing health professionals to not only participate in, but also lead, system-level improvement.

I strongly endorse this proposal and look forward to our continued collaboration and supporting its success.



A handwritten signature in black ink on a white background. The signature reads "James W. Barton" in a cursive style. The first name "James" is written in a large, flowing script. The middle initial "W" is smaller and more compact. The last name "Barton" is written in a similar cursive style, with a prominent loop at the end of the word.

Dr. James W. Barton, MD, MHPE, FRCPC, CCPE  
Clinical Professor of Medicine  
Associate Dean, Continuing Medical Education  
College of Medicine, University of Saskatchewan



As the Vice Dean Indigenous Health in the College of Medicine, I am pleased to provide this letter of support for the proposed Certificate in Improvement Science. Establishing this certificate program and the pursuit of a future graduate degree, positions the University of Saskatchewan, and the Province, as a leader in the field of Health Services Research and specifically in the work of Improvement Science.

The Office of Vice Dean Indigenous Health (OVDIH) has a social justice mission to humbly walk alongside all people of Saskatchewan towards equitable health, well-being, and belonging, seeking truth and justice now and for future generations. The OVDIH builds and challenges the capacity of the College of Medicine community to enhance the skills, attitudes, and education necessary to support the citizens of Saskatchewan so they can grow and thrive. The work that has led to the establishment of this certificate program, as well as the learning outcomes of the program, are aligned with the mandate and values of the OVDIH. Specifically, this certificate meets an identified need among health and social care providers and has the potential to contribute positively to system issues that impact patient safety, service quality, and health inequities.

The development of the Certificate in Improvement Science is responsive to a local demand for training, as well as the feedback of past learners. A commitment to consultation has led to a distinctive certificate program being proposed that emphasizes an interdisciplinary approach, allows for the broad application of improvement science in health and social sectors, and provides built-in peer mentorship opportunities. The Certificate in Improvement Science will provide current professionals who are employed in the health and social care sectors with an increased capacity and competence to address quality, safety, and equity issues within a localized context. Through student practicums that are developed in collaboration with a workplace, this certificate program has the potential of real-time responses to diverse health and social care needs in the province. Further, a collaborative approach that includes external partners and communities can advance the work of enacting culturally responsive care through local expertise and wisdom.

This certificate program is an exciting opportunity for the University of Saskatchewan to advance interdisciplinary and collaborative approaches within the province in the pursuit of meaningful change for those we serve.

Respectfully,



**Janet Tootoosis BSc, MD, FCFP**  
Interim Vice Dean Indigenous Health  
Clinical Associate Professor  
College of Medicine  
Ph: 306-966-4303



October 27, 2025

Academic Programs Committee  
University of Saskatchewan  
Saskatoon, SK

**Re: Letter of Support for the Certificate in Improvement Science**

Dear Members of the Academic Programs Committee,

As the Academic Director of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, I am pleased to offer my full support for the proposed Certificate in Improvement Science. This program represents a critical advancement in graduate education and will have far-reaching benefits for individuals, academic programs, and healthcare systems across Saskatchewan and beyond.

The MPAS program emphasizes research and quality improvement, culminating in a capstone project that challenges students to apply evidence-based approaches to real-world clinical and system-level challenges. The Certificate in Improvement Science offers a valuable opportunity for our students to collaborate with faculty and learners from diverse disciplines, deepening their understanding of improvement methodologies and enhancing their capacity to lead change in complex health environments. The program's focus on experiential learning, equity, and collaborative practice aligns closely with MPAS's educational goals and the broader mission of the College of Medicine.

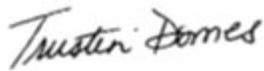
This program fills a significant gap in our College's offerings, particularly following the discontinuation of the Clinical Quality Improvement Program (CQIP). By building on the strengths of CQIP and expanding its scope, the certificate will support the development of a professional workforce equipped to lead and evaluate improvement initiatives. The proposed certificate not only addresses this need but also lays the groundwork for a future Master of Science in Health Services Research with a concentration in Improvement Science, which is an exciting development for our academic community and the province.

Importantly, the program's emphasis on equity, Indigenous leadership, and interprofessional collaboration aligns with the strategic priorities of our College and the University. Its flexible, primarily virtual delivery model ensures accessibility for rural and remote practitioners, while its experiential practicum ensures that learning is grounded in real-world application. In the future, I see Physician Assistants being very interested in this program to further their knowledge and skills in this important area.

By launching this certificate, the University of Saskatchewan continues to demonstrate leadership in the field of Improvement Science. If approved, this will be the only graduate-level program of its kind in Western Canada, which positions our institution as a national leader in health services research and quality improvement education.

I commend the collaborative work that has gone into developing this program and look forward to future partnerships between our programs. I strongly support its approval and implementation.

Sincerely,

A handwritten signature in black ink that reads "Trustin Domes". The signature is written in a cursive style with a clear, legible font.

Trustin Domes MD, MEd, MBA, FRCSC  
Associate Professor of Surgery  
Academic Director, Master of Physician Assistant Studies  
University of Saskatchewan



UNIVERSITY OF SASKATCHEWAN

School of  
Rehabilitation Science

COLLEGE OF MEDICINE  
MEDICINE.USASK.CA/SRS

104 Clinic Place  
Saskatoon, SK S7N 2Z4 Canada  
Telephone: 306-966-6579  
Fax: 306-966-6575

September 16, 2025

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Colleagues:

As Director of the School of Rehabilitation Science, I am pleased to offer my enthusiastic support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

The certificate's emphasis on building practical skills in improvement science aligns closely with our School's mission and vision, particularly our commitment to knowledge translation that enhances quality of life and well-being. As such, this program would be a valuable opportunity for both new and established rehabilitation professionals to deepen their expertise in quality improvement.

I am especially encouraged by the program's interprofessional approach and its focus on academic dissemination within the context of real-world improvement initiatives. The primarily virtual delivery model is another strength, enabling health professional learners to engage in graduate education while continuing to work clinically, effectively transforming their professional environments into experiential learning spaces.

Please accept this letter as a formal endorsement of the proposal. I look forward to supporting the program and anticipate strong engagement from our graduates and faculty.

Sincerely,

A handwritten signature in cursive script that reads "Brenna Bath".

Brenna Bath BScPT, MSc, PhD, FCAMPT  
Director & Professor  
School of Rehabilitation Science  
College of Medicine  
University of Saskatchewan  
Phone: (306) 966-6573  
Email: [brenna.bath@usask.ca](mailto:brenna.bath@usask.ca)



August 20, 2025

**Re: Letter of Support – Proposed Graduate Certificate in Improvement Science**

Dear Dr. Groot,

On behalf of the Edwards School of Business, I am writing to express our support for the College of Medicine's proposal to establish a **Graduate Certificate in Improvement Science**.

We recognize the discontinuation of the Clinical Quality Improvement Program (CQIP) has left a significant gap in longitudinal learning opportunities for health and social care professionals in Saskatchewan. The proposed certificate not only responds to this gap but enhances it meaningfully offering more contact time, deeper applied learning, and a formal graduate-level credential. Moreover, we view this program as a promising and strategic step toward the development of a future Master of Science in Health Services Research, which aligns with the University of Saskatchewan's commitment to interdisciplinary scholarship and societal impact.

There is a natural alignment between the Certificate in Improvement Science and the priorities of the Edwards School of Business, particularly in the areas of systems thinking, organizational change, leadership development, and continuous improvement. These themes are core to both our MBA program and our research agenda.

Importantly, this initiative reflects a shared commitment to fostering a culture of continuous improvement, which is also a cornerstone of our AACSB (Association to Advance Collegiate Schools of Business) accreditation. The proposed certificate contributes meaningfully to that culture—not only within healthcare, but across the university and province.

We look forward to supporting the program's development and would welcome opportunities to collaborate through program entry pathways and research partnerships. Please consider this letter as a formal endorsement of the Graduate Certificate in Improvement Science. We commend the College of Medicine for its vision and leadership in advancing this timely and important initiative.

Best regards,

A handwritten signature in black ink that reads "Keith A. Willoughby".

Keith A. Willoughby, Ph.D.  
Dean  
Professor, Department of Finance and Management Science  
Edwards School of Business, University of Saskatchewan  
Saskatoon, SK S7N 5A7  
E-mail: [willoughby@edwards.usask.ca](mailto:willoughby@edwards.usask.ca)



UNIVERSITY OF SASKATCHEWAN

College of Nursing

NURSING.USASK.CA

September 12, 2025

Dr. Gary Groot  
Department of Community Health and Epidemiology  
University of Saskatchewan

Dear Dr. Gary Groot

**RE: Proposed Certificate in Improvement Science**

The College of Nursing is pleased to offer support for the proposed certificate in improvement science. We have had the opportunity to review the proposal, including the syllabi of the four courses, and believe that this certificate would be a valuable asset to nurses in clinical leadership. Quality improvement as a concentration is a gap in the MN program, and nursing graduates may find that this additional certification could put them at an advantage for making system change.

The focus on equity is unique and an essential contribution to graduate education. There are very few opportunities to learn how to coach and lead from a systems lens, and the co-production of care systems is rare in an area where healthcare providers have traditionally been identified as experts and patients as passive recipients.

The course on concepts and methods in improvement would be a complement to the Master's of Nursing Professional Practice Leadership stream, and we would appreciate the opportunity for nursing students to select this course as an elective.

We can foresee opportunities for future collaboration with the Department of Community Health and Epidemiology as this certificate program matures and develops towards a degree program. There are opportunities for multidisciplinary education, and we will follow this certificate program with great interest.

Sincerely,

**Wanda Martin, RN, Ph.D.**

Associate Professor and Graduate Program Chair  
College of Nursing



UNIVERSITY OF SASKATCHEWAN

College of Pharmacy  
and Nutrition

PHARMACY-NUTRITION.USASK.CA

 [pharmacy-nutrition.usask.ca](https://pharmacy-nutrition.usask.ca)

August 14, 2025

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Colleagues,

As Dean of the College of Pharmacy and Nutrition, I am pleased to offer our support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

The certificate aligns with our clinical graduate program where focus on leadership and management is particularly relevant to our professional graduates. The proposed certificate course may serve as an important advanced learning opportunity for both new and experienced professionals in pharmacy and nutrition.

We appreciate the interprofessional nature of the certificate course and its focus on academic dissemination in the context of quality improvement. We also appreciate that the program design affords opportunity for learners to pursue graduate education from anywhere in the province while working full-time, leveraging the work context as a lab for experiential learning.

Please accept this letter as a formal endorsement of the proposal. I look forward to seeing active engagement from our graduates and faculty.

Sincerely,

Jane Alcorn  
Professor and Dean, College of Pharmacy and Nutrition



306-966-6327

[pharmacy-nutrition@usask.ca](mailto:pharmacy-nutrition@usask.ca)



September 26, 2025

**To:**

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Colleagues,

As Dean of the College of Dentistry, I am pleased to offer our support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

The certificate's emphasis on developing practical improvement skills aligns with the mission and vision of our program, particularly our dedication to evidence-based practice and innovation. We recognize and value the program's strong focus on equity, a priority that we also uphold.

We are pleased to note the interprofessional nature of the program and its emphasis on academic dissemination. We also value the primarily virtual format, which makes it easier for learners to continue working full-time while pursuing graduate education and applying what they learn directly in their workplace.

Please consider this letter a formal endorsement of the proposal. I look forward to exploring how our graduates and faculty can engage with the program.

Sincerely

**Walter Siqueira**, DDS, MBA, PhD, FICD, FCAHS  
Dean and Professor  
IADR Distinguished Scientist

University of Saskatchewan  
College of Dentistry  
Health Sciences Building, Room GA10.14  
Ph: 306-966-1920





October 22, 2025

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Colleagues,

As Dean of the College of Kinesiology, I am pleased to offer our support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

As the College of Kinesiology engages in curriculum renewal, we look forward to deepening our collaboration with other health science programs and strengthening the connection between public health and kinesiology. The proposed certificate offers a potential platform for this enhanced collaboration and would be a unique advanced learning opportunity for both new and experienced professionals working in the field of kinesiology.

We are pleased to see that the program embraces an interprofessional approach and emphasizes academic dissemination within the framework of quality improvement. We also value the primarily virtual format, which enables learners to pursue graduate studies from any location while maintaining full-time employment—effectively using their workplace as a setting for experiential learning.

Please consider this letter a formal endorsement of the proposal. I look forward to seeing meaningful participation from both our graduates and faculty.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dani Brittain".

Dani Brittain, PhD  
Dean  
College of Kinesiology





SASKATCHEWAN MEDICAL ASSOCIATION

201-2174 Airport Drive • Saskatoon, SK • S7L 6M6  
p. 306 244 2196 • f. 306 653 1631 • w. www.sma.sk.ca

September 5, 2025

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**\*Delivered via Email\***

Dear Colleagues:

**Re: Letter of Support – Graduate Certificate in Improvement Science**

As CEO of the Saskatchewan Medical Association (SMA), I am pleased to offer our support for the proposed Graduate Certificate in Improvement Science. This program represents a significant step forward in enhancing interdisciplinary collaboration, empowering physicians to effect change, and implementing improvements that will benefit patients across Saskatchewan.

The SMA has a long-standing commitment to fostering a culture of continuous improvement within the health care system, specifically by developing physician leaders in health system improvement. We have funded one-time and ongoing learning opportunities and partnered to support the now-discontinued Clinical Quality Improvement Program (CQIP). From a content perspective, it is evident that the certificate has been developed with the strengths of CQIP in mind, while also addressing opportunities for improvement.

This certificate program aligns strongly with the SMA's vision of physicians leading the provision of high-quality care and building healthy communities, and through its curriculum, it will provide physicians with the knowledge and skills necessary to drive meaningful change.

One of the key strengths of this program is its emphasis on interdisciplinary collaboration. By bringing together physicians and other health care professionals, the certificate program will create a platform for sharing best practices, innovative ideas, and successful strategies. This interdisciplinary, collaborative approach will not only enhance the learning experience but also foster a sense of community and shared purpose among participants.

Moreover, the program's focus on practical application will enable physicians to implement improvements in their own practices and work environments. By learning how to identify areas for improvement, develop and test solutions, and measure the impact of their interventions, physicians will be better equipped to lead quality improvement initiatives. This will ultimately result in a more responsive and adaptive health care system that can meet the evolving needs of our patients.

Please accept this letter as a formal endorsement of the proposal. We look forward to its successful implementation.

Sincerely,

Bonnie Brossart, C.Dir.  
CEO

October 2, 2025

**To:**

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Colleagues,

As CEO of the Saskatchewan Health Quality Council, I am pleased to offer our support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

We recently brought together all health system partners, including the University, to explore how we can collectively advance system-wide improvement in Saskatchewan. Participants highlighted the importance of involving the entire workforce in improvement efforts, while also developing a specialized group of professionals with advanced expertise in this area. Creating a graduate-level learning program can help achieve this goal of professionalization, equipping health system leaders and physicians to foster and sustain a culture of continuous improvement.

The proposed curriculum is built off a previous program, which we developed and delivered, the Clinical Quality Improvement Program (CQIP). From a content perspective, it is evident that the certificate has been developed with the strengths of CQIP in mind, while also addressing opportunities for improvement. We can also see opportunities to collaborate on program delivery and contribute as experts in improvement and safety science.

October 2, 2025

Page 2

Please accept this letter as a formal endorsement of the proposal. It is expected that the proposed program continues to align with provincially developed curricula as the strategy to advance system-wide improvement is implemented. We look forward to working in partnership with the department to support a high-quality program that meets the needs of the citizens of Saskatchewan.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tracey Sherin', with a long horizontal flourish extending to the right.

Tracey Sherin

CEO

Saskatchewan Health Quality Council (HQC)

November 5, 2025

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Colleagues,

As Executive Director of the Saskatchewan Centre for Patient-Oriented Research (SCPOR), I am pleased to offer our support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

SCPOR is a leader in patient-oriented research, and we are committed to supporting the optimization of a Learning Health System (LHS) in Saskatchewan. As a coalition of Patient Partners, provincial health policy makers, service providers, post-secondary institutions, and health improvement organizations, SCPOR has laid the foundation for a provincial Learning Health System that fosters meaningful engagement with patients, communities, clinicians, health system leaders and decision makers. Capacity and capability to engage in improvement work is a core component of a highly functioning LHS.

The curriculum proposed in the Graduate Certificate in Improvement Science will develop advanced skills in improvement methods, leading change, and use of measurement, balancing a strong theoretical foundation with applied skills in context. The certificate program will also help to strengthen provincial capacity to make further improvements in our health system and delivery of patient care. We are pleased to see a strong focus on equity, the TRC Calls to Action, and people-centered redesign within the program.

Please accept this letter as a formal endorsement of the proposal, we look forward to seeing how access to an advanced program such as this can help leaders, staff, and physicians engage more effectively as part of the LHS.

Sincerely,



Christina Weise  
Executive Director, SCPOR



UNIVERSITY OF SASKATCHEWAN

School of Public Health

SPH.USASK.CA

5D40 Health Sciences, 107 Wiggins Road  
Saskatoon, SK S7N 5E5 Canada  
Telephone: 306-966-2675  
Facsimile: 306-966-2264

December 10, 2025

Dr. Gary Groot  
HSC E-wing 3242,  
107 Wiggins Road, Saskatoon, SK

Re: Certificate in Improvement Science Program

Dear Dr. Groot,

Thank you for providing the opportunity for the School of Public Health (SPH) to provide feedback on your Certificate in Improvement Science program.

The SPH agrees that the University of Saskatchewan is an appropriate platform for quality improvement training opportunities among students and professionals, alike, and your proposed graduate certificate program fills a vital gap in the field of quality improvement in Saskatchewan. The SPH sees potential for collaboration with respect to the proposed graduate certificate program.

The content of the four new courses constituting the certificate program: Concepts & Methods in Improvement, Learning from Data for Improvement, Leading Change, and Practicum in Applied Improvement, has relevance beyond your certificate program. I anticipate several students from SPH will be interested in these courses and the proposed certificate program.

Given the need for such a program and the timeliness of the proposal, the SPH fully supports the proposed Certificate in Improvement Science program.

Sincerely,

Michael Szafron  
Acting Assistant Executive Director,  
Professor and Graduate Chair



Master of Public Health 2021-2025



Angela Muzyka  
Executive Director Quality & Safety  
Saskatchewan Health Authority  
429 4th Ave NE  
Swift Current, SK S9H 2J9  
P: 306-741-3669

**January 27, 2026**

College of Graduate and Postdoctoral Studies (CGPS)  
Academic Programs Committee  
University of Saskatchewan

**Re: Letter of Support – Graduate Certificate in Improvement Science**

Dear Dr. Groot,

As Executive Director of Quality Improvement, I am pleased to offer our support for the proposed Graduate Certificate in Improvement Science, developed by the Department of Community Health and Epidemiology.

The Saskatchewan Health Authority is committed to delivering high-quality, safe, patient-centered care. Creating a graduate-level learning program will equip health system leaders and physicians to foster and sustain a culture of continuous improvement and safety.

I know the proposed curriculum was developed with input from our internal quality improvement learning and development team and with a vision of collaborative delivery. We look forward to supporting learners from the SHA to pursue this opportunity by ensuring operational alignment, facilitating data access, and lending our expertise in Lean methodology, safety, and patient-centered care.

Please accept this letter as a formal endorsement of the proposal. We are eager to partner with the Department of Community Health and Epidemiology to support a high-quality program that meets the needs of SHA physicians and staff and, ultimately, the citizens of Saskatchewan.

Sincerely,

A handwritten signature in cursive script that reads "Angela Muzyka".

Angela Muzyka  
Executive Director Quality Improvement  
Saskatchewan Health Authority

***Healthy People, Healthy Saskatchewan***

The Saskatchewan Health Authority works in the spirit of truth and reconciliation, acknowledging Saskatchewan as the traditional territory of First Nations and Métis People.

**NOTICE OF CONFIDENTIALITY:** This information is for the recipient(s) listed and is considered confidential by law. If you are not the intended recipient, any use, disclosure, copying or communication of the contents is strictly prohibited.

## REQUEST FOR DECISION

**Committee Name:** Academic Programs Committee, University Council

**Date:** March 19, 2026

**Presented by:** Paul Jones, Chair, Academic Programs Committee

**Subject: Bachelor of Science Dental Hygiene Admission Qualification Changes**

### MOTION

It is recommended by the Academic Programs Committee that Council approve the admission qualification changes for the Bachelor of Science in Dental Hygiene, effective for the 2027-2028 application cycle.

### CONTEXT AND BACKGROUND

The College of Dentistry is proposing an admission change to the Bachelor of Science in Dental Hygiene program where all post-secondary coursework from any recognized or accredited institution be included when calculating admission averages, provided applicants have completed at least 18 credit units. The current admission policy classifies applicants with 18 or more transferable credit units to the University of Saskatchewan as post-secondary students, but because the College of Dentistry does not accept transfer credits, applicants with dental education have not had those courses recognized in the admission process.

Additional proposed updates include adjusting the English prerequisite to require only one 30-level course in response to upcoming provincial graduation changes, formally recognizing fine and performing arts subjects as acceptable elective options, and calculating admission averages using prerequisite subjects to align with other direct-entry programs.

### CONSULTATION

The College of Dentistry submitted a proposal to the Academic Programs Committee (APC) on February 4, 2026. APC had the opportunity to review the proposal and voted in favour of the changes. University Council has the authority to approve changes to admission qualifications. Senate confirmation of the decision is required before the changes can take effect.

### ATTACHMENTS

1. **Bachelor of Science Dental Hygiene Admission Qualification Changes**



# Changes to Undergraduate Program Admission Requirements

## SUBMISSION INFORMATION

Degree(s) Bachelor of Science	
Fields of study Dental Hygiene	
Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.):	
Academic Unit (unit offering the program): Dentistry	Proposed date for implementation: Fall 2027
Contact person name Jamie Wilkie	Email <a href="mailto:jamie.wilkie@usask.ca">jamie.wilkie@usask.ca</a>
Motion Carried at the College Faculty Council Approval or equivalent: <b>MOTION:</b> That the updated Dental Hygiene admission template be approved as distributed. <i>Donald T./Brilz R</i>	

Admission requirements are made up of several factors including admission qualifications and selection criteria which are governed under the [Policy on Admission to Degree Programs](#).

Select the area in which you are proposing to change/create:

**Admission Qualifications**

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Admission Qualifications become part of your "Admission Requirements" for applicants.

**Admission category**

Admission categories are approved at a university wide level and are a way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission, Indigenous Specific Seats, etc.).

**Enrolment Management**

Changes to the capacity of seats available for new admits if different from the college/school strategic enrolment plan.

### ☒ **Selection Criteria**

The means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

### ☐ **Learner Pathway**

Different routes that individuals choose to progress into, within, and out of the post-secondary education system.

Note: If the learner pathway requires individuals to adhere to a **different set of admission qualifications** this would then require Council level approval.

## **RATIONALE**

### **Admissions Qualifications**

- Previously, applicants who completed 18 or more transferable credit units to the University of Saskatchewan were classified as post-secondary students, and their admission average was calculated based on those transferable credits. However, the College of Dentistry does not accept transfer credits into its programs. As a result, applicants with dental education have not had those courses recognized in the admission process.

We propose that, instead of limiting consideration to courses transferable to the University of Saskatchewan, all post-secondary coursework from a recognized or accredited institution be included. Applicants would still be required to have a minimum of 18 credit units of post-secondary coursework from such an institution for their admission average to be based on those studies.

- Saskatchewan's high school graduation requirements are changing to require only one Grade 12-level English course instead of two. Students graduating under these new requirements will first appear in 2027. In response, we propose adjusting our prerequisite to require only one 30-level English course, rather than two.
- Fine and performing arts subjects are recognized for meeting high school graduation requirements. We propose that these subjects be formally included as acceptable elective options within our admission criteria.
- To align with the method used to calculate admission averages for our other two direct-entry programs, we propose basing the admission average on the prerequisite subjects rather than using a five-subject formula.
- Prerequisites have always been required for applicants under the Special Mature Admission category. We are now adding this information to the template to ensure clarity and transparency

## Selection Criteria

- We have determined that personal statements do not provide an accurate representation of applicants. Therefore, we propose removing the personal statement from the selection criteria for regular admission applicants and introducing an interview component in its place. Additionally, we recommend adjusting the weighting to allocate greater emphasis to the interview than was previously given to personal statements.
- We propose revising the selection criteria for Special Mature Admission applicants to include an interview component and to factor in their prerequisite average. These changes will align the criteria with those used for other admission categories and programs.

**Note:** The Academic Programs Committee is responsible for evaluating academic implications of admission requirements. Approval at APC, Council and Senate (where applicable) does not imply approval of required resources (faculty complement, additional space requirements, etc.). Academic units are responsible for implementing these changes within the resources available including any incremental tuition generated

# Admission Qualifications

## Regular Admission – High School (less than 18 credit units of transferable post-secondary coursework from a recognized and/or accredited institution)

- Grade 12 standing or equivalent
- ~~ELA A30 and B30~~ ELA A30 OR ELA B30; Biology 30, Chemistry 30, Foundations of Math 30 or Pre-calculus 30; one elective from social sciences, natural sciences, or humanities or fine or performing arts at the 30 level (no deficiencies allowed) or equivalents.
- Minimum average of 75% on five subject high school average the prerequisite subjects.
- Proficiency in English.

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## Regular Admission – post-secondary (18 credit units or more transferable of post-secondary coursework from a recognized and/or accredited institution)

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan from a recognized and/or accredited post-secondary institution.
- ~~ELA A30 and B30~~ ELA A30 OR ELA B30; Biology 30, Chemistry 30, Foundations of Math 30 or Pre-calculus 30; one elective from social sciences, natural science, or humanities or fine or performing art at the 30 level (no deficiencies allowed) or equivalents.
- Proficiency in English.

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## Special Mature Admission

- Proof of age (21 or older).
- A written submission demonstrating capacity to undertake university-level studies.
- ELA A30 OR ELA B30; Biology 30, Chemistry 30, Foundations of Math 30 OR Pre-Calculus 30; one elective from social sciences, natural science,

## Dental Hygiene

~~humanities, or fine or performing arts at the 30 level (no deficiencies allowed) or equivalents.~~

- ~~Less than 18 credit units of transferable post-secondary coursework from a recognized and/or accredited post-secondary institute.~~
- Transcripts of any secondary ~~and/~~or post-secondary coursework.
- Resume.
- Proficiency in English.

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## Selection Criteria

### Regular Admission:

- Academic average – ~~80%~~ 60% weighting (Average is calculated using five high school subjects ~~based on prerequisite subjects~~ or on 18 or more transferable credit units ~~from a recognized and/or accredited post-secondary institute~~)
- ~~Written Statement – 20% weighting~~
- ~~Interview – 40% weighting (Interview selection is based on the academic average)~~

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### Special Mature Admission: ~~Special admission package – 100% weighting~~

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- ~~Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential. ~~Special admission package – 30% weighting (Based on the applicant's written submission demonstrating capacity to undertake university-level studies and based on the applicant's resume)~~~~
- ~~Academic average – 30% weighting (Average calculated based on prerequisite subjects)~~
- ~~Interview – 40% weighting (Interview selection is based on the academic average and special admission package score)~~

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## Categories of Applicants

The College of Dentistry admits 30 students to the program each year. Seat allocation amongst the different applicant pools (high school, post-secondary and special mature) is to be determined by the Admissions Committee on an annual basis.

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### Saskatchewan Residents

To be eligible as a Saskatchewan resident, applicants must have resided in Saskatchewan for at least FOUR years immediately prior to September 1 of the year admission is being sought. ~~For 2026-2027~~ 2027-2028, applicants must have resided in Saskatchewan since September 1, 2022 ~~2023~~. Applicants who have left the province, but previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be considered residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four-year requirement will receive credit of one year toward the four-year requirement for every four years of residency in the province. **There are NO EXCEPTIONS to the four-year Saskatchewan residency rule.**

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In order to support a claim as a resident of Saskatchewan, the following proof and circumstances will be taken into account:

- **Date of issue** of your Saskatchewan Health Card<sup>1</sup> **AND** either the date of issue of your Saskatchewan Drivers' License<sup>2</sup> **OR** Saskatchewan Income Tax Forms confirming taxes paid in Saskatchewan.
- Applicants who have completed four years of full-time study at a Saskatchewan post-secondary institution immediately prior to the year admission is being sought are considered Saskatchewan residents. Official transcripts must be submitted by the document deadline to support this claim.
- Reasons for any break in continuity of residence, which includes attendance at an out-of-province educational institution, summer employment where applicable and any other reason deemed to be relevant
- Saskatchewan high school transcript (if you are NOT currently registered at the University of Saskatchewan) or
- Resident of the Yukon, Northwest or Nunavut Territories.

## Dental Hygiene

1. If the date of issue of your Saskatchewan Health Card is newer than the original date of issue, a letter from Saskatchewan Health confirming the date of issue is required.
2. If the date of issue of your Saskatchewan Driver's License is newer than the original date of issue, a Drivers Abstract is required.

# Canadian Applicants

## Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 75% in the required subjects; or admission is based on the successful completion of at least 18 credit units of ~~transferable~~ university-level coursework at a recognized and/or accredited postsecondary institution, with an average of at least 60%.

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## Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully completed less than 18 credit units of ~~transferable~~ university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

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## Indigenous Specific Seats

~~This program has 4~~ 17% of seats are designated for Indigenous applicants. Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the deybwewin | taapwaywin | tapwewin:

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## Dental Hygiene

Indigenous Truth policy and Standing Committee in accordance with the processes developed to enact the policy. Verification of Indigenous Membership/Citizenship with documentation is a condition of acceptance for this program. Applicants wishing to apply in this category must self-declare on the application for admission.

# International Applicants

## Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 75% in the required subjects; or admission is based on the successful completion of at least 18 credit units of ~~transferable~~ university-level coursework at a recognized and/or accredited postsecondary institution, with an average of at least 60%.

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## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** Bachelor of Science in Dental Hygiene [B.Sc.(DH)] – Changes to Admission Requirements, Selection Criteria, and Seat Quota

**General Description:** The College of Dentistry proposes the following changes:

### Admission Requirements:

- Calculate admission average using all post-secondary coursework from a recognized or accredited institution, rather than limiting calculation to courses transferable to USask.
- Require one 30-level English course, rather than two.
- Accept fine and performing arts courses as acceptable elective options within admission criteria.
- Base admission average calculation on prerequisite subjects, rather than on a five-subject formula.
- Introduce an interview component to replace personal statement for regular and Special Mature applicants.
- Clarify the prerequisite requirements for Special Mature Admission category. This was previously unclear in the Catalogue.

### Selection Criteria:

- Replace personal statement with an interview component for regular applicants. Weighting applied to interview will be greater than that given to personal statement.
- Factor in prerequisite average and interview component for Special Mature Admission.

### Seat Quota:

- Increase seats from 26 to 30.

**College Approval:** College of Dentistry Faculty Council approved, December 17, 2025.

**Provost's Office Review:** Provost's office has reviewed and supports the proposal.

**Effective Term:** 2027-28 application cycle

### Course implications

- N/A

### Registration and classes

- N/A

### Convocation

- N/A

### Financial and Budget

- N/A

### **Student Mobility**

- N/A



## PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council

From: Kyla Shea, Academic Programs and Planning Specialist

Date: January 30, 2026

Re: Dental Hygiene Admission Changes

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### SUMMARY

The Provost and Strategic Finance Offices are aware of these changes and have been advised by the College of Dentistry that these changes will not negatively impact program enrolment. Therefore, a financial review was not completed.

Date: January 30, 2026		Communicated By: Kyla Shea
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## REQUEST FOR DECISION

**Committee Name:** Academic Programs Committee, University Council

**Date:** March 19, 2026

**Presented by:** Paul Jones, Chair, Academic Programs Committee

**Subject:** Bachelor of Science Dental Therapy Admission Qualification Changes

### MOTION

It is recommended by the Academic Programs Committee that Council approve the admission qualification changes for the Bachelor of Science in Dental Therapy, effective for the 2027-2028 application cycle.

### CONTEXT AND BACKGROUND

The College of Dentistry is proposing an admission change to the Bachelor of Science in Dental Therapy program to align the program's admission requirements with Saskatchewan's new high school graduation standards, under which only *one* 30-level English course is required as a prerequisite. As a result, several options are being removed, although English Language Arts will continue to be the preferred course.

With this change, a second elective is being added where students can choose either a natural science elective or a fine and performing arts elective to maintain a five-subject admission average.

Additionally, the personal statement requirement is being removed and replaced with an interview process, which is intended to provide a more accurate representation of applicants.

### CONSULTATION

The College of Dentistry submitted a proposal to the Academic Programs Committee (APC) on February 4, 2026. APC had the opportunity to review the proposal and voted in favour of the changes. University Council has the authority to approve changes to admission qualifications. Senate confirmation of the decision is required before the changes can take effect.

### ATTACHMENTS

1. Bachelor of Science Dental Therapy Admission Qualification Changes

## SUBMISSION INFORMATION

Degree(s) Bachelor of Science	
Fields of study Dental Therapy	
Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.):	
Academic Unit (unit offering the program): Dentistry	Proposed date for implementation: Fall 2027
Contact person name Jamie Wilkie	Email <a href="mailto:jamie.wilkie@usask.ca">jamie.wilkie@usask.ca</a>
Motion Carried at the College Faculty Council Approval or equivalent:  <b>MOTION:</b> That the updated Dental Therapy admission template be approved as distributed. <i>Uswak G./Gomes L</i>	

Admission requirements are made up of several factors including admission qualifications and selection criteria which are governed under the [Policy on Admission to Degree Programs](#).

Select the area in which you are proposing to change/create:

**Admission Qualifications**

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Admission Qualifications become part of your "Admission Requirements" for applicants.

**Admission category**

Admission categories are approved at a university wide level and are a way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission, Indigenous Specific Seats, etc.).

**Enrolment Management**

Changes to the capacity of seats available for new admits if different from the college/school strategic enrolment plan.

### **Selection Criteria**

The means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

### **Learner Pathway**

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Note: If the learner pathway requires individuals to adhere to a **different set of admission qualifications** this would then require Council level approval.

## **RATIONALE**

Describe the rationale for the admission change and provide a statement from College/School leadership recommending the change and how it relates to the strategic mission and enrolment plan of the College.

## **Admission Qualifications**

- Saskatchewan's high school graduation requirements are changing to require only one Grade 12-level English course instead of two, with the first graduates under this new standard expected in 2027. In response, we propose adjusting our prerequisite to require only one 30-level English course. Additionally, we recommend removing Français Immersion, Literature 30, and Composition 30 as language options, as English Language Arts remains our preferred choice.

To maintain a five-subject admission average following this change, we suggest adding a second elective prerequisite. This would include the option of a natural science or a fine or performing arts elective, with the condition that no more than one elective may fall within the fine or performing arts category.

The determination of whether proof of English proficiency is required is no longer based on an applicant's first language, but rather on the language of instruction and examination in their previous education. Therefore, we propose removing the descriptive text currently included for the English proficiency requirement and replacing it with a hyperlink to the official English Proficiency Requirements page.

- We have determined that personal statements do not provide an accurate representation of applicants. Therefore, we propose removing the letter of personal introduction from the High School, Mature, and Hygienist admission categories and replacing it with an online interview component.
- Since there is no differential tuition for the DT program and to ensure applicants are assessed within the correct applicant category, we propose requiring all applicants to provide proof of residency—whether in Saskatchewan or out of province. The admission template includes the proposed criteria for verifying both Saskatchewan and out-of-province residency, which we recommend implementing.

## Selection Criteria

- To accommodate the proposed removal of the letter of personal introduction and the introduction of an online interview component, we recommend revising the selection criteria for the High School, Mature, and Hygienist categories so that the online interview directly replaces the letter of personal introduction, including its associated weighting.
- Applicants with dental-related training or education tend to be more successful in the program. To recognize this, we propose incorporating a bonus point system into the selection criteria for applicants in the High School and Mature student categories who have relevant dental-related education or training. A maximum of five points may be added to an applicant's overall score based on their post-secondary education and/or training in a dental-related field.

**Note:** The Academic Programs Committee is responsible for evaluating academic implications of admission requirements. Approval at APC, Council and Senate (where applicable) does not imply approval of required resources (faculty complement, additional space requirements, etc.). Academic units are responsible for implementing these changes within the resources available including any incremental tuition generated.

# Admission Qualifications

## High School Graduates

### 1. Required high school classes

Completion of the following courses or equivalents with an average of at least **70%**:

- Biology 30
- Foundations of Mathematics 30 **or** Pre-Calculus 30
- English Language Arts A30 **and or** B30 **or** English Language Arts A30 and Francais Immersion 30 **or** English Language Arts B30 and Francais Immersion 30 **or** Literature 30 and Composition 30
- ~~One~~ **Two** additional Grade 12 course in a Social Science, Humanities, **Natural Science or Fine or Performing Art (a maximum of one Fine or Performing Art subject)**

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### 2. English proficiency

If your first language is not English, you may have to prove **proficiency in English** before admission.

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### 3. ~~Letter of personal introduction (intent letter)~~ **Online Interview**

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Please provide a one-page essay that will give us a clear picture of who you are and, most importantly, why you want to pursue a career in dental therapy (minimum 500 words, maximum 1000 words). **All eligible applicants seeking admission are required to attend an online interview as part of the selection process. Interviews are granted based on the academic average and letters of support.**

### 4. Letters of support

Please provide two letters of support. Letters may provide information such as your suitability for and commitment to study, past education experience, personal qualities, etc. Possible sources for letters of support may include but are not limited to: past instructor/teacher, employer, community or spiritual leader, or other suitable personal reference.

## Dental Therapy

### 5. Proof of residency

Applicants must prove their residency as a Saskatchewan or out of province resident.

### Mature Students

Mature students who have been out of school for at least one year are eligible for admission. The minimum high school average for mature students is 60%. Applicants having completed a high school equivalency program (i.e., GED) may be considered on an individual basis.

#### 1. Required high school classes

Completion of the following courses or equivalents with an average of at least **60%**:

- Biology 30
- Foundations of Mathematics 30 **or** Pre-Calculus 30
- English Language Arts A30 and or B30 **or** English Language Arts A30 and Francais Immersion 30 **or** English Language Arts B30 and Francais Immersion 30 **or** Literature 30 and Composition 30
- One Two additional Grade 12 course in a Social Science, Humanities, Natural Science or Fine or Performing Art (a maximum of one Fine or Performing Art subject)

#### 2. English proficiency

If your first language is not English, you may have to prove **proficiency in English** before admission.

#### 3. Letter of personal introduction (intent letter) **Online Interview**

Please provide a one-page essay that will give us a clear picture of who you are and, most importantly, why you want to pursue a career in dental therapy (minimum 500 words, maximum 1000 words). All eligible applicants seeking admission are

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## Dental Therapy

required to attend an online interview as part of the selection process. Interviews are granted based on the academic average and letters of support.

### 4. Letters of support

Please provide two letters of support. Letters may provide information such as your suitability for and commitment to study, past education experience, personal qualities, etc. Possible sources for letters of support may include but are not limited to: past instructor/teacher, employer, community or spiritual leader, or other suitable personal reference.

### 5. Proof of residency

Applicants must prove their residency as a Saskatchewan or out of province resident.

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## Dental Hygienist Applicants

Applicants will be eligible for admission if they:

- have graduated from a Canadian or US dental hygiene program.
- are currently licensed to practice dental hygiene in any Canadian province or territory.
- have at least 1 year of clinical dental hygiene experience in public or private practice.
- provide a letter of good standing from their licensing regulator(s).
- ~~provide a letter of personal introduction (intent letter).~~ Attend the online interview
- provide letters of support (two (2) letters).
- are Canadian citizens or permanent residents or landed immigrants.
- provide proof of residency

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The dental therapy program allows dental hygienists to complete the BSc(DT) program in one year.

## Internationally-trained Dentist Applicants

## Dental Therapy

Applicants will be eligible for admission if they:

- have completed a minimal four-year degree in dentistry (e.g., DDS, DMD or BDS) from a dental program from an academic institution not recognized by the Commission on Dental Education of Canada (CDAC).
- have completed the Advanced Dental Admissions Test (ADAT) of the American Dental Association. ~~Acceptable dates are March 1, 2023-2024 – August 31, 2025-2026.~~
- IDDP or DT USask Assessment of Clinical Skills Examination and interview score. ~~(acceptable dates 2021-2025-2022-2026).~~
- are proficient in English as per the [University of Saskatchewan acceptable levels of academic English](#).
- ~~are~~ Canadian citizens or permanent residents, or landed immigrants in Canada.
- [provide proof of residency](#)

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### Dental Therapy USask Assessment of Clinical Skills Examination and interview

Applicants may be selected to participate in the Dental Therapy USask Assessment of Clinical Skills Examination and interview. Selection of applicants will be based on ADAT score. Applicants will be assessed on clinical skills as well as communication skills in a clinical setting. The interview will be conducted as a traditional panel interview.

The assessment and interview will be conducted at the University of Saskatchewan College of Dentistry in Saskatoon over a 1-day period.

### Indigenous Applicants

**This program has seats designated for Indigenous applicants.** Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the [deybwewin | taapwaywin | tapwewin: Indigenous Truth policy](#) and Standing Committee in accordance with the processes developed to enact the policy. [Verification of Indigenous Membership/Citizenship with documentation](#) is a condition of acceptance for this program.

## Dental Therapy

### **Saskatchewan Residents**

To be eligible as a Saskatchewan resident, applicants must have resided in Saskatchewan for at least FOUR years immediately prior to September 1 of the year admission is being sought. ~~For 2027-2028, applicants must have resided in Saskatchewan since September 1, 2023.~~ Applicants who have left the province, but previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be considered residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four-year requirement will receive credit of one year toward the four-year requirement for every four years of residency in the province. There are NO EXCEPTIONS to the four-year Saskatchewan residency rule.

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In order to support a claim as a resident of Saskatchewan, the following proof and circumstances will be taken into account:

- Date of issue of your Saskatchewan Health Card<sup>1</sup> AND either the date of issue of your Saskatchewan Drivers' License<sup>2</sup> OR Saskatchewan Income Tax Forms confirming taxes paid in Saskatchewan.
  - Applicants who have completed four years of full-time study at a Saskatchewan post-secondary institution immediately prior to the year admission is being sought are considered Saskatchewan residents. Official transcripts must be submitted by the document deadline to support this claim.
  - Reasons for any break in continuity of residence, which includes attendance at an out-of-province educational institution, summer employment where applicable and any other reason deemed to be relevant
  - Saskatchewan high school transcript (if you are NOT currently registered at the University of Saskatchewan) or
  - Resident of the Yukon, Northwest or Nunavut Territories.
1. If the date of issue of your Saskatchewan Health Card is newer than the original date of issue, a letter from Saskatchewan Health confirming the date of issue is required.

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## Dental Therapy

2. If the date of issue of your Saskatchewan Driver's License is newer than the original date of issue, a Drivers Abstract is required.

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### **Out of Province Residents**

To be eligible as an out of province resident, applicants must have resided outside of Saskatchewan for at least TWO years immediately prior to September 1 of the year admission is being sought. For 2027-2028, applicants must have resided outside of Saskatchewan since September 1, 2025. Applicants who have relocated from their home province, territory, or country to Saskatchewan will be considered out-of-province residents if the four-year Saskatchewan residency requirement has not been met.

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In order to support a claim as an out of province resident, the following proof and circumstances will be taken into account:

- Date of issue of your provincial Health Card<sup>1</sup>
- Date of issue of your provincial Drivers' License<sup>2</sup>
- Out of province Income Tax Forms confirming taxes paid outside of Saskatchewan.
- Applicants who have completed two years of full-time study at a post-secondary institution outside of Saskatchewan immediately prior to the year admission is being sought are considered out of province residents. Official transcripts must be submitted by the document deadline to support this claim.
- Out of province high school transcript
- Household/Utility Statements or Lease Agreements
- Immigration documents

## Dental Therapy

1. If the date of issue of your Health Card is newer than the original date of issue, a letter from your Provincial Health Authority confirming the date of issue is required.

2. If the date of issue of your Driver's License is newer than the original date of issue, a Drivers Abstract is required.

### Agency Sponsorship

To address national dental therapy workforce needs, the program will make seats available to enable agencies from Saskatchewan and across the country to recruit and sponsor students to study and then undertake return of service agreements with the agencies upon graduation. This is a key pathway to filling unfilled dental therapy positions across Canada.

**The University of Saskatchewan and the dental therapy program will not be directly involved in agency recruitment of potential sponsorship students or the terms of any agency-student return of service agreements but will provide support to sponsors and potential sponsored students.**

All sponsored students must meet the program's admission requirements and once admitted, must maintain the academic standing requirements for promotion and graduation.

Submission of a sponsorship application does not guarantee acceptance by the University of Saskatchewan and the program. Sponsorship priority will be given to Indigenous students in accordance with the admission priorities of the program.

The number of available sponsorship seats will follow the program's admission policy to balance provincial and national dental therapy workforce needs. Up to 17 seats per year are open to out-of-province residents and can be sponsored by non-Saskatchewan agencies. The remaining 11 seats are for Saskatchewan residents and are eligible for sponsorship by Saskatchewan agencies.

If in any given year there are not enough qualified Saskatchewan applicants, these seats will be opened to out-of-province applicants, including agency-sponsored students.

## Dental Therapy

If in any given year there are not enough qualified out-of-province applicants, these seats will be opened to Saskatchewan applicants, including agency-sponsored students.

Sponsorship students may indicate their preference for which campus they want to study, but not all requests are guaranteed to be accommodated.

Eligible agencies include:

- First Nations and Inuit communities and Indigenous governments
- Federal, provincial, and territorial governments
- Regional health authorities

## Selection Criteria

### High school graduates and mature students

A total maximum of 40 points will be awarded to applicants in the following areas:

- Academic average - 20 points
- ~~Letter of personal introduction (intent letter) - 10 points~~ ~~Online Interview - 10 points~~
- Letter of support (2 of them - 5 points each) - 10 points

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\*Applicants who have completed relevant post-secondary education and/or training in a dental-related field may be eligible for bonus points in the admission process. A maximum of 5 bonus points may be applied to the applicant's overall points.

Applicants must provide official documentation (e.g., transcripts, certificates or employer letters) to verify eligibility for bonus points. All documentation must be submitted by the document deadline. Failure to provide sufficient proof will result in ineligibility for bonus point consideration.

### Dental hygienists

Dental hygienist applicants will be ranked via several selection factors. A total maximum of 25 points will be awarded to applicants in the following areas:

### Dental Therapy

- Academic average (dental hygiene program) - 5 points
- ~~Letter of personal introduction (intent letter) - 10 points~~ ~~Online Interview - 10 points~~
- Letter of support (2 of them - 5 points each) - 10 points

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### Internationally trained dentists

Internationally trained dentist applicants will be ranked using three selection factors. A total maximum of 25 points will be awarded to applicants in the following areas:

- Advanced Dental Admissions Test (ADAT) score - 10 points
- USask Assessment of Clinical Skills Examination score - 10 points
- USask panel interview score - 5 points

## Required Documentation

Applications are not complete until **all** required documents are received. It is the applicant's responsibility to ensure that all required documentation is received. Applicants can check the status of their application online by logging in to their application. Please ensure that the Admissions Office, College of Dentistry has a current address, telephone number, and email address.

### High school graduates and mature students

- ~~Letter of personal introduction (intent letter)~~
- Two letters of support
- Official transcripts
- ~~Other applicable documentation~~
- ~~Proof of residency~~

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### Dental hygienists

- Official transcripts (dental hygiene program only)
- Letter of good standing from licensing regulator(s)
- ~~Other applicable documentation~~
- ~~Proof of residency~~

## Dental Therapy

### Internationally trained dentists

- Advanced Dental Admissions Test (ADAT)
- USask Assessment of Clinical Skills Examination and interview score  
(acceptable dates 2021-2025~~2022-2026~~)
- Other applicable documentation
- Proof of residency

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## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** Bachelor of Science in Dental Therapy [B.Sc.(DT)] – Changes to Admission Requirements and Selection Criteria

**General Description:** The College of Dentistry proposes the following changes:

### Admission Requirements:

- Require one 30-level English course, rather than two. This involves indicating English Language Arts as the preferred prerequisite and removing Français Immersion, Literature 30, and Composition 30 as options.
- Maintain the five-subject admission average; however, add options to use a natural science or fine/performing arts elective (with a limit of one fine/performing arts elective).
- Indicate that proof of English Proficiency will follow USask’s English Proficiency rules; provide link to rules.
- Remove the personal statement requirement from the High School, Mature, and Hygienist admission categories and replace it with an online interview.
- Require proof of residency for all applicants and include criteria for verification of both Saskatchewan and out-of-province residency.

### Selection Criteria:

- Replace personal statement with online interview requirement for High School, Mature, and Hygienist categories. Weighting will remain the same for interview as it was for personal statement.
- Add maximum of five bonus points to applicant score, based on post-secondary education and/or training in a dental-related field.

**College Approval:** College of Dentistry Faculty Council approved, December 17, 2025.

**Provost’s Office Review:** Provost’s office has reviewed and supports proposal.

**Effective Term:** 2027-28 application cycle

### Course implications

- N/A

### Registration and classes

- N/A

### Convocation

- N/A

### Financial and Budget

- N/A

### **Student Mobility**

- N/A



## PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council

From: Kyla Shea, Academic Programs and Planning Specialist

Date: January 30, 2026

Re: Dental Therapy Admission Changes

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### SUMMARY

The Provost and Strategic Finance Offices are aware of these changes and have been advised by the College of Dentistry that these changes will not negatively impact program enrolment. Therefore, a financial review was not completed.

Date: January 30, 2026		Communicated By: Kyla Shea
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## REQUEST FOR DECISION

**Committee Name:** Academic Programs Committee, University Council

**Date:** March 19, 2026

**Presented by:** Paul Jones, Chair, Academic Programs Committee

**Subject: Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs Admission Qualification Changes**

### MOTION

It is recommended by the Academic Programs Committee that Council approve the admission qualification changes to remove situational judgement testing from the Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs, effective for the 2027-2028 application cycle.

### CONTEXT AND BACKGROUND

The College of Nursing is proposing an admission change to remove the situational judgement testing (Casper) from the Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs. After an extensive internal analysis of over 1200 students from 2021 to 2024, Casper scores showed only minimal predictive correlation within 5 key variables (admission GPA, graduation GPA, final course grades, NCLEX exam results, and number of exam attempts). Analysis showed that rankings of applicants also changed very little when Casper was removed from the admission formula.

The College feels that by eliminating Casper, it strengthens the fairness in their admissions process and aligns with their strategic mission to support accessible and inclusive nursing education.

### CONSULTATION

The College of Nursing submitted a proposal to the Academic Programs Committee (APC) on March 4, 2026. APC had the opportunity to review the proposal and voted in favour of the changes. University Council has the authority to approve changes to admission qualifications. Senate confirmation of the decision is required before the changes can take effect.

### ATTACHMENTS

1. **Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs Admission Qualification Changes**

# Changes to Undergraduate Program Admission Requirements

## SUBMISSION INFORMATION

Degree(s) Bachelor of Science in Nursing	
Fields of study Nursing	
Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.): Bachelor of Science	
Academic Unit (unit offering the program): College of Nursing	Proposed date for implementation: Fall 2027
Contact person name Donna Ludwar	Email donna.ludwar@usask.ca
Motion Carried at the College Faculty Council Approval or equivalent:  <b>MOTION:</b> The Undergraduate Education Committee recommends Faculty Council approve the removal of the situational judgement test from the College of Nursing admission requirements for the BSN and the PDBSN effective 2027-28. Moved by Dr. Marnie Kramer, seconded by Michelle Patterson	

Admission requirements are made up of several factors including admission qualifications and selection criteria which are governed under the [Policy on Admission to Degree Programs](#).

Select the area in which you are proposing to change/create:

**Admission Qualifications**

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Admission Qualifications become part of your "Admission Requirements" for applicants.

**Admission category**

Admission categories are approved at a university wide level and are a way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission, Indigenous Specific Seats, etc.).

**Enrolment Management**

Changes to the capacity of seats available for new admits if different from the college/school strategic enrolment plan.

**Selection Criteria**

The means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

### ☐ **Learner Pathway**

Different routes that individuals choose to progress into, within, and out of the post-secondary education system.

Note: If the learner pathway requires individuals to adhere to a **different set of admission qualifications** this would then require Council level approval.

## **RATIONALE**

Describe the rationale for the admission change and provide a statement from College/School leadership recommending the change and how it relates to the strategic mission and enrolment plan of the College.

### **Rationale for Removing CASPER**

The College of Nursing recommends discontinuing the CASPER test because internal analysis (2021–2024 cohorts) shows it has **minimal predictive value** for academic or professional success. Correlations with GPA, core course grades, and NCLEX results were statistically significant but **very small**, and admission rankings changed little when CASPER was removed.

In addition, national research highlights **fairness concerns and racial disparities**, and the test introduces **financial barriers** for applicants. Continuing to use a tool that adds cost without improving selection quality does not align with the College's commitment to equity and evidence-based admission processes.

### **Leadership Statement**

College of Nursing leadership supports the removal of CASPER from admissions. Evidence from our internal study shows the test does not meaningfully predict student success and may pose equity and financial barriers for applicants. Eliminating CASPER strengthens fairness in our admissions process, aligns with our strategic mission to support accessible and inclusive education, and advances our enrolment plan by removing unnecessary obstacles for qualified applicants.

**Note:** The Academic Programs Committee is responsible for evaluating academic implications of admission requirements. Approval at APC, Council and Senate (where applicable) does not imply approval of required resources (faculty complement, additional space requirements, etc.). Academic units are responsible for implementing these changes within the resources available including any incremental tuition generated.

## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** Admission Qualification Change – Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) Programs

**General Description:** The College of Nursing proposes removing the Casper (Computer-Based Assessment for Sampling Personal Characteristics) situational judgement test as a requirement of admission to the Bachelor of Science in Nursing (B.S.N.) and Post-Degree Bachelor of Science in Nursing (PDBSN) programs.

**College Approval:** College of Nursing Faculty Council approved, January 21, 2026.

**Provost’s Office Review:** Provost’s Office has reviewed and supports the proposal.

**Effective Term:** 2027-28 application cycle

### Course implications

- N/A

### Registration and classes

- N/A

### Convocation

- N/A

### Financial and Budget

- N/A

### Student Mobility

- N/A

## PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council

From: Kyla Shea, Academic Programs and Planning Specialist

Date: February 12, 2026

Re: Deletion of the Situational Judgement Test (Casper) as an admissions requirement – BSN and PDBSN

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### SUMMARY

The Provost and Strategic Finance Offices are aware of this proposal and have no concerns.

Date: January 28, 2026	Reviewed By: Loleen Berdahl, Acting Deputy Provost	Communicated By: Kyla Shea
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## REQUEST FOR DECISION

**Committee Name:** Academic Programs Committee, University Council

**Date:** March 19, 2026

**Presented by:** Paul Jones, Chair, Academic Programs Committee

**Subject: New Course based Assessment of Student Learning and Course Delivery Policies and Procedures**

### MOTION

It is recommended by the Academic Programs Committee that Council approve the New Course based Assessment of Student Learning Policies and Procedures and Course Delivery Policies and Procedures effective Fall 2027.

### CONTEXT AND BACKGROUND

At the January 29, 2026, Council Meeting, members received a [detailed overview](#) of the multi-year project undertaken to refine and address concerns related to USask's current Academic Courses Policy (ACP). This work resulted in the development of two new policies—the Course-based Assessment of Student Learning Policy and the Course Delivery Policy—each accompanied by corresponding procedures.

At the last Council meeting and over the past two months, the campus community has provided feedback on these drafts. This feedback has led to the following revisions/actions:

- Refinements to language related to common final exams between day and evening classes
- Refinements to language regarding the scheduling of three-hour exams
- Clarification of processes for digital examinations
- Inclusion of "or designate" in instances where a dean holds responsibility in non-departmentalized colleges
- Refinement to language related to final grade recalculations
- Consistency in use of 'Registrar's Office' and registrar
- Several wording changes to improve clarity and grammar
- Language related to provision of accommodations for students participating in activities equivalent to Huskie Athletics or university fine or performing arts groups will be included in college procedure templates

A question and comment related to honour codes was also discussed.

All revisions are reflected in the documents below. **Blue text** indicates additions, and **red-text** indicates deletions.

### ATTACHMENTS

1. Course-based Assessment of Student Learning Policy
2. Course-based Assessment Procedures
3. Course Delivery Policy
4. Course Delivery Procedures

## Course-based Assessment of Student Learning

**Office of Administrative Responsibility:**

Gwenna Moss Centre for Teaching and Learning

**Policy Sponsor (Owner):**

Provost

**Approving Body:**

University Council

**Category:****Policy Number:****Last Revision Date:**

**Effective Date:** September 1, 2027

**Next Review Date:****Purpose:**

The University of Saskatchewan is committed to a shared pursuit of learning and to high-quality programs and activities that foster essential learning outcomes and significant discovery. Our programs and courses offer fair, meaningful, and effective assessments of student learning that reflect the degree to which the planned learning outcomes have been achieved. Because assessment practices have a significant impact on students' learning and wellbeing, the University's common assessment principles and practices are an essential element of an equitable and supportive learning experience. The University is committed to transparent and reliable assessments of and for learning that inspire confidence in the teaching and learning process for students, educators, disciplines, accrediting bodies, and employers.

Assessment is the process of determining the extent to which each undergraduate and graduate student is making progress toward – and achieving – what we are helping them to learn. Based on clearly articulated outcomes, reasonable and diverse criteria of success, and multiple means of representing learning, assessment should give students ongoing information about their progress toward the learning outcomes (assessment as learning) and how to improve (assessment for learning). Assessment should also quantify what students have learned at the end of a course, program, and/or period of learning (assessment of learning).

The University values evidence-informed assessment practices and seeks to align with them. This policy statement, along with its associated processes, articulates a holistic and strategic blueprint that aims to:

1. Prepare skilled graduates who can accurately describe the quality of their learning and articulate steps they can take to improve;
2. Reflect the University's deep commitment to equity, diversity, inclusion, and accessibility in how and what we assess;
3. Situate our assessment practices within the body of research that demonstrates a clear link between effective assessment and learning; and
4. Articulate a vision for assessment of student learning that is an effective, fair, and transparent process which follows University, college, and department regulations so that students across the institution are treated respectfully and impartially.
5. Balance the assessment load for students and educators while providing sufficient breadth and depth to maintain standards and facilitate student learning.

This policy document flows out of and acknowledges educator, student, and university community commitments made in the *University of Saskatchewan Learning Charter* and the types of learner competencies *Our Learning Charter* articulates.

**Principles:**

The following assessment principles guide 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.

**This policy articulates the following academic unit and system-wide approaches to assessment for which we are establishing supports and structures. As such, USask supports assessment that:**

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

**Policy:**

The following assessment policies are derived from the assessment principles that are the foundation of this policy. They are intended to describe how assessment processes in courses and programs should be designed and conducted.

**Scope of this Policy:****1. Validity**

- 1.1 Students are graded on clearly communicated learning outcomes that were the focus the course, and/or pre-requisites. (principles 1, 6, 7)
- 1.2 Assessments ensure appropriate challenge for level, credit units, and program of study. (principle 7)
- 1.3 Grading decisions in courses are made by humans, and a human-in-the-loop is an essential part of a valid grade. (principle 1, 7)

## 2. Improvement

- 2.1 All feedback is designed to facilitate student learning by helping students self-assess and develop their knowledge and skills. (principles 2, 3, 6)
- 2.2 Students have opportunity for guided practice with feedback (assessment for learning) to give them necessary information to prepare themselves for success in major graded assessments (assessment of learning). (principles 3, 6)
- 2.3 Recognizing that students are responsible for their learning, Educators endeavour to design assessments that provide students with opportunity to engage in assessment as learning, for example: opportunities to self-assess, opportunities to reflect, opportunities for choice, or opportunities for goal setting. (principle 4)

## 3. Transparency and Fairness

- 3.1 Educators share the assessment criteria and expectations associated with each assessment task. (principles 1, 2)
- 3.2 Educators endeavour to design assessments that are equitable and consider diverse student learning needs. (principle 2)
- 3.3 The assessments must address the duty to accommodate, as legally required. (principle 2)

## 4. Integrity

- 4.1 Educators have a responsibility to clearly state the academic integrity expectations for the course. (principle 2)
- 4.2 Assessment design enables and encourages good academic practices and minimizes opportunities and incentives for academic misconduct. (principle 8)
- 4.3 Educators consider what supports and tools might be used to complete a task like the assessment task in a setting outside the course (e.g., workplace). (principles 1, 5)
- 4.4 Students do not use support or tools an educator has prohibited. (principle 7)

### Responsibilities:

The Office of the Provost, or its designate, in collaboration and consultation with relevant units in the Provost's portfolio and other stakeholder administrative and academic units, is responsible for all matters of interpretation arising from the policy and for its regular review and revision. Academic leaders, educators, and students engage with each other in the reciprocal process of assessment and essential responsibilities for the process and outcomes of assessment:

## 5. USask central leadership/administration:

- 5.1 Provide resources and education to university community members regarding evidence-informed assessment practices, the intentions behind assessment processes, and the rules that govern those practices.
- 5.2 Review student assessment practices across the institution periodically to aid consistency and take steps to address equity, diversity, and inclusion concerns.
- 5.3 Ensure fair and consistent procedures for student appeals of assessments across the university.
- 5.4 Provide appropriate academic technologies to support high quality formative and summative assessment processes across the university.

- 5.5 Oversee and lead continuous improvement of centrally managed procedures and processes related to this policy.
  - 5.6 Consider resourcing of colleges and schools, in light of this policy.
  - 5.7 Provide campus-wide opportunities for students to develop core competencies required to be successful completing assessment tasks (e.g., University Library's student academic support).
- 6. Academic Units (e.g., colleges and schools) with structural responsibilities for assessment:**
- 6.1 Provide learning opportunities and resources for members of academic units that are focused on assessment practices, policy and procedures.
  - 6.2 Regularly review student assessment practices across the college/department/program to aid consistency and academic integrity.
  - 6.3 Develop and maintain academic unit processes consistent with university policy and procedures.
  - 6.4 Align assessment practices and processes with accreditation standards, if applicable.
  - 6.5 Oversee and coordinate the administration of assessments within the academic unit.
  - 6.6 Consider resources for courses in light of this policy.
  - 6.7 Establish core competencies required for success in assessments and design them into progression across programs, as required (e.g. common capstone or practical exam).
  - 6.8 Use assessment trends to inform program enhancement efforts within the academic unit.
- 7. Leaders with collegial responsibilities for assessment (such as School or Department Heads, Undergraduate/Graduate Chairs, and/or Vice/Assistant/Associate Deans Academic/Graduate Programs):**
- 7.1 Organize ongoing learning opportunities for educators to help them select and use assessment approaches consistent with the assessment principles and policies.
  - 7.2 Ensure assessment committees and educators have sufficient opportunity to access advice and support to:
    - align assessments to course learning outcomes and competencies
    - provide transparent criteria for grading assessments for everyone taking, teaching, or grading in a course
    - offer feedback during the learning process.
  - 7.3 Oversee the grading process, including timely approval of final grades, so grades are a valid, consistent, and trustworthy representation of student achievement.
  - 7.4 Organize or delegate the administration of shared or common assessments.
- 8. Educators with responsibility for teaching a course:**
- 8.1 Design assessments that are aligned with learning outcomes or competencies and select appropriate instructional strategies to align with the assessments.
  - 8.2 Articulate specific expectations to students for academic integrity and what supports (e.g., editorial support, GenAI tools), if any, are permissible to use in completing an assessment.
  - 8.3 Monitor the fairness of the assessment process and respond appropriately to issues.

- 8.4 Ensure assessments are transparent and provide students with equitable opportunities to demonstrate their learning.
- 8.5 Respond appropriately to a student request for a grade appeal.
- 8.6 Consider assessment approaches that mimic how students are likely to demonstrate competency beyond a higher education context.
- 8.7 Sequence and construct assessments to balance rigor and student workload.
- 8.8 Provide opportunity for guided practice with feedback (e.g., guided peer feedback, polling questions, practice quizzes) to give students necessary, timely information to prepare themselves for major graded assessments.
- 8.9 Communicate marking criteria and expectations associated with each assessment task clearly.

## 9. Students taking a course:

- 9.1 Engage appropriately with assessment tasks.
- 9.2 Proactively seek help if unclear about the purpose of the assessment task or what is required to be successful with the assessment task.
- 9.3 Proactively seek help for accommodation, if required.
- 9.4 Use practice and feedback to reflect and improve performance on core academic competencies and assessment tasks.
- 9.5 Monitor personal self-direction, competency, and engagement, including through self-assessment in courses and independently.
- 9.6 Seek to understand and follow expectations for academic integrity for each assessment.

## 10. The Registrar, or their delegate(s):

- 10.1 Create and maintain procedures around the management and administration of final examinations.
- 10.2 Record and report final grades in all classes.
- 10.3 Create and share official transcripts.
- 10.4 Schedule final exams or delegate responsibility for scheduling.

## Definitions

- **Assessment as Learning or Metacognition:** A part of the Assessment for Learning process in which students monitor their own learning, gather information about how they are progressing, and use that information to set goals for improvement – usually in the form of self- or peer-assessment.
- **Assessment for Learning or Formative Assessment:** A process of checking to see what students are understanding as it is taught, and prior to any major summative assessment. Formative assessments give students feedback about how they are doing and how they can improve, and information to educators about student understanding and what students need to do next to be successful. They are usually ungraded or have grades that may be replaced by a later final product, for example, answering practice questions in class or handing in an outline in advance for feedback.
- **Assessment of Learning or Summative Assessment:** An assessment delivered once learning has ceased, like a major project or final exam, where the main purpose is to determine what has been learned.

- **Educators:** The word *educator* describes anyone who has a major assessment role, like a faculty member, instructor, preceptor, teaching assistant, etc.
- **Human in the loop:** An educator may use AI to support the assessment process but retains responsibility for the validity of the grade a student is given and must be able to defend the thinking behind why the grade was given.
- **Shared understanding:** Course time has been used to discuss the assessment topic, criteria, or process completely enough that markers, educators, and most students have a similar understanding of it.
- **Students:** The word *student* describes anyone who is completing course assessments and who needs to understand the assessment process well to direct their efforts appropriately.
- **Authentic:** In higher education, assessment validity is linked to authenticity—the extent to which an assessment reflects what would occur in a work or community setting or professional practice in a field of study. An assessment that requires students to produce a product or perform a task relevant to their future career is considered more authentic.

### Related Policies/Documents/Procedures

[Our Learning Charter](#)

[Duty to Accommodate](#)

[Equity, Diversity, and Inclusion Policy](#)

[Assessment procedures](#) (in draft)

**Revision History**

Please list the historical information in chronological order from oldest to newest.

<b>Date initially approved and date(s) re-formatted or revised</b>	<b>By who and what type of revision</b>	<b>Maintained by</b>

**Approval Pathway**

Senior Management Team (SMT)

Teaching, Learning and Academic Resources (input)

Academic Programs Committee (recommendation to Council)

**Procedures for: “Course-based Assessment”****Office of Administrative Responsibility:**

University Registrar

**Policy Owner (Sponsor):**

Provost

**Procedures Approved by:**

University Council

**Category:****Policy Number:****Last Revision Date:****Effective Date:** September 1, 2027**Next Review Date:****Procedures:**

The *University of Saskatchewan* Policy on [Course-based Assessment of Student Learning \(link once posted\)](#) describes the intent of assessment processes at the university. It clarifies roles of the university, colleges and schools, departments, educators and students in the assessment process and describes the university’s beliefs and intent related to assessment. The procedures outlined in this document are designed to describe how these roles and beliefs are practiced and include details about specific actions related to assessment.

Colleges and schools have responsibility for, and must maintain, their own assessment procedures consistent with the University of Saskatchewan Assessment Policy and these assessment procedures.

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## 1. Grading Systems

### 1.1 Multiple Grading Systems

Colleges and schools may choose to use either conventional and/or competency-based assessment structures and must detail the expectations of the structure in their procedures and processes in the *University Catalogue*. These college procedures must be communicated to the Registrar's Office. Assessment structures must be clearly communicated in the syllabus for each class or common program documentation, and students and faculty must achieve common understanding about the type of assessment being used and what is expected.

Grade modes must not change once registration in a particular class has begun. All sections of a given course must adhere to the one consistent system of assessment, either a conventional grading system or a competency-based one.

### 1.2 Weighting

~~Learners~~ Students should have sufficient opportunity for timely practice and feedback that supports improvement during the class. Accordingly, some activities may be graded, and others may not be, and ~~learners~~ students should know what is being graded.

~~Learners~~ Students should have clear information about how graded work is weighted. In courses with conventional grading structures, educators will communicate how much each assessment contributes to the overall grade. In courses with competency-based structures, educators will communicate how much each outcome is worth and which assessments are related to each outcome. Regardless of the method, the relevant weight should be specified in the class syllabus, so students are able to clearly determine how to direct their learning efforts.

### 1.3 Grade Descriptors for Conventional Grading

- The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. Grading systems are within the purview of each college or school but must be communicated to the Registrar's Office. When a conventional assessment system is used in undergraduate programs, bands of performance (called the literal descriptors) should be referenced to situate expectations for assessments relative to the literal descriptors, making the resulting grades a more reliable indication of performance. Grades will not be recalculated to create a curved distribution in the final grades of the students in the course, [except where granted in college procedures to fit established disciplinary practices](#).

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows for all undergraduate programs using a conventional grading mode. The College of Graduate and Postdoctoral Studies grading system is outlined in the [University Catalogue](#).

### 1.3.1 Literal descriptors for undergraduate courses

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.

**1.4 Grading Based on Criteria in a Competency-~~or Outcomes~~-Based Approach**

In a competency-based approach, students will be graded relative to course outcomes. The grade will reflect the degree to which each student demonstrated the criteria for success on each outcome or competency. When a competency-based system is used, detailed information on the degree of success, including multiple attempts, generate the reliable indication of performance. The goal of the system is to have as many students demonstrate competency as possible, and the literal descriptors need not be used. A competency-based approach may utilize a scale that is not 1-100, and may include a pass-fail approach, or credit/no-credit. A straight average of all attempts is not typically used in competency-based grading, but detailed common scales are, and they improve inter-rater reliability. Grades reported to the [Registrar's Office](#) must be either a mark out of 100, a pass/fail, or a credit/non-credit.

**2. Generating Official Grades****2.1 Reporting Grades**

The colleges and schools and the university as a whole share responsibility for reporting grades.

**2.1.1 University**

- The [Registrar's Office](#) 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 because the class uses neither a conventional nor competency-based reporting structure.
- All student grades in all classes must be reported in a timely manner, according to procedures established by the registrar and documented in these procedures.

**2.1.3 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.
- Unless approved by the college, all sections of a given course must adhere to the same system of assessment.
- In competency-based systems, colleges have the responsibility for maintaining records of additional information about degree of student competency for accreditation or program evaluation purposes.

All student grades must be reported in a timely manner, according to procedures established by the registrar. Detailed procedures may be found in the [Grade Entry and Approval Manual](#).

## 2.2 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.

### 2.2.1 Deadlines for final grades

Final grades in all classes are to be submitted and approved based on examination scheduling:

- If there is no final examination, no later than the end of the final examination period for standard term classes in each term.
- If there is a scheduled final examination or assessment, within five business days (including Saturday, when exams may be scheduled) after the date of the final examination.
- Final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations must be submitted within five business days after the date of the final examination.
- Open learning classes without a final examination must be submitted within five business days after the end of the class.

### 2.2.2 Deadlines for midterm grades in 100-level 6 credit unit courses

For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall Term and Winter Terms are also reported to the [Registrar's Office](#) and released to students. They are to be reported to the [Registrar's Office](#) within five business days after the date of the midterm assessment or exam.

### 2.2.3 Exceptions and delays

- If for any reason the above deadlines cannot be met, the educator should discuss the reason for the delay with their department head, or dean ([or designate](#)) in non-departmentalized colleges. The educator 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's Office](#) shall notify colleges of any final grades not submitted by the grading deadlines.
- Students shall be notified of delays related to grade changes or related to any other process involving grades, including those delays related to grade disputes between a student and an educator or between an educator and a department head, or dean ([or designate](#)) in non-departmentalized college.

The registrar will communicate with educators who have not met the above deadlines and who have not notified the registrar.

## 2.3 Approving and Releasing Final Grades

### 2.3.1 University

- Only the [Registrar's Office](#) may release official final grades. The [Registrar's Office](#) will post final grades electronically as they are received.
- Final grades must adhere to the grade mode assigned to the class (see Section 3).

### 2.3.2 Department or College (in non-departmentalized colleges)

- Final grade submission and approval is a two-stage process, with responsibility shared between the educator, who submits the final grades, and the department head, or dean ([or designate](#)) in non-departmentalized colleges, who approves the final grades.
- [If permitted in college procedures](#), an educator wishing 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 ([or designate](#)) 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 educator. Grade changes are also approved by the department head, or dean ([or designate](#)) in non-departmentalized colleges. Each college will establish a process to review grade changes using information provided by the Registrar's Office.

## 3. Approved Final Grade Modes

Only one of the following grade modes must be reported centrally to the registrar. Course grades will be one of:

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

Depending on the grading system and context, the following grade alternatives may be reported:

- Audit (AU)
- [No Credit \(N\)](#) - referred to as N-grades
- 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)

### 3.1 No Credit (N grades) Grade Alternative and Grade Comment

- The N grade (No Credit) is attached 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 notation of N (No Credit) will be attached 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.

### 3.2 Aegrotat Standing

In exceptional circumstances, 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 when all the following criteria are met:

- 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** there is no means of assessing term work, and the student's overall academic performance has otherwise been satisfactory.
- The educator of the class, along with the department head, or dean (**or designate**) in a non-departmentalized college, recommends offering AEG **to the registrar**.
- The registrar has been consulted and approves the AEG.
- The student's college approves awarding AEG Standing.

### 3.3 No Grade Reported (NGR)

If a final grade is not reported by the educator for past terms, the registrar may assign an administrative 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. The NGR grade 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). Colleges should review all NGR grades on a regular basis and determine the true final grade for the student in the class.

### 3.4 In Progress Final Grade (IP)

IP Grade is a placeholder grade applied to a class that spans multiple terms. The final grade, which indicates class completion and full credit is only awarded in the last term of the class. An IP grade may also be used for a class in which the final grade has not yet been determined after the completion of the class and for which other student's final grades have been determined. For more information on the use of an IP grade after a class has concluded without a final grade, see Section 5.

## 4. Calculating Averages

Each college is responsible for assigning credit values to courses within its academic authority, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue. There are four common ways to calculate an average:

- *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.
- *Sessional weighted averages* are calculated from classes taken in Fall Term and WinterTerm.
- *Annual weighted averages* are calculated from all classes taken in a year.
- *University cumulative averages* are calculated from all classes taken at the University of Saskatchewan.
- 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 113.3	72	3	216
MATH 110.3	80	3	240
PSY 121.3	76	3	228
POLS 111.3	73	3	219
INDG 107.3	74	3	222
BIOL 120.3	70	3	210
WGST 112.3	81	3	243
CREE 101.3	85	3	255
CHEM 112.3	71	3	213
ASTR 113.3	79	3	237
<b>TOTAL</b>		30	2283

Weighted Average (2283/30) = 76.1%

## 5. Incomplete Class Work and Incomplete Fail (INF)

### 5.1 Grading Extensions for Incomplete Class Work

When a student has not completed work (includes any assignment or examination including the final examination) by the time of submission of the final grades, they may be granted an extension or deferred examination.

- The student must apply to the educator for such an extension and provide satisfactory reasons for the [extension request deficiency](#).
- Extensions past the final examination date for the completion of assignments must be approved by the department head or the dean ([or designate](#)) in non-departmentalized colleges.
- Extensions should be less than thirty days, except in unusual circumstances.
- Deferred final examinations are granted as per college procedures.
- In special circumstances (under the discretion of the educator [and approval by the department head or the dean, or designate, in non-departmentalized colleges](#)) extensions may be granted until the [last day to register and to drop with 100% tuition credit add/drop deadline](#) of the following term. After that date, [consultation and approval from the registrar is required. Re-registration and associated tuition and fees may be required.](#) ~~re-registration and all associated tuition and fees will be required, and a new registration record will be created. An IP grade will be applied to the prior terms and the final grade applied to the final term.~~

### 5.2 Calculating Grades when Extensions are Granted

If a grade must be submitted to the department or [Registrar's Office](#) in the interim, the educator 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. INF grade comment can only be used with a failing grade.

- In the case where the student has a passing percentage grade, but the educator has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade consistent with failure\* must be submitted, along with a grade comment of INF ([Incomplete Failure](#)). A student can pass a class based on work completed in the class, provided that any incomplete classwork has not been deemed mandatory by the educator in the class syllabus as per college regulations for achieving a passing grade.
- Once extended or deferred assessment is completed, the educator 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.

\*For more information on each college's grading system, please see the University Catalogue.

## 6. Scheduling of Midterm and Final Assessment

### 6.1 Mid-term Assessments

- Students who have more than three mid-term assessments on the same day will be dealt with as special cases by their college. Colleges and schools may establish additional regulations regarding the number of mid-term assessments a student can sit in any given period of time, as mid-term examination scheduling is the responsibility of colleges and schools.
- Mid-term assessment, including mid-term examinations, shall not be scheduled outside of regularly scheduled class times or in the final assessment period, except with the approval of the college. The College of Graduate and Postdoctoral Studies is the approving authority for graduate courses.
- Any scheduling of mid-term assessments and other required class activities outside of regularly scheduled class times must be noted in the class syllabus, so that students have fair warning of such scheduling. Any resultant conflicts created by mid-term assessment activities with 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 educator responsible for the conflict, or the college responsible for the class, must facilitate the accommodation, in consultation with the student.

### 6.2 Final Assessments

Educators should consult college or school ~~level~~ procedures and processes when planning final assessments, including examinations. ~~A college or school can determine, for example:-~~

- ~~• Whether students will be permitted to pass a class without completing an assessment that is required in the syllabus, including a final examination or clinical requirement.~~
- ~~• If an educator may change the form of final assessment for a class section from that approved and built in Banner.~~

#### 6.2.1 Final assessment period

Centrally scheduled final examinations are scheduled by the [Registrar's Office](#) and must be scheduled during the final assessment period of the term of which the class is offered. In very unusual circumstances, the registrar may schedule such a final examination outside the final assessment period on the recommendation of the educator and department head, or dean ([or designate](#)) in a non-departmentalized college. With agreement of the college and the registrar, the college or department may assume responsibility for scheduling and administering their own final examinations/assessments. In this case, the college will assume all responsibility for administering assessments internally and the logistics thereof, while ensuring adherence to the Assessment Policy.

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

- For Spring Term and Summer Term, the final assessment period shall consist of the two to three days immediately following the last day of lectures for a class.

### 6.2.2 Scheduling of final assessments

This section applies in cases where educators want to schedule final examinations and includes how educators should ensure they have a scheduled time.

- Educators must complete an [Exam Information Sheet](#) to indicate scheduling requests or special formats necessary for the final examination scheduled. Exam Information Sheets are available in PAWS during the week prior to and the first week of each regular term and during the two days prior to and the first two days of the spring and summer terms.
- The [Registrar's Office](#) schedules conventional, digital, and take-home final examinations.
- Classes identified as having a primary schedule type of LAB (Laboratory), PRB (Problem sessions), or TUT (Tutorial) will not be scheduled by the [Registrar's Office](#) for a final examination even if a final examination is requested.
- Once the [Registrar's Office](#) has scheduled final examinations for a term, educators 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 ([or designate](#)) in non-departmentalized colleges.

### 6.2.3 Duration and timing of examinations

- Centrally scheduled final examinations are scheduled for a window of two hours by default. Requests for three-hour examinations will be assessed on a case-by-case basis and accommodated in distinct examination blocks separate from the default two-hour examinations. ~~These distinct three-hour examination blocks may take place at the latter end of the examination period in each term, conditional upon the number of requests received.~~
- Writing periods for final examinations usually start at 9am, 12noon, 3pm, and 6pm with a possible 11pm digital take home exam deadline slot.
- Writing periods for 3-hour final examinations usually start at 9am, 2pm, and 7pm with a possible 11pm digital take home exam deadline slot.
- Final assessments may be scheduled during the day or evening on any day during the final assessment period except Sundays or holidays. No final assessments are scheduled for the Saturday following Good Friday.
- Final examinations for evening classes can occur in any evening examination slot or anytime on a Saturday. **Normally**, common final examinations between day and evening classes can only be accommodated in an evening examination slot or on a Saturday.
- Final assessments for day classes can be scheduled in the evening. **Normally**, in the case of common assessment between day classes and evening classes, the final assessments will be scheduled either in the evening or on a Saturday.

Colleges may authorize final assessment of different duration or format for classes if deemed necessary for pedagogical or other similar justifiable reasons. The registrar must be consulted, and the educator may be responsible for scheduling the exam if the format cannot be accommodated within the standard exam timetable.

#### 6.2.4 Scheduling to optimize for student success

- Final examinations (not including evening classes) may be scheduled at any time during examination periods. Until the schedule has been finalized and posted, students and educators should avoid making travel or other professional or personal commitments to optimize student success during final exams.
- The [Registrar's Office](#) will arrange the schedule so that no student writes more than two final examinations in one 24-hour period.
  - If a student has final examinations scheduled for three consecutive examination periods - such as on day one at 3pm and 6pm, and on day two at 9am - the [Registrar's Office](#) 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 3 pm and 6pm, and on day two at 3pm and 6pm – the [Registrar's Office](#) will not move any of the examinations.
- Any student conflicts created by scheduling common final assessments between two or more classes will be accommodated by the educators of those classes.

#### 6.3 Final Assessments for Online Classes

- Final assessments for online courses are assumed to occur online.
- Blended courses may have either online or in person assessments, and the Registrar's Office uses the exam information sheet to determine if an in-person examination time is requested.
- In rare situations, an in-person examination may be scheduled for an online course. Educators are encouraged to consider redesigning assessments or making use of [proctoring software](#) over requesting an online course be scheduled for an in-person examination. The [process to apply for in-person examination](#) is available in PAWS and requires both college and the registrar's approval for each class identifying each term where an exemption is requested.

### 7. Expectations for All Examinations

- The primary educator or instructor of record must respond to student questions about examinations promptly. Colleges shall define what prompt means in a given examination context.
- Educators, proctors and invigilators will monitor and report any instances of academic or non-academic misconduct according to the [Regulations on Student Academic Misconduct](#) and the [Standard of Student Conduct in Non-Academic Matters](#). They shall familiarize

themselves with all related regulations and policies, and document immediately following suspected misconduct.

- Examinations must conform to legally-required accommodations, as per the [Duty to Accommodate](#) policy, regardless of the type of exam. Students may not be denied access to tools or conditions required for accommodation purposes.
- ~~Students should expect that they may need to confirm they are the person taking an exam, and prepare in case any of the following are required:~~ Students are required to confirm their identity when taking an examination. Identity can be confirmed by any of the following methods:
  - Presenting official identification (ID), including a legible University of Saskatchewan student card or government issued ID.
  - Being asked to log in with their NSID and password or answer security questions.
  - Having a photo of themselves or screenshot of the exam taken.
  - Signing an exam paper, assessment rubric, sign-in paper, or a declaration that they are the person taking a specific exam.
  - Being monitored by proctoring software.
- Failure or refusal to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#). Students shall follow the rules of the examination as defined by the educator, including but not limited to what resources and materials are permitted during an examination, what can be taken with them when they leave the room, and what can be accessed on devices. Students should expect that they may need to declare in writing that they have completed the examination under the conditions required by the educator, for example, without outside materials or without help. If the student refuses to cooperate with any request of the invigilator, invigilators should note the refusal when reporting.
- Students shall have no unauthorized communication of any kind while the examination is in progress. This includes failing to protect the security of their own work by leaving their examination paper exposed to view by any other student or sharing the exam's contents without explicit permission of the educator. In all cases, the student is allowed to finish writing the exam.
- If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, educators and students should respond to the emergency and protect the security of the assessment. If the situation requires cancellation of the examination, it will be rescheduled by the [Registrar's Office](#) at the earliest practical date and time. In all cases, the student is allowed to finish writing the exam.

## 8. In-Person Examinations

### 8.1 Invigilation

Normally, the primary educator is expected to invigilate their own examinations. If the educator is not available, the examination should be invigilated by qualified replacements in sufficient numbers for the course size, and who are familiar with the subject of the examination. The

process by which backup, replacement or additional invigilation is provided should be established by the department head or dean (or designate) in non-departmentalized colleges.

## 8.2 Assessment security

- Students may be required to sit at any desk or table at any time during the exam.
- Invigilators provided by the registrar in gymnasiums, for deferred 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 assessment security as an educator.
- Students should not be allowed to leave the examination room until 30 minutes after the start of the examination and may be denied entrance 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, subject to consideration under the usual criteria for that college.
- Students who do not verify their identity as required, or who fail to follow rules for security during an examination, will be permitted to finish sitting the examination after any of following to ensure security:
  - Completing a [Failure to Produce Proper Identification at an Examination](#) form and having a photo taken.
  - Having belongings or devices searched while they observe, including removal of anything that does not conform to the expectations for the examination set by the educator.
  - Being recorded as they complete the remainder of an exam.
- The student shall be informed that charges may 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 are discovered upon investigation during the exam or after the exam.
- Leaving the examination at any time requires the permission of the educator or invigilator. A student may be asked to sign in or out and may need to wait briefly while another student returns or use a designated washroom. A student must be allowed to access washrooms.
- A student using the opportunity to leave the room to communicate with another person or accessing a device or content to engage in unauthorized access of materials has engaged in academic misconduct.
- Students are not permitted to leave the assessment room with any paper, booklets, or any other assessment materials unless permitted to do so by the educator. The educator is also responsible for protecting assessment materials before, during and after the examination.
- Each college, school, or department has 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.

## 9. Oral/Practical Final Examinations

- The educator can determine the method of final assessment, including individual oral/practical examinations, unless the method of assessment is pre-determined by the department or college.
- 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.
- 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 ~~two-hour~~ **standard exam windowtime slot**, the 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 two-hour examination slot, the exam scheduling is the educator's responsibility.
- 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 section 6.2.4 for more information on what constitutes three examinations in 24 hours. Oral exams scheduled by the Registrar's Office will not sub-divide the exam slot into timeslots for individual students; this is the responsibility of the invigilator or educator. However, educators may contact the Registrar's Office for suggestions ~~regarding the best dates upon which to offer a choice of times on~~ **for suggestions on scheduling dates**.
- Oral/practical 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.
- 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. Educators should retain a record of the exam questions or prompts for use in challenge procedures.

## 10. Digital examinations

- 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, an in-person examination may be scheduled for an online course. An exemption to enable an in-person examination being scheduled for an online course is possible with approval of the college and sign off by the registrar.~~ Educators are encouraged to consider redesigning assessment or the use of **proctoring software** over requesting an online course be scheduled for an in-person examination. ~~The process to apply for exemption requires both college and the registrar's approval for each class and each term where an exemption is requested.~~ **For each class and each term where an exemption is requested, an educator must complete an application for exemption.** If an exemption is granted:

- Permission must be granted before class starts and the in-person exam must be specified in the syllabus. This process must be completed before each term.
- All information must be submitted to the 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.
- 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.
- The ICT Help desk will be available for help during formally scheduled exams and may be contacted by educators at 4263. For extended examination times, for example with a take-home digital examination, educators must communicate to 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. Examination length can be extended for individual students using Canvas (tutorials to add time in [New Quizzes](#) or [Classic Quizzes](#)). IT support is available to help evaluate what may have occurred.
- Students cannot take, duplicate, or record any digital examination without explicit permission from the educator.
- Lock-down browser tools vetted by the university are [documented here](#) and are available free of charge. Invigilators should not use 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.

## 11. Retention and Accessibility of Assessment and Syllabi

- If practical, all graded final assessments shall be retained in the department, or college in non-departmentalized colleges for a period of at least one year following the assessment period in which assessment was held, in case of student appeals under university policy.
- It is recommended that examples of all assessment questions for a class, along with the corresponding class syllabus, be retained in the department or college for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.
- For details regarding accessibility of assessment material please refer to the policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

## 12. Student Assessment Issues and Special Circumstances

### 12.1 Withdrawal

- If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their registration record and transcript. If a student withdraws from a 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.
- Students cannot withdraw from a class after the withdrawal deadline for that class.
- [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 on the calculation of a student's average.

## 12.2 Retroactive Withdrawal

A retroactive withdrawal may be granted by the college of authority on the course when a student has received a failing grade in a class due to serious personal circumstance or there is a verifiable error in registration. Incomplete class work or failure to complete the final examination has no bearing on whether a retroactive withdrawal will be awarded.

### 12.2.1 Student responsibilities

- Students will submit a letter to the college in which they are registered and will include the college responsible for the course (if different) requesting a retroactive withdrawal.
- The request letter will include:
  - The class(es) from which they are seeking retroactive withdrawal.
  - The serious personal circumstances that led to the failing grade.
  - Supporting documentation relevant to the request for retroactive withdrawal.
- Requests for retroactive withdrawal will be submitted within 30 days of the receipt of a failing grade. Requests outside of 30 days may be considered in exceptional circumstances.

### 12.2.2 College responsibilities

- The college in which a student is registered is responsible for reviewing a student's request for retroactive withdrawal.
- If the course(s) a student is requesting retroactive withdrawal from is from a college the student is not registered in, the student's home college is responsible for requesting the retroactive withdrawal from the other college(s).
- The college where the student is registered will communicate its decision within 30 days, report it to the Registrar's Office, and will provide reasons for its decision. Decisions about the granting of withdrawal are subject to appeal under [Procedures for Student Appeals in Academic Matters](#).

## 12.3 Deferred or Special Deferred Final Examinations

A deferred final examination may be granted to a student if the student is absent from a final examination or assessment for valid reasons such as medical or compassionate reasons, or if a student becomes ill during a final examination/assessment or cannot complete the final examination or assessment for other valid reasons and has notified the invigilator immediately of

their inability to finish. 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. However, they may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

A special deferred examination may be granted to a student if the student qualifies for a deferred examination and cannot, for valid reason, write during the regularly scheduled deferred examination period. They are the responsibility of the educator to schedule and invigilate unless arrangements are made with the Registrar's Office.

### 12.3.1 Student responsibilities

- Notify the invigilator immediately if they are unable to finish a final examination that they have started.
- Submit their requests for a deferred or special deferred examination within three business days of the missed or interrupted final examination to their home college, including supporting documentation with their request, if relevant.
- Pay reasonable fees for deferred and special deferred examinations.

### 12.3.2 College responsibilities

- Review all requests for deferred and special deferred examinations.
- Notify the student, the educator, and the [Registrar's Office](#) (only if approved) of its decision within ten business days of the close of the final examination period or the receipt of the request for special deferred examination
- Inform the [Registrar's Office](#) if the educator is going to schedule and invigilate the deferred exam themselves.
- Organize a time and date for the student to take the special deferred examination(s) (if granted), in consultation with the educator and the student.
- Respond to appeals of decisions, as outlined in the [Procedures for Student Appeals in Academic matters](#) for deferred and special deferred examinations.

### 12.3.3 Educator responsibilities

- If invigilation by the [Registrar's Office](#) is required, provide copies of in-person deferred examinations to the [Registrar's Office](#) at least five business days prior to the start of the deferred examination period.
- Educators or the department are responsible for invigilating deferred competency-based final assessments that are not examinations.
- Grade the examination, giving it the same weight as the originally scheduled examination.
- Assign a revised final 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 when the new grade is received. If the examination is not written, the original grade/grade comment submitted by the educator will stand.

#### 12.3.4 Registrar's responsibilities

- Schedule in-person deferred examinations, unless the class educator has chosen to accept this responsibility, in the following examination windows:
  - 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.

#### 12.4 Supplemental or special supplemental final examinations

A supplemental examination is the re-writing of a final examination or re-attending of a competency-based final assessment. A student may be granted a supplemental examination under regulations established by the college.

A special supplemental examination may be granted for a student who, for medical, compassionate or other valid reasons, is unable to write during the college scheduled supplemental examination period. They are the responsibility of the educator to schedule and invigilate unless arrangements are made with the Registrar's Office.

Special supplemental examinations are subject to the same regulations as supplemental examinations but may be assessed additional fees. Supplemental and special supplemental examinations, if granted, should assess the same outcomes as the original assessment.

##### 12.4.1 Student responsibilities

- Make formal application for a supplemental examination to their college according to that college's established schedule.
- Pay reasonable fees for supplemental and special supplemental examinations.

##### 12.4.2 College responsibilities

- Decide in consultation with the department and educator whether to grant a supplemental exam, and, in the case of special supplemental exams, schedule the exam. Organize a time and date for the student to take the special supplemental examination(s) (if granted), in consultation with the educator and the student.
- Grant a supplemental or special supplemental examination to a student registered in the college based on the college's conditions for granting supplemental and special supplemental examinations and the criteria for eligibility. These may include but are not limited to:
  - Requirement of a competency-based grading system.
  - 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.
  - the class schedule of the student in the subsequent session.

- Respond to appeals of decisions, as outlined in the [Procedures for Student Appeals in Academic matters](#) for supplemental and special supplemental examinations.

#### 12.4.3 Educator responsibilities

- Educators must provide copies of in-person supplemental examinations to the [Registrar's Office](#) at least five business days prior to the start of the supplemental examination period.
- Educators or the department are responsible for invigilating competency-based supplemental final assessments that are not examinations.
- Once the examination has been written, the educator 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 educator will stand.
- Supplemental examinations shall be accorded the same weight as the original examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

#### 12.4.4 Registrar's responsibilities

- Schedule in-person supplemental examinations, unless the class educator has chosen to accept this responsibility, in the following examination windows:
  - 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.

### 13. Accommodations for Prohibited Grounds of Discrimination and Other Reasons

Students registered with Access and Equity Services may be granted accommodation regarding attendance, availability of study materials, and assessment requirements (including midterm and final examinations) as per the policy. Disability, pregnancy, religion are all legally required reasons under the *Saskatchewan Human Rights Code, 2018* to change assessment scheduling or practices. Accommodation may be requested for other prohibited grounds not listed here.

- Students must arrange such accommodation according to stated procedures and deadlines established by Access and Equity Services and the registrar.
- Educators must provide midterm and final examinations for students to be accommodated according to the processes and deadlines established by Access and Equity Services.
- Students must present a signed [Student Permission to Travel for University Business](#) form to be considered for special accommodation for attendance, availability of study materials, and assessment requirements (including midterm and final examinations) in the following circumstances:

- as reservists in the Canadian Armed Forces who are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally,
- as students participating in official university business, like Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or similar activities. Travel time to and from such activities is also considered official university business.

Denials of accommodation may be appealed to the dean's office of the educator's college.

## 14. Procedures for Grade Disputes

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 University Council policies titled [Student Appeals or Evaluation, Grading and Academic Standing](#) and [Procedures for Student Appeals in Academic Matters](#). The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the educator and re-reading of written work or re-assessment of non-written work.

### 14.1 Grade dispute between educator and department head or dean

In the absence of any other approved mechanism to resolve grade disputes between an educator and department head, or dean ([or designate](#)) in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

- 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.
- If five business days following the last day of examinations pass and the department head or dean ([or designate](#)) has not approved the grade report for a class due to a dispute with the educator, 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.
- 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 educator, 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 educator 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 educator cannot agree.

- Also, within two business days of the failure of the conciliation process, the department head, or dean (or designate) 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 educator 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 (or designate) in non-departmentalized colleges, and the educator shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.
- Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean (or designate) in non-departmentalized colleges), and the response of the educator, 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 educator 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 educator. Any grade changes required by the decision shall be submitted by the educator and approved by the department head, or dean (or designate) in a non-departmentalized college.
- 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.
- 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 educator. Any grade changes required by the decision shall be submitted by the educator and approved by the department head, or dean (or designate) in a non-departmentalized college.
- 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.

## 15. Integrity

Expectations for student academic integrity are outlined in the [Regulations on Student Academic Misconduct](#). Students and educators have a responsibility to familiarize themselves with the processes outlined in the Regulations.

Educators have a responsibility to articulate clearly academic integrity expectations for the course and to design assessments to support and encourage responsible academic practices and to minimize opportunities for academic misconduct. Support for course and assignment design is available through the Gwenna Moss Centre for Teaching and Learning.

## Definitions

- **“Digital examinations”** are exams using software, like Canvas, to deliver the exam. Digital examinations are the default exam type for online courses, to allow students taking the course at a distance to have access to the assessment.
- **“Educator”** means a person primarily teaching a specific class, or person grading a specific assignment.
- **“In-person examinations”** are examinations where students are together physically, and they are supervised by an educator or invigilator.
- **“Invigilator”** is a person overseeing an in-person exam to ensure the exam security. An invigilator may not know the course content or be able to answer questions about the exam. An invigilator may also be referred to as a proctor.
- **“Online class”** means a class where participants are not in the same physical room as the educator when the learning or assessment is occurring.
- **“Oral or practical examinations”** are examinations where students are demonstrating applied skills or speaking to prompts.
- **“Primary educator/ Primary instructor”** means the person with the main responsibility for teaching or grading the course, whose name is in university registration systems as the “instructor.”
- **“Serious personal circumstance”** means a situation or challenge beyond the student's control that negatively affects the student's well-being, and/or lowers their typical level of functioning. Examples of serious personal circumstances include, but are not limited to:
  - death of a family member or close personal friend
  - family emergency
  - physical or mental health issues
  - challenges related to institutional transition
  - undiagnosed learning challenges
  - criminal or legal emergency
- **“Supporting documentation”** means materials that are used to demonstrate serious personal circumstances and/or the impact of the serious personal circumstances on a

student's academic performance. Examples of supporting documentation include, but are not limited to:

- obituary, death certificate, or memorial service document
- note from a licensed medical professional
- letter from a licensed counsellor or psychologist
- police report or legal documentation
- AES verification
- **“Time-sensitive final assessment”** means a final examination, or similar assessment, occurring on a single date, such as a performance or demonstration (etc.).

**Revision History**

Please list the historical information in chronological order from oldest to newest.

<b>Date initially approved and date(s) re-formatted or revised</b>	<b>By who and what type of revision</b>	<b>Maintained by</b>

**Course Delivery****Office of Administrative Responsibility:**

University Registrar

**Policy Sponsor (Owner):**

Provost

**Approving Body:**

University Council

**Category:****Policy Number:****Last Revision Date:****Effective Date:** September 1, 2027**Next Review Date:****Purpose:**

The University of Saskatchewan (USask) has clear and common basic expectations for course delivery at USask to enable students to understand expectations clearly. This policy statement, along with its associated procedures, also articulates what must be included in course syllabi. This policy document flows out of and acknowledges educator, student, and university community commitments made in *Our University of Saskatchewan Learning Charter* and the types of learner competencies *Our Learning Charter* articulates, particularly: the provision of high quality programs for learning and discovery and provision of safe, secure and inclusive environments in our university community commitments, and our educator commitments to align learning outcomes, teaching activities and assessments that are effective in helping students achieve the learning outcomes of a course or learning activity.

**Policy:****1. Transparent Course Requirements**

Every course must have a comprehensive syllabus provided to students at the outset of the term. The syllabus must include essential information such as course learning outcomes, required materials, assessment criteria, grading policies, communication protocols, and academic support resources, in alignment with university-wide standards.

**2. Consistent and Accountable Learning Environment**

Academic units and instructors are responsible for ensuring that course delivery and syllabi comply with the university's common expectations. Regular reviews and feedback mechanisms must be in place to maintain consistency, uphold academic quality, and respond to evolving student and institutional needs.

**Responsibilities:**

The Office of the Provost, or its designate, in collaboration and consultation with relevant units in the Provost's portfolio and other stakeholder administrative and academic units, is responsible for all matters of interpretation arising from the policy and for its regular review and revision. The University Registrar shall undertake revisions of this policy and the related procedures on behalf of the Provost.

**Central Leadership and/or Administrative Units:**

- Oversee and lead continuous improvement of centrally managed procedures and processes related to this policy.

- Provide appropriate academic technologies to support course delivery and syllabus generation.
- Review the course policy and procedures across the colleges periodically to ensure consistency and address concerns.

Academic Units (colleges, schools and/or departments) with academic responsibilities for courses:

- Develop and maintain college/department processes consistent with university policy and procedures.
- Align course practices and processes with accreditation standards, if applicable.
- Oversee and coordinate procedures related to course delivery within the academic unit.

Leaders (Department Heads, Associates Deans Academic):

- Review syllabi for coherence with University and College requirements

Educators:

- Design course syllabi or use required syllabi for a course.
- Communicate specific expectations to all students in areas required by course procedures, including negotiation of changes to the syllabi after the course starts.

Students:

- Engage appropriately with course expectations articulated in the syllabus.
- Proactively seek support if unclear

#### **Related Policies/Documents/Procedures**

- **Course Procedures (to be added)**
- [Our Learning Charter](#)
- [Duty to Accommodate](#)
- [Equity, Diversity, and Inclusion Policy](#)

**Revision History**

Please list the historical information in chronological order from oldest to newest.

<b>Date initially approved and date(s) re-formatted or revised</b>	<b>By who and what type of revision</b>	<b>Maintained by</b>

**Approval Pathway**

Senior Management Team (SMT)

Teaching, Learning and Academic Resources (input)

Academic Programs Committee (recommendation to Council)

**Procedures for: “*Course Delivery*”****Office of Administrative Responsibility:**

University Registrar

**Policy Owner (Sponsor):**

Provost

**Procedures Approved by:**

University Council

**Category:****Policy Number:****Last Revision Date:****Effective Date:** September 1, 2027**Next Review Date:****Purpose:**

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

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## 1. Class Syllabus

- Department heads, and deans ([or designate](#)) in non-departmentalized colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college, including those expressed by syllabi.
- 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).
- It is recommended that students also have online access to syllabi prior to the beginning of the class.
- Syllabi must be submitted to department heads, or deans ([or designate](#)) in non-departmentalized colleges, prior to the start of a class.
- After submission to the department head, or dean ([or designate](#)) in non-departmentalized colleges, syllabi should be posted through learning management systems and/or publicly accessible departmental or other websites. Educators 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

Educators shall review the contents of the class syllabus with their students at the beginning of the class. Educators are encouraged to use the [University of Saskatchewan Syllabus Template and Guide](#) to assist with satisfying the listed requirements below. The syllabus shall include the following:

#### 1.1.1 Course details

- Type and schedule of class activities.
- Contact information and consultation availability.
- Canvas course or class website URL, if used.
- If the class is offered online, through distance learning, or off campus, any additional or different expectations around any class activities and requirements.
- Notice if any required class activities, including assessments, are scheduled outside of usual class times (with college permission) or location, and how student time conflicts will be accommodated should they arise because of this change.
- 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.).

#### 1.1.2 What will be learned

- Expected learning outcomes, competencies, or objectives for the class.

### 1.1.3 Assessment

- Method of evaluation and final grade mode (e.g., Numeric, Pass/Fail, or Completed Requirements).
- The type and schedule of graded assessments.
- 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, if any.
- Whether any or specific 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
- If an on-line or blended class, whether there is a requirement for in-person assessment. The educator must also specify if there is a location requirement for the in-person assessment.
- Expectations for the use of proctoring software, including supported types of student computers.

### 1.1.4 Behaviour

- 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.
- Experiential learning expectations, if applicable, including how experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process.

### 1.1.5 Additional details, as needed

- Notice of whether the educator 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 educator.
- Location of the following policy and procedure: *Course Delivery, Assessment, (add links once posted)* [Academic Misconduct](#), [Non-academic Misconduct](#) and [Appeals in Academic Matters](#).
- Information regarding support services.

## 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 (or designate) 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, educators 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 ([or designate](#)) in non-departmentalized colleges.
- It is the responsibility of the educator to arrange for rooms and invigilators for these changes.

### 1.4 Online Classes

Classes delivered online should be expected to deliver all assessments (e.g. mid-terms, final exams, oral exams, etc.) online. See the digital assessments section of the [Assessment Procedures](#) ([add link once posted](#)) for additional information on recommended practices and alternative practices.

## 2. Contact Hours and Availability of Educators

As per [Nomenclature](#), 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 educator

Educators 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. Educators 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.
- Educators 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).
- Primary educators 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. Educators 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 educators. Student feedback is an important source of information to help guide educators 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 educators have the responsibility to ensure that students have access to such an evaluation tool.
- Department heads, or deans (or designate) in non-departmentalized colleges, shall ensure that a process exists for educators 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 educators, 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 educators 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 educator. 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 educator must permit an authorized student to record classroom activity. Only the student with the accommodation would have access to this recording. Educators should consider the implications for student privacy when specific students are identified to the class as being permitted to record for this reason.

### **5.4 Responsibilities of educators and presenters**

For purposes of teaching, research or evaluation, educators 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 educator will arrange for that student's image or voice not to be included in the recording.

### **5.5 Responsibilities of students**

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

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

### 5.6 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 not registered in the class without permission of the primary educator.

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

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

### 5.7 Storage, archiving, and permission to use

Permission for any use of a recording of class and other learning activities remains with the educator after the class term is ended. In a case where the educator is no longer available to give permission for use of a recording, the department head, or dean (or designate) 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.

### 5.8 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 educators or students takes place.

## Definitions

The following definitions apply to section 5 on course recordings:

- **Classroom:** For the purposes of section 6, 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.
- **Educator and Primary Educator:** The word educator describes anyone who has a major teaching role, like a faculty member, instructor, preceptor, teaching assistant, etc. A primary educator is the individual with authority for decision making in the class, often including design, instruction, assessment and collection of student feedback.
- **Learning activities:** For the purposes of section 6, a learning activity is any gathering of students and educators which is required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.
- **Presenter:** For the purposes of section 6, a presenter is defined as any individual who by

arrangement of the class educator will provide instruction to students in the class. In addition to the class educator, presenters might include guest lecturers, students, tutorial leaders, laboratory educators, clinical supervisors, teacher trainers, and so forth.

**Related Policies/Documents**

[Academic and Curricular Nomenclature](#)

**Revision History**

Please list the historical information in chronological order from oldest to newest.

<b>Date initially approved and date(s) re-formatted or revised</b>	<b>By who and what type of revision</b>	<b>Maintained by</b>

## NOTICE OF MOTION

**Committee Name:** Governance Committee, University Council

**Date:** March 19, 2026

**Presented by:** Susan Detmer, Chair, Governance Committee

**Subject: School of Rehabilitation Science Faculty Council Bylaws Revisions**

### MOTION

It is recommended by the Governance Committee that Council approve the changes to the School of Rehabilitation Science Faculty Council Bylaws, effective July 1, 2026.

### CONTEXT AND BACKGROUND

Revisions to faculty council bylaws for a college or school require approval by University Council at the recommendation of the Governance Committee of Council. This is a notice of motion to Council to approve revisions to the School of Rehabilitation Science Faculty Council Bylaws in accordance with the requirement for a 30-day notice period for any bylaw amendments. As such, the request for decision on the proposed revisions to these bylaws will be presented to Council on April 16, 2026.

An overview of the changes is described in correspondence from the school in Attachment 1 and the revised bylaws can be found in Attachment 2.

Changes to these bylaws were endorsed by the School of Rehabilitation Science Faculty Council at their meeting on January 16, 2026.

Proposed revised bylaws were presented to the Governance Committee at its meeting on March 3, 2026. The committee heard a presentation from the school, had the opportunity to ask questions, and then had a discussion amongst themselves.

The Governance Committee did request two small changes (these changes have now been made in the attachment to this report) as follows:

1. The wording regarding the membership of faculty members on various committees be clarified.
2. Add consistent quorum requirements for all committees.

### ATTACHMENTS

1. Correspondence from the School of Rehabilitation Science
2. Side-by-Side Comparison – School of Rehabilitation Science Faculty Council Bylaws



February 6, 2025

To: University of Saskatchewan Governance Committee and University Council  
Re: Submission of Revised School of Rehabilitation Science Faculty Council Bylaws

Dear Members of the Governance Committee and University Council,

On behalf of the School of Rehabilitation Science (SRS), I am pleased to submit for your consideration the revised *School of Rehabilitation Science Faculty Council Bylaws*, including both Part I (Bylaws) and Part II (Standing Committees Terms of Reference). These revisions were driven by significant structural and contextual developments within our School, the University of Saskatchewan, and the broader accreditation landscape for our academic programs.

The School of Rehabilitation Science holds a unique position within the University. Although situated within the College of Medicine, the School has maintained its own dedicated Faculty Council since its inception. This has been essential in maintaining a dynamic community of health professionals with a clear and appropriately represented voice within university governance structures. The current Faculty Council structure within the School of Rehabilitation Science is crucial for meeting accreditation requirements across our three programs: the Master of Physical Therapy (MPT) program, Master of Occupational Therapy (MOT), and Master of Speech-Language Pathology (MSLP).

### **Overview of the Revision Process**

The current revision process was undertaken to ensure our bylaws remain aligned with University policies, evolving School leadership and organizational structure, and accreditation standards. Key drivers of these revisions include:

- Changes in SRS leadership and governance structure, including the removal of the Associate Dean position and expansion of the Director role (with creation of Program Chairs as assigned roles for the MPT, MOT and MSLP programs);
- The transition of the School from a single-program academic unit (i.e. MPT) to one that now includes MOT and MSLP programs;
- University-wide updates to terminology, including the shift from “clinical faculty” to “clinical teacher”; and
- Ensuring that our Faculty Council structure accurately reflects the breadth and needs of SRS programs, faculty, clinical community partners and other stakeholders.

Extensive consultation informed the draft revisions. Input was sought from SRS faculty and staff, including existing committee chairs, and a *notice of motion* was presented at the School’s October 17,



UNIVERSITY OF SASKATCHEWAN

School of  
Rehabilitation Science

COLLEGE OF MEDICINE  
MEDICINE.USASK.CA/SRS

104 Clinic Place  
Saskatoon, SK S7N 2Z4 Canada  
Telephone: 306-966-6579  
Fax: 306-966-6575

2025, Faculty Council meeting. A presentation outlining proposed changes and their rationale was delivered at that time to support understanding and discussion.

In November 2025, a draft of the revised Part I bylaws was circulated to Faculty Council members for review and feedback through an anonymous survey. The comments and suggestions received were reviewed, addressed, and incorporated into a subsequent round of revisions. Revisions to Part II (Standing Committees Terms of Reference) were developed directly by the standing committees and reviewed for alignment and consistency across committees. A final draft of Part I, along with the revised Part II, was subsequently presented to Faculty Council for review in advance of the January 16, 2026, meeting.

At the January 16 meeting, an overview of the revisions was provided, and a discussion took place. I am pleased to report that both motions—to approve the revised Part I bylaws and the revised Part II terms of reference—were approved by the School of Rehabilitation Science Faculty Council on January 16, 2026.

We now respectfully submit these revised bylaws to the Governance Committee for review and subsequently to the University Council for a *notice of motion*, followed by a motion for approval.

It is our intent that the revised bylaws take effect at the start of the upcoming academic year, July 1, 2026. We hope that this submission package will satisfy the expectations of the Governance Committee and University Council and that the updated bylaws may be approved during the spring 2026 governance cycle. We are confident that these updated bylaws will strengthen our governance foundation and ensure our School remains well positioned to meet its academic, professional, and accreditation requirements.

Thank you for your time, attention, and continued support of the School of Rehabilitation Science. Please do not hesitate to reach out if you have any questions or concerns.

Sincerely,

A handwritten signature in cursive script that reads "Brenna Bath".

Brenna Bath, PT, PhD  
Director, School of Rehabilitation Science  
University of Saskatchewan



Proposed Revised Language	Clean Proposed Language	Footnotes
<p><b>PART ONE</b></p> <p><b>1. CONSTITUTIONAL POWERS AND DUTIES OF SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL</b></p> <p><i>The School of Rehabilitation Science Council is subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council. -For academic affairs related to graduate programs the School also works under rules and procedures of the College of Graduate and <del>Post-doctoral</del> <u>Postdoctoral</u> Studies. -The duties and responsibilities of Standing Committees of the School are described in Part Two. (Note:- Reference to “council” in this document will be “School of Rehabilitation Science Faculty Council” unless otherwise defined.)</i></p> <p>1.1 The following duties are delegated by University Council to the School of Rehabilitation Science Faculty Council:</p> <p>1.1.1 To make recommendations to the University Council and/or other relevant University academic unit concerning the requirements for admission to programs offered by the School;</p> <p>1.1.2 To establish and report to the University Council and/or relevant University academic unit on the number of students who may be admitted to the School or a program of study and to report to the University Council or relevant University academic unit on the number of students admitted each year;</p> <p>1.1.3 To make recommendations to the University Council and/or relevant academic unit concerning</p>	<p><b>PART ONE</b></p> <p><b>1. CONSTITUTIONAL POWERS AND DUTIES OF SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL</b></p> <p><i>The School of Rehabilitation Science Council is subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council. For academic affairs related to graduate programs the School also works under rules and procedures of the College of Graduate and Postdoctoral Studies. The duties and responsibilities of Standing Committees of the School are described in Part Two. (Note: Reference to “council” in this document will be “School of Rehabilitation Science Faculty Council” unless otherwise defined.)</i></p> <p>1.3 The following duties are delegated by University Council to the School of Rehabilitation Science Faculty Council:</p> <p>1.1.1 To make recommendations to the University Council and/or other relevant University academic unit concerning the requirements for admission to programs offered by the School;</p> <p>1.1.2 To establish and report to the University Council and/or relevant University academic unit on the number of students who may be admitted to the School or a program of study and to report to the University Council or relevant University academic unit on the number of students admitted each year;</p> <p>1.1.3 To make recommendations to the University Council and/or relevant academic unit concerning</p>	



<p>addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;</p> <p>1.1.4 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;</p> <p>1.1.5 Subject to the 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 School;</p> <p>1.1.6 To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the School of Rehabilitation Science Faculty Council and/or the College of Graduate and Postdoctoral Studies and to hear appeals of such decisions;</p> <p>1.1.7 To approve candidates for degrees, diplomas and certificates;</p> <p>1.1.8 To approve candidates for scholarships, prizes, and other awards and honours;</p> <p>1.1.9 To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under the University Council’s regulations governing academic misconduct;</p>	<p>addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;</p> <p>1.1.4 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;</p> <p>1.1.5 Subject to the 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 School;</p> <p>1.1.6 To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the School of Rehabilitation Science Faculty Council and/or the College of Graduate and Postdoctoral Studies and to hear appeals of such decisions;</p> <p>1.1.7 To approve candidates for degrees, diplomas and certificates;</p> <p>1.1.8 To approve candidates for scholarships, prizes, and other awards and honours;</p> <p>1.1.9 To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under the University Council’s regulations governing academic misconduct;</p>	
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<p>1.1.10 To consider appeals from students in accordance with the University Council’s regulations governing student appeals in academic matters.</p> <p>1.2 The Chair or the Secretary of the Faculty Council of the School shall transmit to the University Council and/or relevant academic unit for consideration and review all matters which belong to the care of the School Faculty Council or which from their nature concern more than one college or school.</p> <p>1.3. <del>A record of a</del><u>All information and</u> proceedings will be <u>documented, securely stored, and retained in an accessible format. The storage location will be referenced in the minutes</u> <del>kept on file in the General office and shall be open and made available</del> to any member of the Faculty Council <u>upon request</u>. A copy of the proceedings shall, upon request, be furnished by its Secretary to the Chair of the University Council and/or to the President of the University. <del>Any information deemed to be confidential in nature (i.e. student health or personal issues) shall be handled and stored in a secure manner. Confidential information recorded during meetings shall be kept in the General Office files and location of this information referenced in the minutes.</del></p> <p><b>2. PROCEDURAL BYLAWS OF SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL</b></p> <p>2.1 <u>Quorum for Meetings</u></p> <p>2.1.1 The quorum for regular and special meetings will be 35%.</p>	<p>1.1.10 To consider appeals from students in accordance with the University Council’s regulations governing student appeals in academic matters.</p> <p>1.2 The Chair or the Secretary of the Faculty Council of the School shall transmit to the University Council and/or relevant academic unit for consideration and review all matters which belong to the care of the School Faculty Council or which from their nature concern more than one college or school.</p> <p>1.3. All information and proceedings will be documented, securely stored, and retained in an accessible format. The storage location will be referenced in the minutes and made available to any member of the Faculty Council upon request. A copy of the proceedings shall, upon request, be furnished by its Secretary to the Chair of the University Council and/or to the President of the University.</p> <p><b>2. PROCEDURAL BYLAWS OF SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL</b></p> <p>2.5 <u>Quorum for Meetings</u></p> <p>2.1.1 The quorum for regular and special meetings will be 35%.</p>	
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<p>2.1.2 In the event that a properly constituted meeting fails for lack of a quorum, the meeting shall be rescheduled <del>for the same time</del><u>within</u> one week <del>hence.</del> At that meeting, the quorum shall be the number of members attending.</p> <p>2.1.3 Individuals who are on approved leave and/or sabbatical may be absent from council meetings during the year and will not be considered in determining quorum.</p> <p>2.2 <u>Appointment and Duties of the Chairperson</u></p> <p>2.2.1 The <del>Associate Dean</del><u>Director</u> (or designate) will be the chairperson of School of Rehabilitation Science Faculty Council.</p> <p>2.2.2 The Chairperson will preside over all meetings of Council. The Chairperson’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.</p> <p>2.2.3 The Chairperson will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.</p> <p>2.2.4 The Chairperson will not vote on a motion before Council except when there is <del>an equal number of voting members supporting and opposing the motion.</del><u>a tie.</u></p> <p>2.2.5 The Chairperson will be the spokesperson for the Council in communications with the Dean, the Board, the Senate, the General Academic Assembly and the public. In this respect, the role of the Chairperson is to explain the activities and to communicate the policies of Council.</p>	<p>2.1.2 In the event that a properly constituted meeting fails for lack of a quorum, the meeting shall be rescheduled within one week. At that meeting, the quorum shall be the number of members attending.</p> <p>2.1.3 Individuals who are on approved leave and/or sabbatical may be absent from council meetings during the year and will not be considered in determining quorum.</p> <p>2.2 <u>Appointment and Duties of the Chairperson</u></p> <p>2.2.1 The Director (or designate) will be the chairperson of School of Rehabilitation Science Faculty Council.</p> <p>2.2.2 The Chairperson will preside over all meetings of Council. The Chairperson’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.</p> <p>2.2.3 The Chairperson will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.</p> <p>2.2.4 The Chairperson will not vote on a motion before Council except when there is a tie.</p> <p>2.2.5 The Chairperson will be the spokesperson for the Council in communications with the Dean, the Board, the Senate, the General Academic Assembly and the public. In this respect, the role of the Chairperson is to explain the activities and to communicate the policies of Council.</p>	
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<p>2.3 <u>Council Membership</u></p> <p>2.3.1 The <u>Council Bylaws and Regulations</u> define the membership of <del>the School of Rehabilitation Science Faculty Council is defined in the University Bylaws</del> <u>council with certain persons as having voting or non-voting membership on council.</u></p> <p>2.3.2 <del>University Bylaws defines all ex-officio members (non-School of Rehabilitation Science members).</del></p> <p><del>2.3.3</del> <u>The composition</u> <u>following persons are entitled to attend and vote in meetings</u> of the School of Rehabilitation Science Faculty Council <del>includes:</del></p> <ul style="list-style-type: none"> <li>a. Those Professors, Associate Professors, Assistant Professors, <del>Extension Specialists</del>, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Rehabilitation Science;</li> <li>b. The Director <del>Physical Therapy</del>, <u>of</u> the School of Rehabilitation Science;</li> <li><del>4.c.</del> <u>The Associate-Dean of Physical Therapy and Rehabilitation Sciences, as Chair, the College of Medicine or designate;</u></li> <li><u>d. The Dean of the College of Graduate and Postdoctoral Studies or designate;</u></li> <li><u>e. All staff in the School of Rehabilitation Science with a clinical designation (i.e. Physical Therapist, Occupational Therapist, Speech-Language Pathologist or Audiologist);</u></li> </ul>	<p>2.3 <u>Council Membership</u></p> <p>2.3.1 The <i>Council Bylaws and Regulations</i> define the membership of council with certain persons as having voting or non-voting membership on council.</p> <p>2.3.2 The following persons are entitled to attend and vote in meetings of the School of Rehabilitation Science Faculty Council.</p> <ul style="list-style-type: none"> <li>a. Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Rehabilitation Science;</li> <li>b. The Director of the School of Rehabilitation Science;</li> <li>c. The Dean of the College of Medicine or designate;</li> <li>d. The Dean of the College of Graduate and Postdoctoral Studies or designate;</li> <li>e. All staff in the School of Rehabilitation Science with a clinical designation (i.e. Physical Therapist, Occupational Therapist, Speech-Language Pathologist or Audiologist);</li> </ul>	
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<p><del>e.f.</del> <u>The Academic Lead</u> Clinical <del>Specialists</del><u>Education &amp; Community Affairs</u> in the School of Rehabilitation Science;</p> <p><del>d.</del>—The Director of Continuing <del>Physical Therapy</del>-Education;</p> <p><del>e.g.</del> <del>No more than six members of the faculty of the School of</del> <u>in</u> Rehabilitation Science, <del>holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Rehabilitation Science Faculty Council of Physical Therapy;</del></p> <p><del>h.</del> <u>No more than eight Master</u><u>Manager, Academic Programs and Operations;</u></p> <p><del>i.</del> <u>Chairs</u> of <del>Physical Therapy</del><u>Standing committees;</u></p> <p><del>j.</del> <u>Two Clinical Teachers</u><sup>1</sup> from each of the <u>MPT, MOT and MSLP programs</u><sup>2</sup>;</p> <p><del>5-k.</del> <u>Two student</u> <del>members;</del> <u>representatives from each of the MPT, MOT and MSLP programs;</u></p> <p><del>f.l.</del> <u>No more than a total of two people who can be either Master of Science students, Ph.D. students or Postdoctoral fellows;</u></p> <p><del>g.m.</del> <u>Head of the Health Sciences Liaison Librarian to the School of Rehabilitation</u> Science <del>Library</del>-or designate.</p>	<p>f. The Academic Lead Clinical Education &amp; Community Affairs in the School of Rehabilitation Science;</p> <p>g. The Director of Continuing Education in Rehabilitation Science;</p> <p>h. Manager, Academic Programs and Operations;</p> <p>i. Chairs of Standing committees;</p> <p>j. Two Clinical Teachers from each of the MPT, MOT and MSLP programs;</p> <p>k. Two student representatives from each of MPT, MOT and MSLP programs;</p> <p>l. No more than a total of two people who can be either Master of Science students, Ph.D. students or Postdoctoral fellows;</p> <p>m. Health Sciences Liaison Librarian to the School of Rehabilitation Science or designate.</p>	<p><sup>1</sup> Support faculty previously known as clinical faculty, moving forward will be offered as a designation to all clinicians who contribute to MPT, MOT, and/or MSLP programming, including serving as clinical preceptors. This designation is only for non-USask staff or faculty.</p> <p><sup>2</sup> Membership on Faculty Council will be limited to clinical teachers licensed in physical therapy, occupational therapy, speech-language pathology, or audiology.</p>
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<p>2.3.5<del>3</del> The following <del>persons-non-voting members</del> are <del>entitled</del><u>invited</u> to attend and participate in meetings of the School of Rehabilitation Science Faculty Council <del>but, unless they are members of the School of Rehabilitation Science Faculty Council, are not entitled to vote.</del> Professor Emeriti, Clinical <del>Faculty-Teachers</del> who are not represented in (<del>if.</del>), Adjunct Faculty, <del>Professional Affiliates</del>, Associate Members, <u>School staff not represented in (e.)</u>, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA), Representative of the Saskatchewan <del>Society</del><u>College</u> of Occupational Therapists (<del>SSOT</del>;<u>SCOT</u>), Representative of the <del>Saskatchewan</del><u>Canadian</u> Association of <u>Occupational Therapists-Saskatchewan Chapter (CAOT-SK)</u>, <u>Representative of the College of Speech-Language Pathologists and Audiologists (SASLPA) of Saskatchewan (CSASK)</u>, <u>Representative of Saskatchewan Branch of Speech-Language &amp; Audiology Canada (to be determined by SAC-SK)</u>.</p> <p><del>2.3.6—Annual elections for Council will be completed by July 1.</del></p> <p><del>2.3.7—Term of office for Council membership begins July 1 of the year of the member’s election or appointment.</del></p> <p><del>2.3.8</del><u>2.3.4</u> <u>In the event that a person falls under both voting and non-voting membership, that person will be entitled to vote.</u></p> <p><u>2.3.5</u> Terms of student members (including MSc/PhD and Postdoctoral) will be one year, normally</p>	<p>2.3.3 The following non-voting members are invited to attend and participate in meetings of the School of Rehabilitation Science Faculty Council. Professor Emeriti, Clinical Teachers who are not represented in (j.), Adjunct Faculty, Associate Members, School staff not represented in (e.), Representative of the Saskatchewan College of Physical Therapists (SCPT) Representative of the Saskatchewan Physiotherapy Association (SPA), Representative of the Saskatchewan College of Occupational Therapists (SCOT), Representative of the Canadian Association of Occupational Therapists-Saskatchewan Chapter (CAOT-SK), Representative of the College of Speech-Language Pathologists and Audiologists of Saskatchewan (CSASK), Representative of Saskatchewan Branch of Speech-Language &amp; Audiology Canada (to be determined by SAC-SK).</p> <p>2.3.4 In the event that a person falls under both voting and non-voting membership, that person will be entitled to vote.</p> <p>2.3.5 Terms of student members (including MSc/PhD and Postdoctoral) will be one year, normally</p>	
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<p>commencing in the fall. <del>MPT-s</del>Students will be appointed by the <u>relevant representative student societies</u>. <del>Physical Therapy Students Society (PTSS)- Graduate and Postdoctoral students will be normally be appointed through relevant graduate student or Postdoctoral organizations/groups.</del></p> <p>2.3.9<u>6</u> All <del>clinical faculty</del><u>Clinical Teachers</u> will be sent an email by June <u>1</u> asking for self-nomination. Deadline to apply June 15.</p> <ul style="list-style-type: none"><li><del>• If only six individuals apply they will be acclaimed to a three year term.</del></li><li><del>• In the event that insufficient nominations are received to fill the vacant positions a second call will be sent out. If following a second call for nominations, there are still vacant positions, the Associate Dean will be asked to ensure that the position is filled. The Secretary will run the election in the event that more than one nominee comes forward for a position from that process.</del></li><li><del>• In the event that 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. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1.</del></li><li><del>• Should candidates so elected decline or otherwise be unable to accept a position</del></li></ul>	<p>commencing in the fall. Students will be appointed by the relevant representative student societies.</p> <p>2.3.6 All Clinical Teachers will be sent an email by June 1 asking for self-nomination. Deadline to apply June 15.</p>	
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~~on Council, such positions shall continue to be filled by those unelected candidates that received the greatest number of votes. Any vacancy that occurs within 27 months of that member being elected shall be filled using the election process defined above. A vacancy arising after that time shall be filled at the next annual election.~~

- If only two individuals from each program apply, they will be acclaimed (automatically appointed) to a three-year term.
- If more than two individuals from each program apply, existing faculty Council members will be asked to vote by secret ballot.
- Candidates with the most votes are elected to Council, effective July 1.
- If not enough nominations are received to fill all positions:
  - A second call for nominations will be issued.
  - If vacancies remain after the second call, the Director will ensure the positions are filled.
  - If more than one nominee comes forward for a position, the Secretary will run an election.
- If there is a tie between two or more nominees with the highest number of

- If only two individuals from each program apply, they will be acclaimed (automatically appointed) to a three-year term.
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  - If more than one nominee comes forward for a position, the Secretary will run an election.
- If there is a tie between two or more nominees with the highest number of



<p><u>votes, the Secretary will randomly select one of them by lot.</u></p> <ul style="list-style-type: none"> <li><u>If an elected candidate declines or cannot serve, the position will be offered to the unelected candidate with the next highest number of votes.</u></li> <li><u>If a vacancy occurs within 27 months of the original election, it will be filled using the same election process.</u></li> <li><u>If it occurs after 27 months, it will be filled during the next annual election.</u></li> </ul> <p>2.3.<del>10</del><u>7</u> A vacancy occurs on Council when:</p> <ul style="list-style-type: none"> <li>A member resigns from Council, ceases to be an employee of the University, or is no longer a student or <del>clinical faculty member</del><u>Clinical Teacher</u> in the School.</li> <li>A member is unavailable to attend meetings of Council for a period of greater than one year during <del>his or her</del><u>their</u> term.</li> </ul> <p>2.4 <u>Council Meetings</u></p> <p>2.4.1 Council meetings will be open except when Council decides to have them closed.</p> <p>2.4.2 Council will meet a minimum of two times per year.</p> <p>2.4.3 Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chairperson.</p>	<p>votes, the Secretary will randomly select one of them by lot.</p> <ul style="list-style-type: none"> <li>If an elected candidate declines or cannot serve, the position will be offered to the unelected candidate with the next highest number of votes.</li> <li>If a vacancy occurs within 27 months of the original election, it will be filled using the same election process.</li> <li>If it occurs after 27 months, it will be filled during the next annual election.</li> </ul> <p>2.3.7 A vacancy occurs on Council when:</p> <ul style="list-style-type: none"> <li>A member resigns from Council, ceases to be an employee of the University, or is no longer a student or Clinical Teacher in the School.</li> <li>A member is unavailable to attend meetings of Council for a period of greater than one year during their term.</li> </ul> <p>2.4 <u>Council Meetings</u></p> <p>2.4.1 Council meetings will be open except when Council decides to have them closed.</p> <p>2.4.2 Council will meet a minimum of two times per year.</p> <p>2.4.3 Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chairperson.</p>	
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Side by Side Comparison: School of Rehabilitation Science Faculty Council Bylaws

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Deletions: ~~Red strikethrough~~

Additions: Blue



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<p>2.4.4 Special meetings of Council can be called by the Chairperson or by petition of 20% of the <u>voting</u> members of Council.</p> <p>2.4.5 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.</p> <p>2.4.6 Normally a motion will be preceded by a notice of motion presented in writing to the members of Council not less than ten days prior to the date of the meeting at which the motion is to be considered. This bylaw only applies 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 Chairperson.</p> <p>2.4.7 The requirement of bylaw (2.4.6) may be suspended upon vote of two-thirds of the members present and voting at a meeting.</p> <p>2.4.8 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.</p> <p>2.4.9 In the event that an emergency situation as declared by the Chair of Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means.</p> <p>2.4.10 The meetings of the Council and of committees of Council will be conducted in accordance with the rules of order <del>contained in Procedures for</del></p>	<p>2.4.4 Special meetings of Council can be called by the Chairperson or by petition of 20% of the voting members of Council.</p> <p>2.4.5 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.</p> <p>2.4.6 Normally a motion will be preceded by a notice of motion presented in writing to the members of Council not less than ten days prior to the date of the meeting at which the motion is to be considered. This bylaw only applies 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 Chairperson.</p> <p>2.4.7 The requirement of bylaw (2.4.6) may be suspended upon vote of two-thirds of the members present and voting at a meeting.</p> <p>2.4.8 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.</p> <p>2.4.9 In the event that an emergency situation as declared by the Chair of Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means.</p> <p>2.4.10 The meetings of the Council and of committees of Council will be conducted in accordance with the rules of order</p>	
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<p><del>Meetings and Organizations, Third Edition by Kerr and King</del>—<u>adopted by University Council.</u></p> <p>2.4.11 Unless the Council decides otherwise, the Secretary of Council meetings shall be the School of <del>PT Program Administrator</del><u>Rehabilitation Science Manager, Academic Programs and Operations</u> or designate.</p> <p><b>3. THE COMMITTEES OF SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL</b></p> <p>3.1 <u>Creation and Composition of School of Rehabilitation Science Faculty Council Committees</u></p> <p>3.1.1 The School of Rehabilitation Science Faculty Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of School of Rehabilitation Science Faculty Council members. <del>The only statutory restriction on the committee structure is prescribed by section 61(2) of the University Act which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of School of Rehabilitation Science Faculty Council who are students.</del> <u>at least one School of Rehabilitation Science student as a member of the committee.</u></p> <p>3.1.2 The committees specified in Part Two of the School of Rehabilitation Science Bylaws are created as standing committees. <del>The Program</del></p>	<p>adopted by University Council.</p> <p>2.4.11 Unless the Council decides otherwise, the Secretary of Council meetings shall be the School of Rehabilitation Science Manager, Academic Programs and Operations or designate.</p> <p><b>3. THE COMMITTEES OF SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL</b></p> <p>3.3 <u>Creation and Composition of School of Rehabilitation Science Faculty Council Committees</u></p> <p>3.1.1 The School of Rehabilitation Science Faculty Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of School of Rehabilitation Science Faculty Council members. The only statutory restriction on the committee structure is prescribed by section 61(2) of the University Act which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain at least one School of Rehabilitation Science student as a member of the committee.</p> <p>3.1.2 The committees specified in Part Two of the School of Rehabilitation Science Bylaws are created as standing committees.</p>	
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<p><del>Planning and Priorities committee</del><u>The Chair and Secretary in consultation with Standing Committee Chairs</u> will ensure that memberships for all standing committees are reviewed and confirmed as described in committee terms of reference.</p> <p>3.1.3 Resource personnel and staff providing administrative support <del>are non-voting members of the committees and</del> are not counted when determining the quorum of a committee meeting.</p> <p>3.1.4 Terms of office for School of Rehabilitation Science Faculty Council committee members will normally begin July 1 except for student committee members whose terms of office will begin in the fall (or as defined by the student organization/group responsible for appointing these members, as defined previously).</p> <p><u>3.1.5 Terms of office for School of Rehabilitation Science Faculty Council committee members whose participation is determined by their administrative role (e.g., Director, designated Deans) are tied to the duration of that role and conclude when the individual no longer holds the position.</u></p> <p>3.2 <u>Committee Responsibilities</u></p> <p>3.2.1 The responsibilities of the School of Rehabilitation Science Standing Committees are set out in Part Two of this document.</p>	<p>The Chair and Secretary in consultation with Standing Committee Chairs will ensure that memberships for all standing committees are reviewed and confirmed as described in committee terms of reference.</p> <p>3.1.3 Resource personnel and staff providing administrative support are not counted when determining the quorum of a committee meeting.</p> <p>3.1.4 Terms of office for School of Rehabilitation Science Faculty Council committee members will normally begin July 1 except for student committee members whose terms of office will begin in the fall (or as defined by the student organization/group responsible for appointing these members, as defined previously).</p> <p>3.1.5 Terms of office for School of Rehabilitation Science Faculty Council committee members whose participation is determined by their administrative role (e.g., Director, designated Deans) are tied to the duration of that role and conclude when the individual no longer holds the position.</p> <p>3.2 <u>Committee Responsibilities</u></p> <p>3.2.1 The responsibilities of the School of Rehabilitation Science Standing Committees are set out in Part Two of this document.</p>	
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<p>3.2.2 All standing committees will meet and report to the School of Rehabilitation Science Faculty Council at least once each academic year.</p> <p>3.2.3 Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.</p> <p>3.2.4 The quorum for standing committee meetings is a majority of the voting members.</p> <p><del>3.2.5 Unless a motion of the School of Rehabilitation Science Faculty 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.</del></p> <p>3.2.6 The School of Rehabilitation Science Faculty Council has statutory power to make recommendations to the <u>College of Medicine</u> Dean <del>and/or Associate</del><u>CGPS</u> Dean <u>as appropriate</u> respecting matters that the Council considers to be in the interests of the School.- A matter may be referred to a School of Rehabilitation Science Faculty Council standing committee by the School of Rehabilitation Science Faculty Council to develop recommendations to be further discussed by the School of Rehabilitation Science Faculty Council.</p> <p><del>3.2.7 The constitutional structure of the University provides for shared jurisdiction over matters. Consequently, it may be necessary for the Associate Dean, acting as the senior administrator of the School, to seek the advice or assistance of a School of Rehabilitation Science</del></p>	<p>3.2.2 All standing committees will meet and report to the School of Rehabilitation Science Faculty Council at least once each academic year.</p> <p>3.2.3 Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.</p> <p>3.2.4 The quorum for standing committee meetings is a majority of the voting members.</p> <p>3.2.6 The School of Rehabilitation Science Faculty Council has statutory power to make recommendations to the College of Medicine Dean or CGPS Dean as appropriate respecting matters that the Council considers to be in the interests of the School. A matter may be referred to a School of Rehabilitation Science Faculty Council standing committee by the School of Rehabilitation Science Faculty Council to develop recommendations to be further discussed by the School of Rehabilitation Science Faculty Council.</p>	
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<p><del>Faculty Council standing committee with respect to a particular matter. The advice and assistance will not contradict or conflict with policies of Council.</del></p> <p><del>3.2.8 The standing committee that provides advice and assistance pursuant to clause 3.2.7 will report to Council the general nature of the advice.</del></p> <p><b>4. CONFLICT OF INTEREST</b></p> <p><b>4.1 School of Rehabilitation Science Faculty Council Proceedings</b></p> <p><del>4.1.1 It is necessary to distinguish between the roles of the “representative” members of the 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 the Council or to committees of the 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 the Council.</del> <u>4.1.1</u> Members of the Council and members of committees of the Council will have as their principal concern the welfare of the School and the University community. They will exercise independent judgment and may not act as agents of any person or organization.</p> <p>4.1.2 There are no restrictions on the rights of a Council member to participate in debate and to vote on any matter that comes before the</p>	<p><b>4. CONFLICT OF INTEREST</b></p> <p><b>4.1 School of Rehabilitation Science Faculty Council Proceedings</b></p> <p>4.1.1 Members of the Council and members of committees of the Council will have as their principal concern the welfare of the School and the University community. They will exercise independent judgment and may not act as agents of any person or organization.</p> <p>4.1.2 There are no restrictions on the rights of a Council member to participate in debate and to vote on any matter that comes before the Council. However, a Council member who has a conflict of interest with respect to a matter that</p>	
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<p>Council. However, a Council member who has a conflict of interest with respect to a matter that comes before the Council will disclose the conflict when speaking on the matter in Council proceedings.</p> <p>4.2 <u>Committees of the School of Rehabilitation Science Faculty Council</u></p> <p>4.2.1 A member of a committee of the Council will conduct <del>herself or himself</del> <u>themselves</u> so as to avoid conflict of interest or the appearance of conflict of interest.</p> <p>4.2.2 A member of a committee will disclose and identify a conflict of interest or perceived conflict of interest affecting that member.</p> <p>4.2.3 A member of a committee will abstain from voting in committee proceedings on matters on which he or she has a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter.</p> <p>4.2.4 The chairperson or a member of a committee will be entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee.</p> <p>4.2.5 The chairperson 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</p>	<p>comes before the Council will disclose the conflict when speaking on the matter in Council proceedings.</p> <p>4.2 <u>Committees of the School of Rehabilitation Science Faculty Council</u></p> <p>4.2.1 A member of a committee of the Council will conduct themselves so as to avoid conflict of interest or the appearance of conflict of interest.</p> <p>4.2.2 A member of a committee will disclose and identify a conflict of interest or perceived conflict of interest affecting that member.</p> <p>4.2.3 A member of a committee will abstain from voting in committee proceedings on matters on which he or she has a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter.</p> <p>4.2.4 The chairperson or a member of a committee will be entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee.</p> <p>4.2.5 The chairperson 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</p>	
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<p>committee or to refrain from voting on a matter before the committee.</p> <p>4.2.6 If a request referred to in paragraph 4.2.5 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.</p> <p>4.3 <u>Conflict of Interest Defined</u></p> <p>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:</p> <p>4.3.1 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</p> <p>4.3.2 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.</p>	<p>committee or to refrain from voting on a matter before the committee.</p> <p>4.2.6 If a request referred to in paragraph 4.2.5 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.</p> <p>4.3 <u>Conflict of Interest Defined</u></p> <p>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:</p> <p>4.3.1 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</p> <p>4.3.2 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.</p>	
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Proposed Revised Language	Clean Proposed Language	Footnotes
<p><b>PART TWO</b></p> <p><b>1. SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL STANDING COMMITTEES (Appendix 1)</b></p> <p>Standing Committee Terms of Reference are defined in Appendix 1. -School of Rehabilitation Science standing committees are responsible for directing the work, complying with School and University policies and procedures, and making relevant recommendations to the School of Rehabilitation Science Faculty Council or other appropriate units on campus as defined within the committee terms of reference. <del>These committees will conduct themselves as defined in Part One Section 4. Objectives, Composition, Appointment/Term of Office, Duties, and Procedures for each committee are defined in committee terms of reference.</del> General procedures to be followed by all committees include:</p> <p>1.1 Each Standing Committee regularly reviews and recommends changes related to Terms of Reference. <del>Any substantial changes are forwarded to the Program Planning and Resource Executive</del> <u>Executive</u> Advisory Committee to review and submit for approval to the School of Rehabilitation Science Faculty Council. <del>The date approved will appear on the document and replace the previous version.</del></p> <p>1.2 <del>Membership</del> <u>The composition as per terms of the reference of</u> Standing Committees <del>are</del> <u>shall be</u> reviewed by the Chair of <del>the</del> <u>each</u> Committee, in</p>	<p><b>PART TWO</b></p> <p><b>1. SCHOOL OF REHABILITATION SCIENCE FACULTY COUNCIL STANDING COMMITTEES (Appendix 1)</b></p> <p>Standing Committee Terms of Reference are defined in Appendix 1. School of Rehabilitation Science standing committees are responsible for directing the work, complying with School and University policies and procedures, and making relevant recommendations to the School of Rehabilitation Science Faculty Council or other appropriate units on campus as defined within the committee terms of reference. General procedures to be followed by all committees include:</p> <p>1.1 Each Standing Committee regularly reviews and recommends changes related to Terms of Reference. Any substantial changes are forwarded to the Executive Advisory Committee to review and submit for approval to the School of Rehabilitation Science Faculty Council. The date approved will appear on the document and replace the previous version.</p> <p>1.2 The composition as per terms of reference of Standing Committees shall be reviewed by the Chair of each Committee, in</p>	



<p>1.3 consultation with <del>Associate Dean and/or the</del> Director. <del>Updated membership lists for each</del> <u>The Director may make temporary adjustments to</u> committee <del>are forwarded to the Program Planning and Resource Advisory</del> <u>composition in consultation with</u> Committee. <del>Annually the Program Planning and Resource Advisory Committee forwards details of committee membership to</del> <u>Chairs to address emergent needs, subject to ratification by</u> the School of Rehabilitation Science Faculty Council <del>for information, at its next scheduled meeting.</del></p> <p>1.3 As defined in Section <del>5</del><u>2.4</u> of Part 1 Bylaws, a recommendation to the School of Rehabilitation Science Faculty 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. <del>-</del>This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of the School of Rehabilitation Science Faculty 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 of the School of Rehabilitation Science Faculty Council in consultation with the Committee Chair.</p> <p>1.4 In some cases another university academic unit (such as College of Graduate and <del>Post-doctoral</del><u>Postdoctoral</u> Studies) may have jurisdiction and final approval over certain standing committee activities. <del>-</del>In these cases the</p>	<p>consultation with the Director. The Director may make temporary adjustments to committee composition in consultation with Committee Chairs to address emergent needs, subject to ratification by the School of Rehabilitation Science Faculty Council at its next scheduled meeting.</p> <p>1.3 As defined in Section 2.4 of Part 1 Bylaws, a recommendation to the School of Rehabilitation Science Faculty 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. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of the School of Rehabilitation Science Faculty 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 of the School of Rehabilitation Science Faculty Council in consultation with the Committee Chair.</p> <p>1.4 In some cases another university academic unit (such as College of Graduate and Postdoctoral Studies) may have jurisdiction and final approval over certain standing committee activities. In these cases the</p>	
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Side by Side Comparison: School of Rehabilitation Science Faculty Council Bylaws

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue



UNIVERSITY OF SASKATCHEWAN

School of  
Rehabilitation Science

COLLEGE OF MEDICINE  
MEDICINE.USASK.CA/SRS

<p>standing committee will ensure that the School of Rehabilitation Science Faculty Council is appropriately updated on activities and outcomes.</p>	<p>standing committee will ensure that the School of Rehabilitation Science Faculty Council is appropriately updated on activities and outcomes.</p>	
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<b>Proposed Revised Language</b>	<b>Clean Proposed Language</b>
<p style="text-align: center;"><del>MPT</del><u>SRS</u> Academic Affairs Committee                      Terms of Reference</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To monitor issues related to student performance throughout their academic program and apply School of Rehabilitation Science, College of Medicine, College of Graduate and Postdoctoral Studies and University Council academic policies as appropriate.</li> <li>2. To regularly review academic policies and procedures and make minor changes as appropriate.</li> <li>3. To make recommendations to the School of Rehabilitation Science Faculty Council on major changes to academic policies and procedures.</li> <li>4. To appraise academic concerns and make recommendations to appropriate individuals, standing committees or Faculty Council.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• Director or designate (Chair) (ex officio)</li> <li>• Three <u>full-time</u> faculty members (<u>Program Chairs for programs not represented in Chair designate role with an additional faculty member</u>)</li> </ul>	<p style="text-align: center;">SRS Academic Affairs Committee                      Terms of Reference</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To monitor issues related to student performance throughout their academic program and apply School of Rehabilitation Science, College of Medicine, College of Graduate and Postdoctoral Studies and University Council academic policies as appropriate.</li> <li>2. To regularly review academic policies and procedures and make minor changes as appropriate.</li> <li>3. To make recommendations to the School of Rehabilitation Science Faculty Council on major changes to academic policies and procedures.</li> <li>4. To appraise academic concerns and make recommendations to appropriate individuals, standing committees or Faculty Council.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• Director or designate (Chair) (ex officio)</li> <li>• Three full-time faculty members (Program Chairs for programs not represented in Chair designate role with an additional faculty member)</li> </ul>



Side by Side Comparison: Academic Affairs Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

- ~~Representative from the Clinical Education Unit~~~~Academic Lead Clinical Education and Community Affairs or Clinical Education Coordinator (ex-officio)~~
- Student Affairs Co-ordinator(s) (ex-officio) (non-voting during in-camera portion)
- ~~A Clinical Specialist~~
- ~~—~~
- Up to two student representatives ~~{from each program appointed by PTSS~~the Rehabilitation Student Council (1 vote per program)}
- ~~—~~
- ~~Invited instructors/coordinators as needed (non-voting)~~
- ~~MPT Program Coordinator~~Manager, Academic Program and Operations or designate (ex officio; ~~—~~) (non-voting)
- ~~Other individuals as appointed by Faculty Council~~

Appointment/Term of Office:

- ~~1. As defined in 18. General Rules of the College of Medicine Procedures and Guidelines, Bylaws and Regulations for PT Faculty Council. (Bylaws and Regulations for PT Faculty Council – College of Medicine – University of Saskatchewan (usask.ca))~~1. As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws.
2. Student members will be full voting members (up to 1 vote per program) in attendance at the regular meeting portion. Students will not attend the in-camera portion and thus will not- be counted as voting members when determining quorum.
- ~~2. The Director or designate will act as Chair.~~

- Representative from the Clinical Education Unit
- Student Affairs Coordinator(s) (ex-officio) (non-voting during in-camera portion)
- Up to two student representatives from each program appointed by the Rehabilitation Student Council (1 vote per program)
- Invited instructors/coordinators as needed (non-voting)
- Manager, Academic Program and Operations or designate (ex officio; non-voting)

Appointment/Term of Office:

1. As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws.
2. Student members will be full voting members (up to 1 vote per program) in attendance at the regular meeting portion. Students will not attend the in-camera portion and thus will not be counted as voting members when determining quorum.



Side by Side Comparison: Academic Affairs Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

~~a. Student members will be full voting members in attendance for the regular meeting sessions. Students will not attend and will not be voting members for in-camera sessions.~~

Duties:

1. To review academic and professional matters brought forward by committees of the School, the College of Medicine Professionalism Committee, the Student Affairs Co-ordinator and members of faculty or students and determine appropriate actions.
2. To monitor academic and professional performance and apply related policies and procedures as required.
3. To monitor and make minor changes to academic policies and to forward recommendations on major changes in academic policies to School of Rehabilitation Science Faculty Council.
4. To monitor and approve student attainment of academic standards at specified promotion points and make recommendations for student advancement and convocation to Faculty Council and the College of Graduate and Post-doctoral Studies.

~~1-~~ Note: Definition and interpretation of *minor* and *major* changes will be consistent with those described in the

Duties:

1. To review academic and professional matters brought forward by committees of the School, the College of Medicine Professionalism Committee, the Student Affairs Coordinator and members of faculty or students and determine appropriate actions.
2. To monitor academic and professional performance and apply related policies and procedures as required.
3. To monitor and make minor changes to academic policies and to forward recommendations on major changes in academic policies to School of Rehabilitation Science Faculty Council.
4. To monitor and approve student attainment of academic standards at specified promotion points and make recommendations for student advancement and convocation to Faculty Council and the College of Graduate and Post-doctoral Studies.

Note: Definition and interpretation of minor and major changes will be consistent with those described in the



<p>current University of Saskatchewan Bylaws and Regulations.</p> <p><u>Meetings:</u></p> <p>Meetings shall be held a minimum of three times per year <u>and otherwise as required</u>.</p> <p><u>Quorum:</u></p> <p><del>As per 18. General Rules. Rules of the College of Medicine Procedures and Guidelines, Bylaws and Regulations for PT Faculty Council. (Bylaws and Regulations for PT Faculty Council—College of Medicine—University of Saskatchewan (usask.ca) As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:</del> <u>"The quorum for standing committee meetings is a majority of the voting members."</u></p> <p><u>Minutes:</u></p> <ol style="list-style-type: none"><li>1. Minutes <del>of all meetings</del> shall be recorded, <u>and</u> saved in the school's <del>SharePoint, and archived in Jade after a period of 3 years</del> <u>designated digital repository for institutional records</u>.</li><li>2. <del>M</del><u>The</u> minutes <del>shall will</del> be <del>available</del> <u>accessible</u> to all committee members.</li></ol>	<p>current University of Saskatchewan Bylaws and Regulations.</p> <p><u>Meetings:</u></p> <p>Meetings shall be held a minimum of three times per year and otherwise as required</p> <p><u>Quorum:</u></p> <p>As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws: <i>"The quorum for standing committee meetings is a majority of the voting members."</i></p> <p><u>Minutes:</u></p> <ol style="list-style-type: none"><li>1. Minutes shall be recorded and saved in the school's designated digital repository for institutional records.</li><li>2. Minutes will be accessible to all committee members.</li></ol>
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Side by Side Comparison: Academic Affairs Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

3. ~~Any information deemed to be confidential in nature (i.e. student health or personal issues) shall be handled and stored in a secure manner.~~ Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be saved in the school's ~~SharePoint~~ designated digital repository for institutional records, and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan. ~~archived in Jade once the matter is resolved.~~

Reports:

1. This Committee reports to School of Rehabilitation Faculty Council.
2. The Director or designate shall provide a report to School of Rehabilitation Science Faculty Council and College of Graduate and Postdoctoral Studies as appropriate.

3. Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be saved in the school's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.

Reports:

1. This Committee reports to School of Rehabilitation Faculty Council.
2. The Director or designate shall provide a report to School of Rehabilitation Science Faculty Council and College of Graduate and Postdoctoral Studies as appropriate.



Proposed Revised Language	Clean Proposed Language
<p style="text-align: center;"><b>Admissions Committee  <u>Terms of Reference</u></b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To formulate and review admission policies and procedures.</li> <li>2. To determine applicant admission scores and to forward a list of selected applicants for admission and necessary documentation to the College of Graduate <u>and Postdoctoral</u> Studies <u>(CGPS)</u> <del>and Research</del> for approval.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• <u>Full-time faculty member (Chair)</u> <del>Two full-time faculty members.</del></li> <li>• <u>Up to One-Three</u> full-time <del>or clinical</del> faculty members <u>(one from each program)</u></li> <li>• <u>Representative from the Clinical Education Unit</u></li> <li>• <del>Aboriginal</del> <u>Indigenous Initiatives</u> Coordinator; <del>COM (Val Arnault Pelletier)</del></li> <li>• <del>One student in the first year of MPT</del> <u>Up to two student representatives from each program appointed by the Rehabilitation Student Council</u></li> <li>• <u>Representative from Recruitment committee</u></li> </ul>	<p style="text-align: center;"><b>Admissions Committee                  Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To formulate and review admission policies and procedures.</li> <li>2. To determine applicant admission scores and to forward a list of selected applicants for admission and necessary documentation to the College of Graduate and Postdoctoral Studies (CGPS) for approval.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• Full-time faculty member (Chair)</li> <li>• Three full-time faculty members (one from each program)</li> <li>• Representative from the Clinical Education Unit</li> <li>• Indigenous Initiatives Coordinator</li> <li>• Up to two student representatives from each program appointed by the Rehabilitation Student Council</li> <li>• Representative from Recruitment committee</li> </ul>



Side by Side Comparison: Admissions Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

- ~~• Academic Program Assistant~~Manager, Academic Program and Operations or designate (ex officio; ~~;~~)  
(non-voting)

Appointment/Term of Office:

- ~~1. As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws~~General Rules 18. Student members will be appointed by PTSS for a two year term (one student appointed class body of the in the first year of the program each year so that there is always one first year and one second year student on the committee).
2. Student members will be full voting members (up to 1 vote per program) in attendance for at the regular meeting sessions portion. Students will not attend and will not be voting members for the in-camera sessions portion and thus will not be counted as voting members when determining quorum that involve discussion of individual applicants or the selection of applicants.

Duties:

- To oversee the admissions process.
- To review admission requirements and forward recommendations for changes to admission requirements and/or processes following the

- Manager, Academic Program and Operations or designate (ex officio; non-voting)

Appointment/Term of Office:

- As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws.
- Student members will be full voting members (up to 1 vote per program) in attendance at the regular meeting portion. Students will not attend the in-camera portion and thus will not be counted as voting members when determining quorum.

Duties:

- To oversee the admissions process.
- To review admission requirements and forward recommendations for changes to admission requirements and/or processes following the



<p><u>chain of reviews and approvals below when appropriate.</u><del>to</del></p> <p><u>i. <del>CGPS review</del></u></p> <p><u>ii. SRS faculty council approval</u></p> <p><u>iii. CGPS Graduate Programs Committee (GPC) approval</u></p> <p><u>iv. Academic Programs Committee of Council (APC) approval</u></p> <p><u>v. University Council approval</u></p> <p><u>vi. Senate Education Committee approval</u></p> <p><del>School of Rehabilitation Science Faculty Council for approval.</del></p> <p>3. To ensure documentation associated with the admissions process is current, <u>transparent</u> and accurate.</p> <p>4. To confer, as appropriate, with <del>College of Graduate Studies</del><u>CGPS and Research</u> and School of <del>Physical Therapy</del><u>Rehabilitation Science</u> committees regarding admission issues.</p> <p>5. To evaluate applicants' academic records.</p> <p>6. <u>To review and consider special-case admissions to SRS programs.</u> <del>To review special case access programs and make recommendations to School of Rehabilitation Science</del><u>SRS Faculty Council regarding policies</u> <del>School of Physical Therapy policies for these programs.</del></p>	<p>chain of reviews and approvals below when appropriate.</p> <p>i. CGPS review</p> <p>ii. SRS faculty council approval</p> <p>iii. CGPS Graduate Programs Committee (GPC) approval</p> <p>iv. Academic Programs Committee of Council (APC) approval</p> <p>v. University Council approval</p> <p>vi. Senate Education Committee approval</p> <p>3. To ensure documentation associated with the admissions process is current, transparent and accurate.</p> <p>4. To confer, as appropriate, with CGPS and School of Rehabilitation Science committees regarding admission issues.</p> <p>5. To evaluate applicants' academic records.</p> <p>6. To review and consider special-case admissions to SRS programs.</p>
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Side by Side Comparison: Admissions Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

Meetings:

The Committee shall meet a minimum of three times per year ~~or~~ and otherwise as required.

Quorum:

~~As defined in 18 General Rules.~~ As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws: "The quorum for standing committee meetings is a majority of the voting members."

Minutes:

1. Minutes ~~of all meetings~~ shall be recorded and ~~kept on file in the General Office~~ saved in the School's designated digital repository for institutional records.
2. M~~The minutes shall will~~ be ~~available~~ accessible to all committee members.
3. ~~Any information deemed to be confidential in nature (i.e. individual health or personal issues) shall be handled and stored in a secure manner.~~ Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be ~~kept in the General Office files~~

Meetings:

The Committee shall meet a minimum of three times per year and otherwise as required.

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws: "The quorum for standing committee meetings is a majority of the voting members."

Minutes:

1. Minutes shall be recorded and saved in the School's designated digital repository for institutional records.
2. Minutes will be accessible to all committee members.
3. Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be



~~(?) and location of this information referenced in the minutes~~ saved in the School's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan

Reports:

1. This Committee reports to School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice a year and the College of Graduate and Postdoctoral Studies as appropriate.

saved in the School's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan

Reports:

1. This Committee reports to School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice a year and the College of Graduate and Postdoctoral Studies as appropriate.



Proposed Revised Language	Clean Proposed Language
<p style="text-align: center;"><b>Awards Committee Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>To select individuals who have fulfilled the necessary requirements for the University of Saskatchewan School of Rehabilitation Science Awards and Bursaries and other professional awards.</li> <li>To review the Awards Program.</li> <li>To support the University and community in establishing selection criteria and areas of need for new awards or bursaries.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li><a href="#">Full-time faculty member</a> (Chair); <del>Tenure Track Faculty Member or Clinical Faculty Member</del></li> <li><del>Two members;</del> <a href="#">Three full- or part-time faculty members or clinical associates (one from each program)</a>; <del>clinical faculty, or clinical specialist</del></li> <li><a href="#">Representative from the Clinical Education Unit Academic Lead Clinical Education and Community Affairs (ex officio); or Clinical Coordinator as designate.</a></li> <li><del>—</del></li> <li><del>Clerical Assistant</del> <a href="#">Manager, Academic Program and Operations or designate</a> (ex officio; <del>)(non-voting)</del></li> </ul>	<p style="text-align: center;"><b>Awards Committee Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>To select individuals who have fulfilled the necessary requirements for the University of Saskatchewan School of Rehabilitation Science Awards and Bursaries and other professional awards.</li> <li>To review the Awards Program.</li> <li>To support the University and community in establishing selection criteria and areas of need for new awards or bursaries.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>Full-time faculty member (Chair)</li> <li>Three full time faculty members or clinical associates (one from each program)</li> <li>Representative from the Clinical Education Unit</li> <li>Manager, Academic Program and Operations or designate (ex officio; non-voting)</li> </ul>



Appointment/Term of Office:

- ~~1. As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws. As defined in 18. General Rules.~~
- ~~2. The Chair will be appointed by the Director.~~

Duties

- To review clinical and academic standings of all University of Saskatchewan graduate students for the purposes of determining which students are eligible for School of Rehabilitation Science awards and bursaries.
- Based on the terms of reference of each award, identify those individuals who have achieved the required criteria.
- Based on the terms of reference of each bursary and the evaluation of financial need, as determined by the School of Rehabilitation Science Policy on Financial Need Assessment for Awards, identify those students who have achieved the required criteria.
- Report to the School of Rehabilitation Science Faculty Council the names of award and bursary recipients.
- Work with the ~~Associate Dean and the~~ Director of the School to develop new awards and bursaries to meet current and future needs.

Appointment/Term of Office:

As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws.

Duties

- To review clinical and academic standings of all University of Saskatchewan graduate students for the purposes of determining which students are eligible for School of Rehabilitation Science awards and bursaries.
- Based on the terms of reference of each award, identify those individuals who have achieved the required criteria.
- Based on the terms of reference of each bursary and the evaluation of financial need, as determined by the School of Rehabilitation Science Policy on Financial Need Assessment for Awards, identify those students who have achieved the required criteria.
- Report to the School of Rehabilitation Science Faculty Council the names of award and bursary recipients.
- Work with the Director of the School to develop new awards and bursaries to meet current and future needs.



Side by Side Comparison: Awards Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

6. Assist in the development of new awards and bursaries and/or revision of established awards in consultation with the ~~Associate Dean~~, Director, University Development office designate and others as required

Meetings:

The Awards Committee ~~shall~~will meet a minimum of twice ~~a~~per year and otherwise as required.

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:

"The quorum for standing committee meetings is a majority of the voting members."

~~As defined in 18. General Rules.~~

Minutes:

1. Minutes shall be recorded and stored in the School's designated digital repository for institutional records.
2. Minutes will be accessible to all committee members.
3. Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be saved in the School's designated digital repository for institutional records and destroyed as per the University

6. Assist in the development of new awards and bursaries and/or revision of established awards in consultation with the Director, University Development office designate and others as required

Meetings:

The Awards Committee will meet a minimum of twice per year and otherwise as required.

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:

*"The quorum for standing committee meetings is a majority of the voting members."*

Minutes:

1. Minutes shall be recorded and stored in the School's designated digital repository for institutional records.
2. Minutes will be accessible to all committee members.
3. Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be saved in the School's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.



Side by Side Comparison: Awards Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

Archives and Records Management - University Library |  
University of Saskatchewan.

~~1. Minutes of all meetings shall be recorded and kept on file in the General Office.~~

~~1. The minutes shall be available to all committee members.~~

~~2. Any information deemed to be confidential in nature (i.e. individual health or personal issues) shall be handled and stored in a secure manner.~~

~~3. Confidential information recorded during meetings shall be kept in the General Office files and location of this information referenced in the minutes.~~

Reports:

1. This Committee reports to the School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.

Reports:

1. This Committee reports to the School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.



Proposed Revised Language	Clean Proposed Language
<p style="text-align: center;"><b>Clinical Education Advisory Committee Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>To provide a formal communication link between the School of Rehabilitation Science (SRS) and the clinical facilities which participate in the clinical education component of the Master of Physical Therapy (MPT), <u>Master of Occupational Therapy (MOT), and Master of Speech-Language Pathology Program (MSLP) Programs.</u></li> <li>To make recommendations to the appropriate SRS committees and School of Rehabilitation Science Faculty Council regarding the clinical education component of the <del>MPT-SRS</del> <u>pPrograms.</u></li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li><del>SRS</del>-Academic Lead Clinical Education and Community Affairs (Chair) (ex-officio)</li> <li><del>MPT Program-Three</del> Clinical Coordinators (<del>ex-officio</del><u>(one from each program)</u>)</li> <li><del>Physical t</del>herapy directors/managers or designates <del>of clinical facilities in the province of Saskatchewan</del> who represent the different facilities/programs participating in</li> </ul>	<p style="text-align: center;"><b>Clinical Education Advisory Committee Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>To provide a formal communication link between the School of Rehabilitation Science (SRS) and the clinical facilities which participate in the clinical education component of the Master of Physical Therapy (MPT), Master of Occupational Therapy (MOT), and Master of Speech-Language Pathology Program (MSLP) Programs.</li> <li>To make recommendations to the appropriate SRS committees and School of Rehabilitation Science Faculty Council regarding the clinical education component of the SRS programs.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>Academic Lead Clinical Education and Community Affairs (Chair) (ex-officio)</li> <li>Three Clinical Coordinators (one from each program)</li> <li>Therapy directors/managers or designates who represent the different facilities/programs participating in</li> </ul>



the clinical education component of the programs (ex officio). Representatives~~This are is determined by each facility/program.~~

- Up to two student ~~members~~ representatives from each program appointed by the ~~Physical Therapy Students Society~~ Rehabilitation Student Council
- The membership list shall be maintained by the Clinical Coordinators ~~?whom~~

Appointment/Term of Office:

1. As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws ~~Members of the Committee hold their membership by virtue of their position except for student members who will be appointed by PTSS, their respective student councils. Rehabilitation Student Council. The appointments shall last for the duration of their program.~~
2. ~~The Chair will be the Academic Lead, Clinical Education and Community Affairs.~~
3. ~~Student members can be reappointed for successive one-year terms.~~

the clinical education component of the programs (ex officio). Representatives are determined by each facility/program.

- Up to two student representatives from each program appointed by the Rehabilitation Student Council
- The membership list shall be maintained by the Clinical Coordinators

Appointment/Term of Office:

1. As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws



Side by Side Comparison: Clinical Education Advisory Committee Terms of Reference

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

Duties:

1. To facilitate communication between clinicians ~~at facilities~~ and the School on matters pertaining to the clinical education component of the ~~SRS~~ ~~MPT~~ Programs.
2. To assist in the development, implementation, ~~monitoring~~ ~~monitoring~~, and evaluation of the clinical education component of the ~~SRS~~ ~~MPT~~ Programs.
3. To identify needs and issues, and develop strategies to address them, ~~related to the clinical education component of the~~ ~~SRS~~ ~~MPT~~ Programs.
4. To provide input to policy and planning activities of the clinical education component of the ~~SRS~~ ~~MPT~~ Programs.

Meetings:

A minimum of two meetings will be held per year ~~and otherwise as needed.~~

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:  
"The quorum for standing committee meetings is a majority of the voting members."

Duties:

1. To facilitate communication between clinicians and the School on matters pertaining to the clinical education component of the SRS Programs.
2. To assist in the development, implementation, monitoring, and evaluation of the clinical education component of the SRS Programs.
3. To identify needs and issues and develop strategies to address them related to the clinical education component of the SRS Programs.
4. To provide input to policy and planning activities of the clinical education component of the SRS Programs

Meetings:

A minimum of two meetings will be held per year and otherwise as needed.

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:  
*"The quorum for standing committee meetings is a majority of the voting members."*



~~A quorum consists of the presence of either the SRS Academic Lead Clinical Education and Community Affairs or one of the MPT Program Clinical Coordinators (Regina or Saskatoon) and five representatives from the clinical facilities.~~

Minutes:

- ~~1. Minutes of all meetings shall be recorded and kept on file in the General Office.~~
- ~~2. The minutes shall be available to all committee members.~~
- ~~3. Any information deemed to be confidential in nature (i.e. individual health or personal issues) shall be handled and stored in a secure manner.~~

1. 4. Confidential information recorded during meetings shall be kept in the General Office files and location of this information referenced in the minutes. Minutes shall be recorded and stored in the School's designated digital repository for institutional records.
2. Minutes will be accessible to all committee members.
3. Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be saved in the School's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.

Minutes:

1. Minutes shall be recorded and stored in the School's designated digital repository for institutional records.
2. Minutes will be accessible to all committee members.
3. Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall be saved in the School's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.

Side by Side Comparison: Clinical Education Advisory Committee Terms of Reference  
Prepared for: School of Rehabilitation Science  
Deletions: ~~Red strikethrough~~  
Additions: Blue



Reports:

1. This Committee reports to School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.

Reports:

1. This Committee reports to School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.



Proposed Revised Language	Clean Proposed Language
<p style="text-align: center;"><b>Continuing <del>Physical Therapy</del> Education <u>in Rehabilitation Science (CERS)</u> Advisory Committee <del>—September 2016</del>  <u>Terms of Reference</u></b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To provide a formal communication link between the School and the clinical community related to continuing education</li> <li>2. To identify opportunities for advancement of Continuing <del>Physical Therapy</del> Education <u>in Rehabilitation Science</u></li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• <del>CPTC</del><u>CERS Program</u> Director (Chair) (ex-officio)</li> <li>• One Academic Coordinator Clinical Education (ex officio)</li> <li>• <del>One</del><u>One School of Rehabilitation Science (SRS)</u> faculty member</li> <li>• Saskatchewan Physiotherapy Association representative (to be determined by SPA)</li> <li>• Saskatchewan College of Physical Therapists <u>representative</u> (to be determined by SCPT)</li> <li>• <u>Saskatchewan College of Occupational Therapists representative (to be determined by SCOT)</u></li> <li>• <u>Saskatchewan Association of Speech-Language Pathologists and Audiologists representative (to be determined by SASLPA)</u></li> </ul>	<p style="text-align: center;"><b>Continuing Education in Rehabilitation Science (CERS) Advisory Committee Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To provide a formal communication link between the School and the clinical community related to continuing education</li> <li>2. To identify opportunities for advancement of Continuing Education in Rehabilitation Science</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• CERS Program Director (Chair) (ex officio)</li> <li>• One Academic Coordinator Clinical Education (ex officio)</li> <li>• One School of Rehabilitation Science (SRS) faculty member</li> <li>• Saskatchewan Physiotherapy Association representative (to be determined by SPA)</li> <li>• Saskatchewan College of Physical Therapists representative (to be determined by SCPT)</li> <li>• Saskatchewan College of Occupational Therapists representative (to be determined by SCOT)</li> <li>• Saskatchewan Association of Speech-Language Pathologists and Audiologists representative (to be determined by SASLPA)</li> </ul>



Side by Side Comparison: Continuing Education in Rehabilitation Science (CERS) Advisory Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

- [College of Speech-Language Pathologists and Audiologists of Saskatchewan \(to be determined by CSASK\)](#)
- [Saskatchewan Branch of Speech-Language & Audiology Canada \(to be determined by SAC-SK\)](#)
- Three clinicians involved in clinical education programming across the province (to be determined by ACCE in discussion with ~~CPTC~~CERS Director)
- ~~CPTC Coordinator~~[CERS Program Assistant](#) (ex-officio; non-voting)

Appointment/Term of Office:

1. Members of the Committee hold their membership by virtue of their position or as indicated above
2. The Chair will be the [Program](#) Director of ~~CPTC~~CERS
3. Members will be appointed for 2 year terms and can be reappointed for successive terms.

Duties:

1. To facilitate communication between the clinical community and ~~the School~~SRS on matters pertaining to continuing education.

- College of Speech-Language Pathologists and Audiologists of Saskatchewan (to be determined by CSASK)
- Saskatchewan Branch of Speech-Language & Audiology Canada (to be determined by SAC-SK)
- Three clinicians involved in clinical education programming across the province (to be determined by ACCE in discussion with CERS Director)
- CERS Program Assistant (ex-officio; non-voting)

Appointment/Term of Office:

1. Members of the Committee hold their membership by virtue of their position or as indicated above
2. The Chair will be the Program Director of CERS
3. Members will be appointed for 2 year terms and can be reappointed for successive terms.

Duties

1. To facilitate communication between the clinical community and SRS on matters pertaining to continuing education.

Side by Side Comparison: Continuing Education in Rehabilitation Science (CERS) Advisory Committee Terms of Reference updates  
 Prepared for: School of Rehabilitation Science  
 Deletions: ~~Red strikethrough~~  
 Additions: Blue



<p>2. To assist in needs assessment for <del>the physical therapy and</del> rehabilitation <u>science</u> practice communities related to ongoing practice development and evidence-<u>based</u> practice</p> <p>3. To provide input to planning and programming activities of the continuing education unit in the School</p> <p><u>Meetings:</u></p> <p><u><del>A</del>The CERS Advisory Committee will meet a minimum of <del>two meetings will be held</del> <u>2 times</u> per year <u>and otherwise as required</u>.</u></p> <p><u>Quorum:</u></p> <p><u><del>A quorum consists of 50% of the members in attendance. As per</del> Section 3.2.4 in the School of Rehabilitation Science Faculty Council Bylaws: <u>"The quorum for standing committee meetings is a majority of the voting members."</u></u></p> <p><u>Minutes:</u></p>	<p>2. To assist in needs assessment for rehabilitation science practice communities related to ongoing practice development and evidence-based practice</p> <p>3. To provide input to planning and programming activities of the continuing education unit in the School</p> <p><u>Meetings:</u></p> <p>The CERS Advisory Committee will meet a minimum of 2 times per year and otherwise as required.</p> <p><u>Quorum:</u></p> <p>As per Section 3.2.4 in the School of Rehabilitation Science Faculty Council Bylaws:  <i>"The quorum for standing committee meetings is a majority of the voting members."</i></p> <p><u>Minutes:</u></p> <p>1. Minutes of all meetings shall be recorded and kept on file in the SRS General Office.</p>
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Deletions: ~~Red strikethrough~~

Additions: Blue



1. Minutes of all meetings shall be recorded and kept on file in the ~~School of~~ PTSRS General Office.

2. The minutes shall be available to all committee members.

3. Any information deemed to be confidential in nature shall be handled and stored in a secure manner.

~~4. Confidential information recorded during meetings shall be kept in the General Office files and location of this information referenced in the minutes.~~

Reports:

1. This Committee reports to School of ~~Physical Therapy~~ Rehabilitation Science Faculty Council.

~~2. The Chair of the Committee shall provide a report to School of Physical Therapy~~ Rehabilitation Science Faculty Council twice per year.

2. The minutes shall be available to all committee members.

3. Any information deemed to be confidential in nature shall be handled and stored in a secure manner.

Reports:

1. This Committee reports to School of Rehabilitation Science Faculty Council.

2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.



Proposed Revised Language	Clean Proposed Language
<p style="text-align: center;"><b>SRS <del>and MPT Program</del> Executive Advisory Committee                      Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To advise the Director of the School of Rehabilitation Science on SRS <del>and MPT program</del> issues related to:                             <ol style="list-style-type: none"> <li>1.1 Communication, public engagement, and student related activities.</li> <li>1.2 Budget allocation and resource requirements for development of new/revised SRS/<del>MPT</del> academic programming.</li> <li>1.3 Strategic planning including <del>MPT</del><u>SRS expansion</u> oversight, accreditation, and programs review.</li> </ol> </li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• Director (Chair)</li> <li>• <del>MPT Expansion Coordinator (non-voting)</del></li> <li>• Academic Lead Clinical Education &amp; Community Affairs</li> <li>• <del>MPT Program Coordinator (non-voting)</del></li> <li>• Chair, Admissions Committee</li> <li>• Chair, Awards Committee</li> <li>• Chair, Executive Curriculum Committee</li> <li>• <u>Co-Chair, nistotamawin Committee circle or designate</u></li> </ul>	<p style="text-align: center;"><b>SRS Executive Advisory Committee                      Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To advise the Director of the School of Rehabilitation Science on SRS issues related to:                             <ol style="list-style-type: none"> <li>1.1 Communication, public engagement, and student related activities.</li> <li>1.2 Budget allocation and resource requirements for development of new/revised SRS academic programming.</li> <li>1.3 Strategic planning including SRS oversight, accreditation, and programs review.</li> </ol> </li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• Director (Chair)</li> <li>• Academic Lead Clinical Education &amp; Community Affairs</li> <li>• Chair, Admissions Committee</li> <li>• Chair, Awards Committee</li> <li>• Chair, Executive Curriculum Committee</li> <li>• Co-Chair, nistotamawin circle or designate</li> </ul>



Side by Side Comparison: Executive Advisory Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

- [Chair, Recruitment Committee](#)
- [Program Chairs for MOT, MSLP and MPT programs](#)
- Director, Continuing Education in Rehabilitation Science (CERS)
- ~~• [Manager, Finance and Administration \(College of Medicine\) \(non-voting\)](#)~~
- [Communications and Strategic Initiatives Coordinator \(non-voting\)](#)
- [Manager, Academic Programs and Operations \(ex-officio\) \(non-voting\)](#)

~~5.~~

Appointment/Term of Office:

As per 3.1.4 in the [School of Rehabilitation Science](#) ~~SRS~~ Faculty Council Bylaws; ~~with exception this committee composition and terms of reference will be reviewed and re-approved by the committee and SRS Faculty Council after one year of initial approval.~~

Duties

1. To work with ~~School~~ [SRS](#) committees [and program leadership](#) in developing recommendations for School of Rehabilitation Science Faculty Council related to program planning, strategic planning, and priorities.
2. To consult with the Director in determining SRS ~~/MPT~~ budget priorities and allocation of funds.

- Chair, Recruitment Committee
- Program Chairs for MOT, MSLP and MPT programs
- Director, Continuing Education in Rehabilitation Science (CERS)
- Communications and Strategic Initiatives Coordinator (non-voting)
- Manager, Academic Programs and Operations (ex-officio) (non-voting)

Appointment/Term of Office:

As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws.

Duties

1. To work with SRS committees and program leadership in developing recommendations for School of Rehabilitation Science Faculty Council related to program planning, strategic planning, and priorities.
2. To consult with the Director in determining SRS budget priorities and allocation of funds.



<p>3. To direct activities related to special projects, including <del>MPT</del> <u>SRS expansion</u>, accreditation, and program reviews.</p> <p>4. To provide input to national and international academic and professional activities relevant to the mission of the school.</p> <p>5. To ensure program outcome measures/tools are reviewed regularly and integrated into program planning as appropriate.</p> <p>6. To provide direction/input to advance new initiatives for the <del>MPT</del> <u>SRS</u> programs and monitor outcomes of special/new initiatives.</p> <p>7. To provide direction/input to enhance activities related to communication, fund development, and recruitment of students in the school.</p> <p>8. To <del>annually</del> <u>periodically</u> review the School of Rehabilitation Science Bylaws and forward recommendations for revision to School of Rehabilitation Science Faculty Council.</p> <p>9. To support and advance Truth and Reconciliation, Indigenization, decolonization, and anti-racism initiatives throughout the School of Rehabilitation Science.</p> <p><u>10. To support Justice, Equity, Diversity, Inclusion and Accessibility initiatives throughout the School of Rehabilitation Science.</u></p>	<p>3. To direct activities related to special projects, including SRS accreditation, and program reviews.</p> <p>4. To provide input to national and international academic and professional activities relevant to the mission of the school.</p> <p>5. To ensure program outcome measures/tools are reviewed regularly and integrated into program planning as appropriate.</p> <p>6. To provide direction/input to advance new initiatives for the SRS programs and monitor outcomes of special/new initiatives.</p> <p>7. To provide direction/input to enhance activities related to communication, fund development, and recruitment of students in the school.</p> <p>8. To periodically review the School of Rehabilitation Science Bylaws and forward recommendations for revision to School of Rehabilitation Science Faculty Council.</p> <p>9. To support and advance Truth and Reconciliation, Indigenization, decolonization, and anti-racism initiatives throughout the School of Rehabilitation Science.</p> <p>10. To support Justice, Equity, Diversity, Inclusion and Accessibility initiatives throughout the School of Rehabilitation Science.</p>
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Side by Side Comparison: Executive Advisory Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

Meetings:

The Executive Advisory Committee will meet a minimum of two (2) times per year and otherwise as required.

Quorum:

As per 3.2.4 of the SRS Faculty Council Bylaws:

"The quorum for standing committee meetings is a majority of the voting members."

Minutes:

1. Minutes ~~of all meetings~~ shall be recorded and stored in the School's designated digital repository for institutional records.

~~kept on file electronically within the SRS.~~

2. M~~The minutes shall will~~ be ~~available~~ accessible to all committee members.

3. ~~Any information deemed to be confidential in nature (i.e., individual health or personal issues) shall be handled and stored in a secure manner.~~ Confidential matters will be handled securely.

4. Confidential information recorded during meetings shall be ~~kept in the General Office files and location of this information referenced in the minutes.~~ be saved in the

Meetings:

The Executive Advisory Committee will meet a minimum of two (2) times per year and otherwise as required.

Quorum:

As per 3.2.4 of the SRS Faculty Council Bylaws:

"The quorum for standing committee meetings is a majority of the voting members."

Minutes:

1. Minutes shall be recorded and stored in the School's designated digital repository for institutional records.

2. Minutes will be accessible to all committee members.

3. Confidential matters will be handled securely.

4. Confidential information recorded during meetings shall be saved in the



Side by Side Comparison: Executive Advisory Committee Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

[School's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.](#)

Reports:

1. This Committee reports to the School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.

School's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.

Reports:

1. This Committee reports to the School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.



Side by Side Comparison: Executive Curriculum Committee and MPT, MOT, and MSLP Curriculum Sub-Committees Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

Proposed Revised Language	Clean Proposed Language
<p style="text-align: center;"><del>MPT-SRS</del> Executive Curriculum Committee <u>and MPT, MOT, and MSLP Curriculum Sub-Committees</u> Terms of Reference</p> <p><u>Executive Curriculum Committee (ECC) Objectives:</u></p> <ol style="list-style-type: none"> <li><u>1. Lead initiative for integration of 3 programs and alignment of curricula.</u></li> <li><u>2. Oversight over curricular changes approved by MPT, MOT and MSLP Curriculum Sub-Committees</u></li> <li><u>3. Provide direction to sub committees on alignment of curriculum</u></li> </ol> <p><u>MPT, MOT, MSLP Curriculum Sub-Committee Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To monitor curriculum activities.</li> <li>2. To approve minor curricula changes.</li> <li>3. To provide ongoing direction and support to curriculum development and implementation.</li> </ol> <p><u>ECC Composition:</u></p> <ul style="list-style-type: none"> <li>• <u>Full time faculty member or designate (chair)</u></li> <li>• <del>Two full time faculty members</del> <u>3 Program Chairs</u></li> <li>• Academic Lead Clinical Education and Community Affairs (ex</li> </ul>	<p style="text-align: center;">SRS Executive Curriculum Committee and MPT, MOT, and MSLP Curriculum Sub-Committees Terms of Reference</p> <p><u>Executive Curriculum Committee (ECC) Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Lead initiative for integration of 3 programs and alignment of curricula.</li> <li>2. Oversight over curricular changes approved by MPT, MOT and MSLP Curriculum Sub-Committee</li> <li>3. Provide direction to sub committees on alignment of curriculum</li> </ol> <p><u>MPT, MOT, MSLP Curriculum Sub-Committee Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To monitor curriculum activities.</li> <li>2. To approve minor curricula changes.</li> <li>3. To provide ongoing direction and support to curriculum development and implementation.</li> </ol> <p><u>ECC Composition:</u></p> <ul style="list-style-type: none"> <li>• Full time faculty member or designate (chair)</li> <li>• 3 Program Chairs</li> <li>• Academic Lead Clinical Education and Community Affairs (ex</li> </ul>



Side by Side Comparison: Executive Curriculum Committee and MPT, MOT, and MSLP Curriculum Sub-Committees Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

<p>officio), or <del>Clinical Coordinator as designate-</del></p> <ul style="list-style-type: none"> <li><del>• Clinical Specialist—Administrative Coordinator (ex officio)</del></li> <li><del>• Two student members—first and second year representatives (to be appointed by PTSS)</del></li> </ul> <p><u>Curriculum Sub-Committees Composition (1 each for MPT, MOT and MSLP):</u></p> <ul style="list-style-type: none"> <li>• <u>Program Chair (chair, ex-officio)</u></li> <li>• <u>2 or more additional full-time faculty from the program and or clinical associate with respective professional designation</u></li> <li>• <u>Representative from the Clinical Education Unit</u></li> <li>• <u>Up to 2 student members (first and second year, appointed by the Rehabilitation Student Council)</u></li> <li>• <u>Admin support (Program Coordinator for each program; ex-officio; non-voting)</u></li> </ul> <p><u>Appointment/Term of Office:</u></p> <ol style="list-style-type: none"> <li>1. As <del>defined 18. General rules</del> <u>per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws.</u></li> <li>2. <u>Student members will be full voting members (up to 1 vote per program) in attendance at the regular meeting portion. Students will not attend the in-camera portion and thus will not be counted as voting members when determining quorum.</u></li> </ol>	<p>officio) or designate</p> <p><u>Curriculum Sub-Committees Composition (1 each for MPT, MOT and MSLP):</u></p> <ul style="list-style-type: none"> <li>• Program Chair (chair, ex-officio)</li> <li>• 2 or more additional full-time faculty from the program and or clinical associate with respective professional designation</li> <li>• Representative from the Clinical Education Unit</li> <li>• Up to 2 student members (first and second year, appointed by the Rehabilitation Student Council)</li> <li>• Admin support (Program Coordinator for each program; ex-officio; non-voting)</li> </ul> <p><u>Appointment/Term of Office:</u></p> <ol style="list-style-type: none"> <li>1. As per 3.1.4 in the School of Rehabilitation Science Faculty Council Bylaws.</li> <li>2. Student members will be full voting members (up to 1 vote per program) in attendance at the regular meeting portion. Students will not attend the in-camera portion and thus will not be counted as voting members when determining quorum.</li> </ol>
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Side by Side Comparison: Executive Curriculum Committee and MPT, MOT, and MSLP Curriculum Sub-Committees Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

~~2. The Chair will normally be a full time faculty member appointed by the Director.~~

ECC Duties:

1. To receive reports from the Curriculum sub-committees and act on recommendations as required.
2. Receive reports form Sub-Committees regarding curriculum development and evaluation
3. To make recommendations related to major changes in curriculum and forward to appropriate University, College of Graduate and Postdoctoral Studies, and School committees for approval.

Curriculum Sub-Committee Duties:

~~1. To provide information to the MPT Curriculum Content Advisory Committee and seek input on curriculum development.~~

12. To oversee ongoing curriculum development and curriculum evaluation.

32. To participate in core curriculum development at a national level.

ECC Duties:

1. To receive reports from the Curriculum sub-committees and act on recommendations as required.
2. Receive reports form Sub-Committees regarding curriculum development and evaluation
3. To make recommendations related to major changes in curriculum and forward to appropriate University, College of Graduate and Postdoctoral Studies, and School committees for approval.

Curriculum Sub-Committee Duties:

1. To oversee ongoing curriculum development and curriculum evaluation.
2. To participate in core curriculum development at a national level.



Side by Side Comparison: Executive Curriculum Committee and MPT, MOT, and MSLP Curriculum Sub-Committees Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

~~43.~~ To liaise with other committees in the University regarding curriculum issues including advancement of interprofessional curricula.

~~5. To receive reports from the Curriculum sub-committees and act on recommendations as required.~~

~~65.~~ —To provide curriculum information for various activities including accreditation and program planning.

~~76.~~ —To monitor and approve changes in course objectives and approve minor changes in curricula.

~~87.~~ —To make recommendations related to major changes in curriculum and forward to ~~appropriate University, College of Graduate and Postdoctoral Studies, and School committees for approval~~Executive Curriculum Committee.

~~98.~~ To provide information to the MPT, MOT, and MSLP Curriculum Content Advisory Committees and seek input on curriculum development.

~~9.~~ To regularly review and approve membership of ~~curriculum sub-committees and~~MPT, MOT, and MSLP Curriculum Content Advisory Committees.

3. To liaise with other committees in the University regarding curriculum issues including advancement of interprofessional curricula.

5. To provide curriculum information for various activities including accreditation and program planning.

6. To monitor and approve changes in course objectives and approve minor changes in curricula.

7. To make recommendations related to major changes in curriculum and forward to Executive Curriculum Committee.

8. To provide information to the MPT, MOT, and MSLP Curriculum Content Advisory Committees and seek input on curriculum development.

9. To regularly review and approve membership of MPT, MOT, and MSLP Curriculum Content Advisory Committees.



Side by Side Comparison: Executive Curriculum Committee and MPT, MOT, and MSLP Curriculum Sub-Committees Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

Note: Definition and interpretation of *minor* and *major* changes will be consistent with those described in the current University of Saskatchewan Bylaws and Regulations.

Meetings:

The ~~MPT~~-Executive Curriculum Committee shall meet ~~at least~~ minimum of twice ~~per~~ a year and otherwise as needed.

The MPT, MOT and MSLP Curriculum Sub-Committees will meet monthly between September and May and otherwise as needed.

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:

"The quorum for standing committee meetings is a majority of the voting members."

~~As per 18. General Rules.~~

Minutes:

1. Minutes ~~of all meetings~~ shall be recorded and saved in the the School's designated digital repository for institutional records. ~~kept on file in the General Office.~~
2. ~~The minutes shall will~~ be ~~available~~ accessible to all

Note: Definition and interpretation of *minor* and *major* changes will be consistent with those described in the current University of Saskatchewan Bylaws and Regulations.

Meetings:

The Executive Curriculum Committee shall meet a minimum of twice per year and otherwise as needed.

The MPT, MOT and MSLP Curriculum Sub-Committees will meet monthly between September and May and otherwise as needed.

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:

"The quorum for standing committee meetings is a majority of the voting members."

Minutes:

1. Minutes shall be recorded and saved in the the School's designated digital repository for institutional records. .
2. Minutes will be accessible to all committee members
3. Confidential matters will be handled securely.
4. Confidential information recorded during meetings shall



Side by Side Comparison: Executive Curriculum Committee and MPT, MOT, and MSLP Curriculum Sub-Committees Terms of Reference updates

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

<p>committee members</p> <p>3. <u>Confidential matters will be handled securely.</u></p> <p>4. Confidential information recorded during meetings shall be <u>saved in the School’s designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library   University of Saskatchewan.</u></p> <p><del>kept in the General Office files and location of this information referenced in the minutes.</del></p> <p><u>Reports:</u></p> <p>1. <u>The MPT, MOT, and MSLP Curriculum Sub-Committees will report to the Executive Curriculum Committee.</u></p> <p>2. <del>This</del> <u>The Executive Curriculum</u> Committee reports to School of Rehabilitation Science Faculty Council.</p> <p>3. The Chair of the Committee shall report to School of Rehabilitation Science Faculty Council twice per year.</p>	<p>be saved in the School’s designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library   University of Saskatchewan.</p> <p><u>Reports:</u></p> <p>1. The MPT, MOT, and MSLP Curriculum Sub-Committees will report to the Executive Curriculum Committee.</p> <p>2. The Executive Curriculum Committee reports to School of Rehabilitation Science Faculty Council.</p> <p>3. The Chair of the Committee shall report to School of Rehabilitation Science Faculty Council twice per year.</p>
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Proposed Revised Language	Clean Proposed Language
	<p style="text-align: center;"><b>SRS Recruitment Committee                  Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To provide input on the student recruitment strategy for the SRS.</li> <li>2. To execute the activities outlined in the student recruitment strategy for the SRS.</li> <li>3. To ensure that SRS graduate programs are widely promoted to prospective students both within and outside of the University of Saskatchewan.</li> </ol> <p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>• Communications and Strategic Initiatives Coordinator (Chair)</li> <li>• Recruitment, Admissions and Administrative Coordinator</li> <li>• Indigenous Initiatives Coordinator</li> <li>• At least one representative from MPT program (faculty or staff)</li> <li>• At least one representative from MOT Program (faculty or staff)</li> <li>• At least one representative from MSLP Program (faculty or staff)</li> <li>• Additional members may be added on an as-needed basis</li> </ul>



Appointment/Term of Office:

As per 3.1.4 in the SRS Faculty Council Bylaws.

Duties

1. Review and provide input on the student recruitment strategy developed by the Communications and Strategic Initiatives Coordinator with support from the Recruitment, Admissions and Administrative Coordinator.
2. Review and provide input on specific recruitment events and activities and engage in decision-making around commitments.
3. Participate in recruitment activities and events as required.

Meetings:

The Recruitment Committee will meet a minimum of 4 times per year and otherwise as required.

Quorum:

As per Section 3.2.4 of the School of Rehabilitation Science Faculty Council Bylaws:

*"The quorum for standing committee meetings is a majority of the voting members."*

Minutes:

Side by Side Comparison: Recruitment Committee Terms of Reference (NEW)

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue



UNIVERSITY OF SASKATCHEWAN

School of  
Rehabilitation Science

COLLEGE OF MEDICINE  
MEDICINE.USASK.CA/SRS

1. Minutes shall be recorded and stored in Recruitment Committee folder on Sharepoint.
2. Minutes will be accessible to all committee members.
3. Confidential matters will be handled securely.
4. Archived after 3 years in Jade.

Reports:

1. This Committee reports to the School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council twice per year.



Side by Side Comparison: Research Committee Terms of Reference

Prepared for: School of Rehabilitation Science

Deletions: ~~Red strikethrough~~

Additions: Blue

Proposed Revised Language	Clean Proposed Language
<p style="text-align: center;"><b>Research Committee Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>Serve in the best interest of the School of Rehabilitation Science and the College of Medicine</li> <li>Advocate for research of relevance to rehabilitation science</li> <li>Showcase and share research accomplishments of the School</li> </ol> <p><u>Composition:</u></p> <p><del>Associate Dean</del> <del>Director or Designate of the School of Rehabilitation Science or Director Physical Therapy</del> (Chair) (ex officio)  Three full-time faculty members (one from each program)  CERS Director  One Physical Therapy clinical faculty member  One Speech Language Pathology representative  One Occupational Therapy representative  One MSc, PhD student, from the Health Science Graduate Program and/or one Post-Doctoral Fellow supervised by SRS faculty  Research Facilitator (ex officio; <del>non-voting</del>)  <del>Research Coordinator</del> Finance and Research Administrative Coordinator (ex officio; <del>non-voting</del>)  Communications and Strategic Initiatives Coordinator (ex officio; non-voting)</p>	<p style="text-align: center;"><b>Research Committee Terms of Reference</b></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>Serve in the best interest of the School of Rehabilitation Science and the College of Medicine</li> <li>Advocate for research of relevance to rehabilitation science</li> <li>Showcase and share research accomplishments of the School</li> </ol> <p><u>Composition:</u></p> <p>Director or Designate (Chair) (ex officio)  Three full-time faculty members (one from each program)  CERS Director  One MSc, PhD student, and/or one Post-Doctoral Fellow supervised by SRS faculty  Research Facilitator (ex officio; non-voting)  Finance and Research Administrative Coordinator (ex officio; non-voting)  Communications and Strategic Initiatives Coordinator (ex officio; non-voting)</p>



<u>Appointment/Term of Office:</u>	<u>Appointment/Term of Office:</u>
<p>1. As per 3.1.4 in the School of Rehabilitation Science Bylaws</p> <p><u>Duties:</u></p> <ol style="list-style-type: none"> <li>1. To lead development of policies and promote strategies that facilitate and advance faculty, <del>and</del> student, <b>and research trainee</b> research.</li> <li>2. <b>Liaise with university advancement and fundraise through private and corporate sponsors.</b></li> <li>3. <b>Lobby the College of Medicine Office of the Vice Dean of Research office and Office of the Vice President Research for funding for research opportunities</b></li> <li>4. To facilitate networks and/or clusters of researchers to explore and advance research priority areas established provincially, nationally and by the School, College of Medicine and/or University of Saskatchewan.</li> <li>5. To engage with rehabilitation clinicians and align research interests, where possible.</li> <li>6. To recommend strategies and mechanisms to disseminate research-related information.</li> <li>7. To identify and participate in opportunities, in collaboration with <del>CPT</del><b>CERS</b> and others in the university and rehabilitation professions, to support translation of research to clinicians and to the broader community.</li> <li><del>8. To support mechanisms for internal review of grant applications prepared by School faculty.</del></li> <li><del>9. To assist in the development of internal and external research reports and documents.</del></li> </ol>	<p>1. As per 3.1.4 in the School of Rehabilitation Science Bylaws</p> <p><u>Duties:</u></p> <ol style="list-style-type: none"> <li>1. To lead development of policies and promote strategies that facilitate and advance faculty, student, and research trainee research.</li> <li>2. Liaise with university advancement and fundraise through private and corporate sponsors.</li> <li>3. Lobby the College of Medicine Office of the Vice Dean of Research office and Office of the Vice President Research for funding for research opportunities</li> <li>4. To facilitate networks and/or clusters of researchers to explore and advance research priority areas established provincially, nationally and by the School, College of Medicine and/or University of Saskatchewan.</li> <li>5. To engage with rehabilitation clinicians and align research interests, where possible.</li> <li>6. To recommend strategies and mechanisms to disseminate research-related information.</li> <li>7. To identify and participate in opportunities, in collaboration with CERS and others in the university and rehabilitation professions, to support translation of research to clinicians and to the broader community.</li> </ol>



~~10.8.~~ 8. To facilitate strategies for advancing research related graduate programming within the School, ~~excluding~~ MPT

Meetings:

Meetings shall be held ~~The Committee shall meet~~ a minimum of ~~every two (2) months~~ three times per year and otherwise as required.

Quorum

As per Section 3.2.4 in the School of Rehabilitation Science Faculty Council Bylaws:  
"The quorum for standing committee meetings is a majority of the voting members."

Minutes:

1. Minutes of all meetings shall be recorded and ~~kept on file in the General Office~~ saved in the school's designated digital repository for institutional records.
2. ~~The m~~Minutes ~~shall will~~ be ~~available~~ accessible to all committee members.
3. Confidential matters will be handled securely. ~~Any information deemed to be confidential in nature (i.e. individual health or personal issues) shall be handled and stored in a secure manner.~~

8. To facilitate strategies for advancing research related graduate programming within the School.

Meetings:

Meetings shall be held a minimum of three times per year and otherwise as required.

Quorum

As per Section 3.2.4 in the School of Rehabilitation Science Faculty Council Bylaws:

"The quorum for standing committee meetings is a majority of the voting members."

Minutes:

1. Minutes of all meetings shall be recorded and saved in the school's designated digital repository for institutional records.
2. Minutes will be accessible to all committee members.
3. Confidential matters will be handled securely.



4. Confidential information recorded during meetings shall be saved in the school's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.  
~~Confidential information recorded during meetings shall be kept in the General Office files and location of this information referenced in the minutes.~~

Reports:

1. This Committee reports to the School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council ~~twice a~~ ~~year~~ as appropriate.

4. Confidential information recorded during meetings shall be saved in the school's designated digital repository for institutional records and destroyed as per the University Archives and Records Management - University Library | University of Saskatchewan.

Reports:

1. This Committee reports to the School of Rehabilitation Science Faculty Council.
2. The Chair of the Committee shall provide a report to School of Rehabilitation Science Faculty Council as appropriate.

## NOTICE OF MOTION

**Committee Name:** Governance Committee, University Council

**Date:** March 19, 2026

**Presented by:** Susan Detmer, Chair, Governance Committee

**Subject: University Council – Rules of Order**

### MOTION

To amend the *Council Bylaws and Regulations* such that the most recent edition of the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* replace *Procedures for Meetings and Organizations, Third Edition* by Kerr and King as the parliamentary authority and that various other consequential amendments be made as described in this report, effective July 1, 2026.

### SUMMARY

This report provides a notice of motion to amend the *Council Bylaws and Regulations* in accordance with the 30-day notice period for bylaw changes. Note that the actual motion to amend will be brought forward by the Governance Committee on **May 14, 2026**.

This report proposes changes to the *Council Bylaws and Regulations* to address the way meetings are conducted:

- Replacing *Procedures for Meetings and Organizations, Third Edition* by Kerr and King as the parliamentary authority of Council with the most recent edition of the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure*.
- Various changes to the *Council Bylaws and Regulations* that either a) reflect and further legitimize the current practices of Council in the conduct of its meetings, or b) respond to the changes that result from adopting a new parliamentary authority.

The bylaw amendments are described in this report and are detailed in Attachment 1.

To support this change for Council members, a resource has been created to explain the key pieces of this new book, and this is included in Attachment 2. It is being provided for the approval of the Governance Committee.

### CONTEXT AND BACKGROUND

The desire to switch parliamentary authorities dates back formally to at least 2021, and informally much earlier than that. The current parliamentary authority, *Procedures for Meetings and Organizations, Third Edition* by Kerr and King, is 30 years old and is outdated and lacks concrete guidance in different situations.

In January 2025, this issue was reported to the Council Executive Committee to discuss the project at a high level and the general principles being followed in this work (see description of these principles below). In January 2026, there were more concrete proposals to 1) adopt a new parliamentary authority and 2) make certain consequential bylaw amendments. At this time, feedback from the Executive was sought both on this proposed direction and on what would be necessary to implement these changes, and the Executive Committee emphasized the need for transition support and resources to assist Council members.

The principles used in this review (and as was communicated to both the Executive and Governance Committees) are:

- 1) *Accessibility*: Is it easily comprehensible for a non-expert audience? Is the resource easy to procure?
- 2) *Completeness*: Does the parliamentary authority cover what it needs to?
- 3) *Relevance*: Does it make sense for our context? Does it cover technology? Will it be updated?
- 4) *Directive*: Does it provide direction? Or does it merely describe what *could* happen?
- 5) *Adaptability*: Does it work for both routine and more contentious issues? Is there a degree of reasonableness to it, or is it overly focused on process?

### **Part 1: Adoption of the American Institute of Parliamentarians Standard Code of Parliamentary Procedure**

The *American Institute of Parliamentary Procedure Standard Code of Parliamentary Procedure (Standard Code)* is written by the American Institute of Parliamentarians after previously having been written by Alice Sturgis, a prominent expert in parliamentary procedure. While no longer explicit in its current edition, the impetus for this book in its earlier forms was to serve as a corrective for *Robert's Rules of Order*, the most widely known parliamentary authority in the English-speaking world. What it sought to correct from *Robert's* was arcane and archaic language, burdensome processes, and a more unyielding emphasis on procedural details. Because of this, it better fulfills the principles of accessibility and adaptability. Additionally, in surveying other university secretaries who do use *Robert's*, a common theme was that they only "loosely" followed *Robert's* or were "guided" by the resource due to *Robert's* having a large number of superfluous elements.

There are certain changes that would occur in adopting a new parliamentary authority as follows:

- 1) The *Standard Code* does not require a seconder for a motion that comes from a committee or for motions made at committees.
- 2) The *Standard Code* has a different classification and hierarchy of motions from Kerr and King. This would not typically factor into meetings, but would only arise in the case a motion was being amended, referred to a committee, deferred to a different time, etc.

The Executive Committee emphasized the importance of a transition strategy and ensuring the resource would be easily accessible. This is being addressed through the following means:

- 1) The Governance Office has acquired multiple copies of the *Standard Code* for member use.
- 2) The University Library will be acquiring copies of the *Standard Code*.
- 3) A summary guide has been developed by the Governance Office and approved by the Governance Committee (see Attachment 2).

### **Part 2: Various Bylaw Changes Relating to the Conduct of Meetings**

Various bylaw changes on the conduct of meetings are recommended. These changes:

- 1) Formalize or spell out existing practices on the conduct of meetings, and
- 2) Respond to the changeover in parliamentary authorities.

The full bylaw changes are found in Attachment 1. The changes to these bylaws are on to pages 5, 8, and 9.

In no particular order, these proposed bylaw changes are as follows:

- *Adjourning a meeting*: Nowhere in the bylaws or in Kerr and King does it mention anything about the unique manner that Council (and its committees) uses to adjourn a meeting. A provision is added to the bylaws that says that, once the business of a meeting is concluded, a meeting can be adjourned by a motion made by one member Council/committee after a call from the chair.
- *Process for voting*: Typically, bylaws will stipulate the manner of voting, whether by voice vote, show of hands, roll call, etc. Council's practice of voting by show of hands/cards for in-person attendees and by electronically voting for virtual attendees is written down.
- *Recording certain abstentions*: University Council has a practice of allowing members to have their abstentions noted in the minutes, and this practice is written down.
- *Speaking rights of non-members*: University Council has a practice of allowing non-members to speak—such as administrators or proponents of changes answering questions—and this practice is written down.
- *Two-thirds majority for bylaw changes*: Currently, changes to Council's bylaws (or faculty council bylaws) require the approval of two-thirds of those voting. This, however, is a provision of Kerr and King (that is, it is not written in the bylaws themselves); however, it is **not** a provision of the *Standard Code*. To maintain this practice, a provision in the bylaws is added.

### **ATTACHMENTS**

- 1) *University Council Bylaws and Regulations – Amended Version*
- 2) *American Institute of Parliamentarians Standard Code of Parliamentary Procedure, 2nd Edition: Summary Guide*

# Council Bylaws and Regulations

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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; June 2025; January 2026



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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.<sup>1</sup> 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*.

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<sup>1</sup>The 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) 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 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) At least seven days prior to the deadline for voting, 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).

- (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) If necessary, the Secretary will allow adequate time for the second nomination period and will communicate these timelines to the Governance Committee.
- (i) The Nominations Committee will nominate a member of Council to serve as Vice-Chair.
- (j) The Chair and Vice-Chair will normally hold office for a period of 2 years.
- (k) Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.
- (l) 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. To pass, a motion to amend the Bylaws of Council requires two-thirds of those present and voting to be in favour.
- (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) Votes at Council meetings and the committees of Council will take place by show of hands or voting cards for those in-person and by electronic means for those attending online. Voting can happen by secret ballot on a motion if a majority vote is passed by Council or committee to that effect.

(k) A member can request to have their abstention to a vote noted in the minutes of that meeting.

(l) At the conclusion of the business of a Council meeting or a committee of Council meeting and when nothing is remaining on the agenda, the Chair can request a motion to adjourn the meeting and can then declare the meeting adjourned. Motions to adjourn the meeting made in this context do not require seconders and are not voted upon.

(+)(m) At the discretion of the Chair, individuals who are not members of Council or a committee of Council can speak to answer questions or to participate in debate.

(+)(n) For matters not covered by these Bylaws, 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* the most recent edition of the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure*.

(k)(o) 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 members<sup>2</sup>. 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

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<sup>2</sup>The 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.
- (l) 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.
- (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**

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

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), reorganization, 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.

### **Centres Subcommittee**

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 a list of active centres
- (f) Report on and bring recommendations on these issues to PPC

Membership on this subcommittee is as follows:

- 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.

## 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.
- 3) 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 Physician Assistant Studies (M.P.A.S.)

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 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 Energy Transitions

Graduate Certificate in Environmental Planning

Graduate Certificate in Financial Management

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 Administration

Graduate Certificate in Public Policy Research

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 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 Chemistry Foundations I  
Certificate in Chemistry Foundations II  
Certificate in Classical and Medieval Latin  
Certificate in Computing  
Certificate in Creative Writing  
Certificate in Criminology and Addictions  
Certificate in Curation Studies  
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 Human Nutrition  
Certificate in Human Nutrition for Internationally Trained Dietitians  
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 Introductory Agriculture  
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 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 Artisanhip 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)(l), 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\*
- (l) The University Secretary or designate\*
- (m) The University Registrar or designate\*
- (n) Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity\*
- (p) Those Professors, Associate Professors, Assistant Professors, 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.
2. 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 graduate-level 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:
  - i. 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 pre-professional 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.

*American Institute of Parliamentarians*

## ***Standard Code of Parliamentary Procedure, 2nd Edition***

### **Summary Guide**

#### **Part 1: Purpose of this Document**

This document was prepared by the USask Governance Office and approved by the Governance Committee of Council. It provides an overview of meeting procedures for members of University Council and its committees. It is not intended to be completely comprehensive—rather, it provides a helpful summary of procedural matters. At times, this document includes editorial remarks on how often certain matters would typically arise or how they might be used. This is not intended to be definitive or absolute, but is included to help readers of this document know where to focus their attention.

This document attempts to make procedure accessible to support the goal of good governance.

For more information on procedural matters, refer to:

- [\*University Council Bylaws and Regulations\*](#).
- *American Institute of Parliamentarians Standard Code of Parliamentary Procedure, 2nd Edition*.

Throughout this document, specific parts of the bylaws will be cited using the following format: Part X, section Y, clause Z. The *Standard Code* will be cited by chapter (Chapter X) or by paragraph (§X.X).

#### **Part 2: Background on Parliamentary Procedure**

Parliamentary procedure is the rules and customs for conducting meetings. Procedure supports good governance by ensuring that meetings unfold in an orderly, fair, and efficient way that allows for decisions to be made.

Although parliamentary procedure manifests itself through specific rules regulating motions and processes for meetings to follow, all parliamentary authorities (the books of rules that govern debate) are based on the same general principles. By understanding these principles, the specific rules that follow can make much more sense. Without understanding these principles, the rules can seem arbitrary and are more difficult to learn in theory and apply in practice. These underlying principles, along with some of the ways they manifest, are:

- 1) *The Right of Association*: Assemblies hold meetings on a knowable calendar, these meetings are communicated to members, and the meetings involve the opportunity for discussion.
- 2) *Equality of Members*: All members of an assembly have the same rights (although others can have additional responsibilities), no one votes twice, and all members can participate.
- 3) *Majority Decision, Minority Voice*: Decisions are made through votes in which the majority decides and the voices of minority viewpoints must be heard to inform decisions. It is because of this principle that motions to limit debate or to suspend the rules require two-thirds of votes to pass—that is, a smaller minority can veto these decisions to alter the conduct of debate.
- 4) *Predictability of Process*: Meetings must be conducted in a way that is predictable, knowable, and fair. Processes cannot be applied arbitrarily or fabricated from nothing.
- 5) *The Right to be Informed*: Members have the right to be informed about decisions and can ask questions about process, the implications of a decision, or the background on a matter.

The *Standard Code* is the parliamentary authority used by University Council, and it is intended to be a complete set of rules with simplified motions and modern practices (Chapter 1). A parliamentary authority supplements and does not overrule the bylaws of an organization.

### ***Role of the Chair***

The role of the Council chair is “to 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 the bylaws” (Part I, section 3, clause 3(d)).

The *Standard Code* provides guidance for the role of “skill and art” (§28.1) of serving as chair, such as:

- “The [chair] must maintain control of meetings yet must always act primarily to assure that the members are able to make collective decisions in a respectful and thoughtful manner” (§27.5).
- “The [chair] must meet each situation with flexibility of judgment, common sense, and fairness to all members—always acting impartially and in good faith, instead of being limited to mechanical responses” (§27.7).
- “The [chair] should encourage discussion and should see that all sides of a controversial question are examined” (§27.9).

### ***Role of the Secretary***

In line with *The University of Saskatchewan Act, 1995*, the secretary is an officer of the university (s. 77). The *Act* also says that “Unless the council decides otherwise, the secretary is the secretary to council” (s. 55). The *Standard Code* refers to the secretary as the “chief recording and corresponding officer” (§27.28). The secretary can provide guidance to the chair on procedural matters, but ultimately the chair is the one responsible for making a ruling and guiding the assembly.

## **Part 3: Motions**

A motion is a proposal to an assembly to perform a certain action or adopt a certain stance—they are the means by which the business of an assembly is conducted. Generally speaking, putting a motion before the assembly requires three steps:

- 1) Be recognized by the chair,
- 2) State the motion, and
- 3) Someone seconds the motion, meaning they agree the motion should be before the assembly.

After this happens, debate occurs and it is ultimately concluded with a vote. In certain circumstances, the above steps can change—refer to Appendix A for more information. Only one motion can be considered at a time, and Appendix A also gives a ranking of which motions get considered first.

To be recognized at University Council, you can either line up behind the microphone or signal to the chair that you wish to speak (for in-person attendees) and you can use the chat feature in Zoom to indicate you wish to speak (for online attendees). Voting is done by show of hands or voting cards for in-person attendees and through polling features for online attendees.

The University Council bylaws require that substantive motions made in Council require notice provided to the members of Council (Part 1, section 3, clause 5(f)). The majority of these motions

come from Council committees, such as proposals to create or modify academic programs or nominations to fill certain vacancies. However, individual members of Council can submit motions for consideration to the Executive Committee—this committee will then “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” (Part 2, section 4, clause 2).

### **Main Motions** (Chapters 12 and 13)

#### *Main Motion* (Chapter 12)

Main motions are the most important and most frequently used motions. They bring substantive proposals before an assembly for consideration and action. Adopting a main motion binds the organization to a certain action.

Although it is the most important type of motion, it is also the lowest ranking motion, meaning that various other motions can be applied to it (see sections that follow for more information).

Examples of main motions in Council include:

- A proposal from the Academic Programs Committee to modify or create a new program.
- A proposal from the Planning and Priorities Committee to disestablish a centre or department.
- Nominations from the Nominations Committee to fill various upcoming vacancies on Council and other university-level committees.
- A proposal from any committee to amend a certain policy under its purview.

The *Standard Code* also has six purpose-specific main motions that, while generally work like a regular main motion, have slight nuances and are described below.

#### *Motion to Rescind* (§13.42–13.47)

The motion to rescind is used to repeal a main motion that was adopted at a previous meeting. There is no time limit on rescission, but rescission does not apply to portions of the motion that have already been carried out. A motion to rescind requires the same notice period and process as the original motion (that is, if ten days of notice were required for a motion, ten days of notice are required for rescission).

#### *Motion to Reconsider* (§13.28–13.41)

The motion to reconsider allows an assembly to vote again on a main motion that was dealt with at the same meeting. If passed, the initial main motion is brought before the assembly again.

#### *Motion to Recall from a Committee* (§13.24–13.27)

The motion to recall from a committee brings a matter back to a larger assembly that has previously been specifically referred by that assembly to a specific committee. This brings the original main motion (and any amendments) or the subject matter back before the assembly.

#### *Motion to Ratify* (§13.14–13.23)

A motion to ratify is used by an assembly to legitimize an action taken that was previously not legitimate—say, for example, if a previous motion was made without quorum or if a previous meeting was not properly called. This type of situation is very rare at University Council.

#### *Motion to Amend a Previous Action* (§13.9–13.13)

The motion to amend a previous action modifies a motion that we adopted at a prior meeting, so long as it has not yet been executed. This type of motion is not retroactive, so it has a limited use case.

#### *Motion to Adopt in Lieu Of* (§13.3–13.8)

In special circumstances, if there are several related main motions, the motion to adopt in lieu of allows an assembly to adopt one main motion and simultaneously dispose of other related motions. This motion would typically be used at conventions when members submit individual motions on a certain subject. Because of the requirement for notice of substantive motions and the Executive Committee's role in setting Council agendas, this is largely inapplicable to University Council.

#### **Subsidiary Motions** (Chapter 14)

A subsidiary motion helps change, deal with, or control debate relating to an existing motion. They alter a motion or impact the way it is being considered. Subsidiary motions help to *process* main motions—such as through amendment, postponement, or referring to a committee. Because they apply to the main motion, they take precedence over it and are voted on first.

Subsidiary motions that impact the conduct of debate require a two-thirds majority to pass—for more information, refer to Appendix A. When any subsidiary motions are made and seconded, debate on the original motion stops and the assembly takes up consideration of this new motion.

#### *Motion to Table* (§14.116–14.124)

The motion to table disposes of a main motion without directly voting on it. Unlike the motion to postpone to a certain time (see below), the motion is tabled indefinitely and it requires someone to intentionally renew it for a future meeting (using the general processes bringing a motion forward to University Council). It is generally used when the assembly (or certain members of the assembly) want to avoid directly voting on the motion because it is seen as objectionable or divisive.

#### *Motion to Close Debate and Vote Immediately* (§14.100–14.115)

The motion to close debate and vote immediately stops debate on a motion and makes it so that no motions of a lower precedence can be applied to it. In other parliamentary authorities, it is often referred to as 'calling the question.' This type of motion itself is not debatable, requires a two-thirds majority to pass, and only parliamentary inquiries are in order (for members to ask for clarification as to what is happening). If passed, the chair immediately goes to a vote on the motion (or motions) to which it was applied.

#### *Motion to Limit or Extend Debate* (§14.87–14.99)

The motion to limit or extend debate limits or extends the time devoted to discussion of a motion (or select motions). This motion can also alter limitations or extensions that were previously adopted by the assembly. This can include altering the length of overall time dedicated to an item, the number of times individuals may speak, or the length of individual speeches (or some combination of the three). For University Council meetings, meetings are scheduled from 2:30–4:30, and going beyond this time would also require a motion to extend debate (with a two-thirds majority to pass).

### *Motion to Postpone to a Certain Time* (§14.63–14.86)

A motion to postpone to a certain time delays consideration of a motion until a designated time, place on the agenda, event (such as the arrival of a certain person), or future scheduled meeting. The wording of the postponement must be exact or unambiguous. The motion to postpone requires a majority, unless it is postponed to a specific time in which case it requires a two-thirds majority.

### *Motion to Refer to a Committee* (§14.52–14.62)

The motion to refer to a committee transfers a pending motion or issue to a committee for their consideration. This can help with in-depth analysis, to be more efficient with time, or to deal with a sensitive or complex matter. A matter can be referred to a special or standing committee with either delegated authority to act or instruction to recommend a course of action to the larger assembly.

### *Motion to Amend* (§14.2–14.51)

The subsidiary motion to amend alters something about a main motion. It does this in one of three ways:

- 1) Amendment by inserting (adding certain words),
- 2) Amendment by striking out (deleting certain words), or
- 3) Amendment by striking out and inserting (also referred to as substitution).

When a main motion is made and a member feels it could be made better by changing its wording, the motion to amend allows this to happen.

Amendments must be *germane*: that is, they must be relevant to the motion it is seeking to change. Additionally, amendments can be *hostile*: that is, they can be opposed to the intent of the original motion. However, amendments cannot simply turn the affirmative wording of a motion into the negative. For example, if the main motion before University Council was to express concern to the Board of Governors about a budgetary decision:

- An amendment that changed “concern” to “support” would be in order, even though the amendment is opposed to (or hostile to) the general intent of the original motion.
- An amendment that inserted “not” before “express concern” would not be in order—it is the direct negative of the original motion. In general, motions to not do something are out of order because they have the same impact as not passing the motion.

It is also possible to amend an amendment, and this is called a *secondary* amendment. Secondary amendments cannot be further amended. Sometimes, when it is assumed that a proposed amendment is non-controversial, the chair may ask for the general consent of the assembly to adopt an amendment. If a member objects to this, then a formal vote on the amendment is held. If an amendment passes, either by general consent or a formal vote, then the motion is amended and debate resumes on the amended motion.

### ***Privileged Motions*** (Chapter 15)

Privileged motions deal with basic member rights and actions of the assembly as a whole that require immediate action. They have no direct connection with the main motion before the assembly. Because of this urgency, they have the privilege of being considered ahead of other motions.

#### *Motion to Adjourn* (§15.25–15.47)

A motion to adjourn ends a meeting in its entirety (or, much less commonly, ends a sitting or session of a meeting and sets a time for the meeting to continue). Because it ends the meeting, the chair should call to the attention of the assembly if important matters remain on the agenda. After a vote on adjournment, the meeting is not adjourned until the chair declares it so. If a meeting is adjourned in the middle of an item of business, that item should be first on the agenda at the next meeting.

However, the process described above would be very atypical at the University of Saskatchewan. Typically, instead of holding a formal vote on adjournment, the chair—when and only when the business of the meeting is concluded and nothing is remaining on the agenda—calls for a motion for adjournment. This motion does not require a seconder. Because the agenda is concluded and no member raised other business, it has the effect of adjournment through general consent and the chair declares the meeting adjourned.

#### *Motion to Recess* (§15.16–15.24)

A motion to recess creates a break in the meeting and sets a time for the meeting to resume. If a specific time is not set to reconvene, it must be possible to easily communicate that the meeting has resumed to the members who are present.

#### *Question of Privilege* (§15.2–15.15)

A question of privilege lets a member raise an issue that requires immediate action on something impacting the health, safety, comfort, or integrity of members. These can deal with either the assembly as a whole or a subset of members. Examples would be audio issues that prevented members from participating in the meeting or something that greatly impacts the integrity of a member.

#### ***Incidental Motions and Requests*** (Chapter 16)

Incidental motions and requests arise out of the business of the assembly and the conduct of the meeting. They do not relate directly to the main motion. They have no order of precedence and are dealt with prior to the business from which they arose. These motions may be offered any time when they are applicable. Incidental matters are split into two larger categories: *motions* (require a seconder and generally must be voted on by the assembly) and *requests* (do not require a seconder or a vote).

#### ***Motions***

##### *Motion to Appeal* (§16.32–16.46)

A motion to appeal is used when a member disagrees with the ruling of the chair, such as on a point of order, a point of privilege, or more generally on something that was allowed or disallowed by the chair. A motion to appeal challenges the chair's ruling and has the entire assembly vote on whether to uphold or overturn the chair's ruling. Appeals are allowed on something that requires judgement—statements of fact are not open to appeal (such as the result of a tally vote or the reading of a provision of the bylaws).

##### *Motion to Suspend the Rules* (§16.2–16.18)

A motion to suspend the rules is used when the rules of procedure get in the way of accomplishing some specific purpose. This motion applies only to rules of procedure and cannot override

provisions in the bylaws, such as quorum or notice requirements. Such a motion only suspends the rules for a limited time and to accomplish a specific purpose—as soon as this purpose is complete, so too is the suspension. For example, the rules may be suspended if the assembly is dealing with a series of subsidiary motions and amendments to amendments that have gotten overly confusing. If there is a desire to essentially start over with a singular, simplified motion, this would involve suspending the rules to do so.

#### *Motion to Consider by Paragraph* (§16.78–16.85)

Considering by paragraph (or section) splits a larger proposal into a series of smaller proposals that can then be debated (and amended) individually. After all sections are dealt with, there is then one final vote on the proposal as a whole. This allows the assembly to focus on one section at a time without haphazardly moving around.

#### *Motion for a Counted Vote* (§16.91–16.94)

A motion for a counted vote is used if a member doubts the chair's declaration on the outcome of a vote—that is, that there was a mistake in counting. The chair can either automatically agree with the call for a counted vote and begin to undertake this or, if the chair does not agree this is necessary, the motion to call for a counted vote must be seconded and voted upon to pass.

### **Requests**

#### *Point of Order* (§16.19–16.31)

A point of order is used to draw the attention of the chair to a procedural error. It interrupts business until a ruling on the matter can be made by the chair. Although the chair is the primary person responsible for enforcing procedure in a meeting, if the chair fails to do so another member can call attention to this by raising a point of order immediately after the mistake. After a point of order is raised, the chair rules on the matter, either agreeing or disagreeing that the rules were broken and offering a path forward for the assembly.

#### *Inquiry* (§16.47–16.61)

Inquiries allow members to ask questions to inform their decision making. *Parliamentary inquiries* are directed to the chair about meeting process. *Factual inquiries* are directed to the chair or through the chair to a speaker to get substantive information or clarification on a matter before the assembly. Being informed about the matters before an assembly and having the ability to ask questions is one of the fundamental underlying principles to parliamentary process—the ability to raise an inquiry is a core right of a member.

The formal way to raise an inquiry is to rise and state that you have an inquiry, have the chair ask what your inquiry is, and then to state it. This is rather cumbersome, so the typical way would be for a member to just ask their question after being recognized by the chair.

#### *Request to Withdraw a Motion* (§16.62–16.68)

A request to withdraw a motion can be made by the mover of the motion to remove (or request to remove) the motion from consideration. The mover of a motion can unilaterally withdraw the motion if (and only if) the chair has not stated or introduced the motion to the assembly (this scenario would be exceedingly rare). The mover of a motion can request to withdraw a motion at any point after the chair has stated or introduced the motion to the assembly. For example, if a motion was put forward, debate ensued, and it seemed to be the will of the assembly that this

matter should be dealt with later due to lingering uncertainty, the mover of the motion could request that the motion be withdrawn. Generally, in these circumstances the motion would be withdrawn at the chair's request for general consent (or, in the absence of general consent, by a majority vote).

Note: After it has been introduced by the chair to the assembly, the mover no longer 'owns' the motion and the motion instead belongs to the assembly, and as such the mover cannot unilaterally withdraw it.

#### *Division of the Question (§16.69–16.78)*

Division of the question allows for a motion composed of multiple parts to be voted on separately, assuming that each part of the initial motion can be independent from the others. If division of the question is requested by a member, the chair can rule that the motion be separated into two or more parts, each of which is voted on separately (and the original mover and seconder then become the mover and seconder for each of the newly divided motions).

For example, if there was a motion at Council to disestablish Centres A, B, and C, this motion could be divided into three different motions that could be dealt with separately. If, however, there was a motion to establish a new program and the new program begin being offered in a certain year, then this motion could not be divided—if the motion to establish the new program failed, a motion to have it begin being offered in a certain year would not stand up on its own or make sense.

#### *Division of the Assembly (§16.86–16.90)*

Division of the assembly is the term used for when a member requests a standing vote or a show of hands after an unclear voice vote. Since the University Council bylaws automatically default to a show of hands (or an online vote), this is not relevant for Council.

## **Part 4: Meeting Overview**

This section provides an overview of typical (but not exhaustive) processes that unfold at Council meetings. The Executive Committee sets the agenda for each meeting, so this is subject to change.

### ***Call to Order***

The meeting is called to order after quorum is attained. Quorum is 40% of members for Council (Part, section 3, clause 1(a)). If quorum is not present, no business can be transacted, but information items can still be heard and discussed. It is important to note that quorum is something that a meeting has, and each individual vote within that meeting does not require a quorum of members voting (that is, members can abstain from voting).

The chair is responsible for notifying the assembly if it appears quorum is lost during a meeting. Alternatively, any member can request a quorum count during a meeting. If quorum is lost, no further decisions can be made. A question of quorum cannot be retroactively asked later in a meeting to challenge the legitimacy of a vote that has already occurred—it must be raised at the time of voting.

### ***Approval of the Agenda***

The agenda, along with meeting materials, is circulated in advance of Council meetings. It is adopted by a majority vote. If there are minor amendments to the agenda, such as changing the order of

items or adding a new information report under “Other Business,” this can be adopted by majority vote or by general consent. If, however, a substantive matter is added to decision, this can only be done through a two-thirds majority vote (Part 1, section 3, clause 5(f-g)). Being properly informed is a foundational principle of parliamentary procedure, and providing notice helps to protect members (§20.2).

The *Standard Code* allows for considerable flexibility in the treatment of an agenda, unless there are specific times listed for specific items. It states: “the use of an adopted agenda does not preclude other items of business from being added, deleted, or moved around on the agenda during the meeting.... An agenda is flexible and may be changed by general consent or majority vote” (§21.13).

### ***Chair’s Remarks***

This section of the meeting is used for the chair to provide updates on various matters, such as the work of the Council Executive, the work of other governing bodies, or the work of the university more broadly.

### ***Approval of the Minutes***

The minutes serve as the official record of business of an assembly. Draft minutes are circulated in advance. Members can suggest corrections to the minutes, and these are often approved by general consent. If there is disagreement about if a change should be made, the vote on approving the minutes can be postponed or there can be a formal vote on any amendments to the minutes. For more information on minutes, refer to *Guidelines for Council Minutes*.

### ***Business Arising***

This section of the meeting is used to follow up on matters from the previous meeting, such as questions that could not be answered at the time of the meeting or to correct any errors that were made or stated. The Governance Office, senior leadership, or Council members may request in advance that items be included under Business Arising at the next meeting, and materials can be provided in the meeting package as determined by the Executive Committee. Additionally, at the meeting itself, Council members can identify business arising from the minutes.

### ***Decision Items***

Decision items are main motions: they propose some change for Council to enact for the university, such as a program change, an academic restructuring, or a policy amendment. Reports are provided to Council with information, and the vast majority of decision items are presented upon the recommendation of one of the committees of Council. Motions that come from a committee are moved by the presenter (generally the committee chair) and do not require a seconder (§10.17). After the presentation of the motion, there is opportunity for debate and questions (as well as the opportunity for other motions to be applied to this motion, such as amendments). Decision items to alter the *Council Bylaws and Regulations* require a two-thirds vote to pass.

### ***Notices of Motion***

Certain decision items either *can have or require* additional notice provided to Council to enable members to consider the substance of a motion for a longer time. Changes to bylaws, including faculty council bylaws, require 30 days notice (Part 1, section 3, clause 5(e)). Additionally, other decisions *can* be presented at a meeting before it is scheduled to be voted on as a means of allowing more opportunity for feedback, such as a significant policy change.

When notices of motion are provided, a report on the matter is provided to Council and debate and discussion can happen at this time or when the request for decision happens at a subsequent meeting. Providing notice for meetings (as is done through the distribution of an agenda) is meant as a way of protecting or enhancing the rights of members to be informed, and having a longer notice period helps strengthen these in special circumstances.

### ***Information Items***

Committees will also present information reports to Council that are not accompanied by a motion, such as a summary of academic misconduct matters, reports on the responsible conduct of research, or updates on the strategic plan. Additionally, at each meeting there are generally reports from the President, the Provost, the University of Saskatchewan Students' Union, and the Graduate Students Association. Questions can be asked on any of these reports.

### ***Other Business***

This section of the meeting is for members of Council to raise additional issues or for reports on emergent or important topics to be 'walked in' to the meeting for consideration.

### ***Question Period***

This section of the meeting is for members to ask questions about matters facing the university. Most often, these questions are addressed to members of the university's administration, but they can be directed to different committees of Council or other entities.

### ***Adjournment***

After the business of the agenda has concluded and there are no further questions in question period, the chair will call for a motion to adjourn the meeting. Because no member raised additional business or asked additional questions, Council has essentially agreed through general consent that the meeting can conclude. The motion to adjourn serves to formalize this, and this motion does not require a seconder. After this motion is made, the chair declares the meeting adjourned.

More information on adjournment can be found in the "Motion to Adjourn" section above.

## **Part 5: University Council**

*The University of Saskatchewan Act, 1995* sets out the following about our governing bodies:

- How many there are.
- What powers and authority they have.
- What their membership looks like and how these members are selected.
- How they interact with the other governing bodies.

University Council has oversight of the academic affairs of USask. This includes:

- Granting degrees, diplomas and certificates
- Grants scholarships, prizes, and bursaries.
- Approving new academic programs, deleting existing programs, and modifying programs.
- Authorizing the Board to establish new colleges, schools, departments, and centres.
- Sets methods and rules for evaluating student performance.
- Disciplines students for academic dishonesty and hears appeals on academic decisions.
- Sets standards for admission.

- Makes recommendations on physical and budgetary plans for the university.

The composition of University Council is defined in section 53 of the *Act*. It is composed of:

- The president.
- The provost and vice-president academic.
- Two faculty members from each college, affiliated and federated college, and the University Library elected by the faculty of those groups.
  - USask has 13 colleges, six affiliated colleges, and one federated college.
- 54 faculty members elected by faculty.
- One student from each college and affiliated or federated college elected by the students.

Although this is the official composition of Council, at the discretion of the chair, non-members can speak at Council meetings to answer questions or participate in debate.

Council, through its bylaws, has set up the following committees:



Each of these committees has specific responsibilities as laid out in the *Council Bylaws and Regulations*. Most of these responsibilities are to make certain recommendations to Council, but under certain circumstances these committees have certain delegated responsibilities—for example, the Academic Programs Committee has been delegated to approve the academic calendar.

**Further Information**

For more information on procedural matters, reach out to the Governance Office:

[governance.office@usask.ca](mailto:governance.office@usask.ca)

306-966-4632

## Appendix A: Rules Governing Motions (adopted from the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure, 2nd Edition*)

Rank <sup>1</sup>	What You Want	What You Say	Interrupt?	Secunder?	Debate? <sup>2</sup>	Amendable?	Vote?	Applies to What Other Motions?
<b>Privileged Motions</b>								
1	End the meeting. <sup>3</sup>	"I move to adjourn."	No	No	No	No	None	None
2	Take a break.	"I move to recess until ..."	No	Yes	No	Yes	Majority	None
3	To address a matter that impacts the assembly.	"Point of privilege."	Yes	No	No	No	None	None
<b>Subsidiary Motions</b>								
4	To postpone a motion indefinitely.	"I move to table ..."	No	Yes	No	No	2/3	Main motions
5	Close debate and vote immediately.	"I move to close debate."	No	Yes	No	Yes <sup>4</sup>	2/3	Amendable, debatable motions
6	Limit or extend debate.	"I move to modify debate such that ..."	No	Yes	No	Yes	2/3	Amendable, debatable motions
7	Postpone an issue to a certain time.	"I move to postpone ... until ..."	No	Yes	Yes	Yes	Majority <sup>5</sup>	Main motion (and pending subsidiary motions)
8	Refer an issue to a committee.	"I move to refer ... to the ... committee."	No	Yes	Yes	Yes	Majority	Main motion
9	Amend a motion before the assembly.	"I move to amend the motion such that ..."	No	Yes	Yes	Yes	Majority	Rewordable motions
<b>Main Motions</b>								
10	To bring about a certain action.	"I move that ..."	No	Yes	Yes	Yes	Majority	None
10	Adopt a certain action instead of various related actions.	"I move to adopt ... in lieu of ..."	No	Yes	Yes	Yes	Majority	Designated motions
10	Amend something from a previous meeting.	"I move to amend ..."	No	Yes	Yes	Yes	Same vote	Adopted main motion
10	Ratify something previously done improperly.	"I move to ratify ..."	No	Yes	Yes	No	Same vote	Adopted main motion
10	Have the main assembly consider something previously sent to a committee.	"I move to recall from committee ..."	No	Yes	Yes	No	Majority	Referred main motion
10	Revote on a main motion from the same meeting	"I move to reconsider ..."	No <sup>6</sup>	Yes	Yes	No	Majority	Main motions
10	Rescind an action from a previous meeting.	"I move to rescind ..."	No	Yes	Yes	No	Same vote	Adopted main motion
<b>Incidental Motions and Requests</b>								
N/A <sup>7</sup>	To challenge a judgement of the chair.	"I appeal the decision of the chair."	No <sup>6</sup>	Yes	Yes	No	Majority	Ruling of the chair
N/A <sup>7</sup>	To suspend procedures to accomplish a task.	"I move to suspend the rules so that ..."	No	Yes	No	No	2/3	Procedural rules
N/A <sup>7</sup>	To debate each section of a proposal individually.	"I move to consider by paragraph/section."	No	Yes	No	No	Majority	Main motion
N/A <sup>7</sup>	To get a specific vote tally.	"I move for a counted vote."	Yes	Yes	No	No	Majority <sup>8</sup>	Vote with an unclear outcome
N/A <sup>7</sup>	To draw attention to a procedural error and seek a ruling from the chair.	"Point of order."	Yes	No	No	No	None	Procedural error
N/A <sup>7</sup>	Clarity on a procedural matter or the substance of a proposal.	"Chair, I would like to know ..."	Yes <sup>9</sup>	No	No	No	None	All motions
N/A <sup>7</sup>	Withdraw a motion you made.	"I withdraw my motion."	Yes	No	No	No	Majority <sup>10</sup>	All motions
N/A <sup>7</sup>	To split a single motion into multiple parts.	"I would like the motion to be split into X motions."	No	No	No	No	None	Divisible motions
N/A <sup>7</sup>	Request a standing or show of hands vote. <sup>11</sup>	"I request a standing vote."	Yes	No	No	No	None	Vote with an unclear outcome

- 1: Motions are in order if no motion higher is pending.  
 2: Debate must always be germane to the motion.  
 3: Only if business is over; document has more information.  
 4: Can be amended to alter the motions to which it applies.

- 5: Requires 2/3 to postpone to a precise time on the agenda.  
 6: Can interrupt proceedings, but not a speaker.  
 7: Have no rank; are dealt with as they arise.  
 8: Or by the agreement of the chair.

- 9: Only if it requires an immediate answer  
 10: Can be done without a vote in rare circumstances.  
 11: Unnecessary by the Council bylaws as votes are cast by a show of hands.

## **Appendix B: Glossary**

*Amendment:* A subsidiary motion that changes another motion by striking out, inserting, or substituting various words in a motion. For example, a motion that changes the effective date in another motion or a motion that adds a caveat to another motion are both amendments.

*Assembly:* A general word to refer to a gathering of people in a meeting. For the purposes of this document, it refers to either University Council or one of its committees.

*Chair:* The person who presides over the meeting and is responsible for orderly conduct.

*General Consent:* The principle by which non-controversial measures can be adopted by an assembly through a lack of objection by any member. For example, a simple amendment to a motion can be adopted by general consent if no one objects. Also called “unanimous consent.”

*Majority:* Over half the votes casts constitutes a majority. A majority is required on most matters, and the principle that the majority decides is a fundamental principle of parliamentary procedure.

Note: For the purposes of tabulating a majority, abstentions do not count as votes cast.

*Meeting:* An official gathering of the members of an assembly to conduct business.

*Regular Meeting:* One of a series of scheduled meetings for which the dates are predetermined. For University Council, the bylaws require Council to meet monthly from September to January and March to June and the specific dates are determined by the Executive Committee.

*Special Meeting:* A meeting that is not regularly scheduled and is called to conduct specific business. For University Council, special meetings can be called by the chair or by petition of 20% of the members of Council (Part 1, section 5, clause 5(d)).

*Minutes:* The official record of the actions of an assembly.

*Motion:* A proposal to an assembly to perform a certain action or adopt a certain stance; the means by which business of an assembly is conducted.

*Main Motion:* A substantive proposal to an assembly for the transaction of business. Generally, at University Council, main motions stem from committees.

*Subsidiary Motion:* A motion that applies to the main motion that helps change, deal with, or control debate relating to the main motion.

*Privileged Motion:* A motion that deals with basic member rights and actions of the assembly as a whole that require immediate action and have no direct connection with the main motion before the assembly.

*Incidental Motion:* A motion that arises out of the business of the assembly and the conduct of the meeting and do not relate directly to the main motion.

*Parliamentary Authority:* A book of rules and procedures for conducting meetings in assemblies. A parliamentary authority forms part of an assembly's rules of order. For University Council, the parliamentary authority is the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure, 2nd Edition*.

*Recess:* A break in the meeting. After a recess, the meeting begins where it left off in the agenda.

*Rules of Order:* The entirety of the rules that govern or guide how meetings of are conducted, such as through statute, bylaws, precedent/culture, and reference to a parliamentary authority.

*Quorum:* The required number of voting members necessary to be present to conduct business. For University Council, quorum is 40 percent of voting members (Part 1, section 3, clause 1(a)).

## REQUEST FOR DECISION

**Committee Name:** Nominations Committee, University Council

**Date:** March 19, 2026

**Presented by:** Reza Fotouhi, Chair, Nominations Committee

### **Subject: Associate Vice-President Research Search Committee**

#### **MOTION**

It is recommended by the Nominations Committee that Council approve the appointment of the following three GAA members to serve on the Search Committee for the Associate Vice-President Research, effective immediately.

#### **CONTEXT AND BACKGROUND**

The Procedures for Search and Review for Senior Administrators require that Associate Vice-Presidents search committees have “Three members of the GAA, selected by Council.”

The Governance Office launched a call for interest to all GAA members. The Nominations Committee is tasked with putting forward the names for consideration by Council. The Nominations Committee deliberated and is recommending the following members to serve on this committee:

- Lori Bradford, College of Engineering
- Josh Lawson, College of Medicine
- Nicole Webster, College of Arts and Science

## REQUEST FOR DECISION

**Committee Name:** Nominations Committee, University Council

**Date:** March 19, 2026

**Presented by:** Reza Fotouhi, Chair, Nominations Committee

### **Subject: Renewal and Tenure Appeal Committee Vacancy**

#### **MOTION**

It is recommended by the Nominations Committee that Council approve the appointment of the following senior administrator to serve on the Renewal and Tenure Appeal Committee as described in the attached report, effective immediately.

#### **CONTEXT AND BACKGROUND**

The Nominations Committee is tasked with putting forward nominations for Council's approval to fill vacancies that arise throughout the year on the Renewal and Tenure Appeal Committee (as articulated in section 15.8.5 of the Collective Agreement).

The Nominations Committee has reviewed the membership of the Renewal and Tenure Appeal Committee and is submitting Jennifer Lang, College of Arts and Science, to fill the vacancy in the Senior Administrator position.

#### **ATTACHMENTS**

Renewal and Tenure Appeal Committee and Nominee (with new nominee highlighted in yellow)

## List of Council Committees and Nominees

	<b>Representative of:</b>	<b>Term Expires</b>
<b>GAA Members:</b>		
Ralph Deters	Arts and Science	2028
Veronika Makarova	Arts and Science	2028
Gordon Zello	Pharmacy and Nutrition	2028
Enchuan Shao	Arts and Science	2026
Ludmilla Voitkovska	Arts and Science	2026
Julie Kaye	Arts and Science	2026
Haizhen Mou	School of Public Policy	2027
Chris Zhang	Engineering	2027
Hyunjung Shin	Education	2027
<b>Senior Administrators:</b>		
Julia Paulson	Education	2027
Jaswant Singh	Graduate and Postdoctoral Studies	2028
Jennifer Lang	Arts and Science	2029

## INFORMATION

**Committee Name:** Nominations Committee

**Date:** March 19, 2026

**Subject:** Call for Nominations for Council Committees

**Agenda Item:** 7.3

## SUMMARY

The Nominations Committee is preparing for their work in the month of April and May. The call for interest to join a [University Council Committee](#) will be sent out to all members of University Council and the General Academic Assembly. The Nominations Committee encourages members to get involved on a committee that supports the work of Council.

Watch your email at the end of March/early April for the call.

## ITEM FOR INFORMATION

**Committee Name:** Research, Scholarly and Artistic Work Committee, University Council

**Date:** March 19, 2026

**Presented by:** Eric Lamb, Chair, Research, Scholarly and Artistic Work Committee

### **Subject: Annual Animal Ethics Board Report**

#### **SUMMARY**

The terms of reference for the Research, Scholarly, and Artistic Work Committee state that the committee will receive and report to the council the annual reports of the research ethics boards.

At its March 12, 2026, meeting, RSAW met with Kurtis Swekla, University Veterinarian and Director of Animal Ethics Research Ethics and Infrastructure to review the annual report of Animal Care and Use Program and University Animal Care Committee.

#### University Animal Care Committee

The **University Animal Care Committee (UACC)** is administratively supported by the Research Ethics and Infrastructure (REI) and the Animal Care and Research Support (ACRS) Office staff, who are overseen by the University Veterinarian.

The UACC reviews and approves any use of animals for research, teaching, production, and testing before animal use is initiated for these purposes. The UACC's primary responsibilities are to ensure animal welfare, adequate veterinary care, and best practices concerning animal care and use in compliance with the University of Saskatchewan Policy, Canadian Council on Animal Care guidelines, and other applicable regulations.

Key challenges discussed with RSAW included: animal holding facility capacity constraints due to increased faculty hiring and increased research funding, water quality issues at the Aquatic Toxicology Research Facility, USask Facility Services response times for animal facilities. There have not been any animal mortality incidents related to delays in Facility Service responses; however, staff sometimes need to take initiative due to delayed responses. Members also learned of cargo shipping issues with Air Canada and WestJet, which has resulted in approximately \$1,000 additional costs per animal shipment since November. The Animal Order Desk is working to mitigate these costs by grouping orders; however, remains an extra cost issue.

#### **ATTACHMENTS**

1. **Annual Report of the Animal Care and Use Program and University Animal Care Committee (January 1, 2025 – December 30, 2025)**

## **Annual Report of the Animal Care and Use Program and University Animal Care Committee**

### **To the Research, Scholarly and Artistic Work Committee of Council**

**For the period January 1, 2025 to December 31, 2025**

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The University Animal Care Committee (**UACC**) Co-Chairs (Drs. Steven Machtaler and Robert Laprairie), Vice-Chair (Dr. Karen Schwean-Lardner) and University Veterinarian and Director of Animal Care and Research Support (Dr. Kurtis Swekla) are pleased to provide the following overview of the key accomplishments and activities of the Animal Care and Research Support (**ACRS**) office and UACC for the period January 1, 2025 to December 31, 2025.

#### **OVERVIEW OF THE RESPONSIBILITIES OF THE UNIVERSITY ANIMAL CARE COMMITTEE**

The UACC must review Animal Use Protocols (AUPs) and approve any use of animals for research, teaching, production, and testing before animal use is initiated. The UACC ensures animal welfare, animal user training, adequate veterinary care, adequate animal facilities, animal user environmental safety, and best practices to comply with USask Policy, Canadian Council on Animal Care (CCAC) policy and guidelines, and international, federal, provincial, and local regulations. UACC policy reflects the perspective of USask which views the use of animals as a privilege and thus carries significant responsibility for all animal users. USask is committed to ensuring that all animal care and use is conducted with exemplary standards which is critical for high quality research outcomes.

As per CCAC policy, assurance of scientific and pedagogical merit for animal use falls to committees outside of the UACC with separate reporting lines. OVPR Scientific Merit Review Committee for Animal-Based Research (**SMRCABR**) and TLSE Pedagogical Merit Review Committee (**PMRC**) are the responsible committees.

The UACC receives administrative support from Research Ethics and Infrastructure (REI) Animal Care and Research Support (ACRS) Office staff. The University Veterinarian directs the ACRS Office which includes the following personnel:

- UACC Administrative Support
- UACC Technicians
- UACC Clinical Veterinarians
- UACC Post-Approval Veterinarian
- UACC Aquatics Manager
- Animal Care and Research Support Services Facility Managers and Animal Technicians

#### **SUMMARY OF ACTIVITIES (January 1, 2025 – December 31, 2025)**

##### ***Online Animal Management System Update***

With the cancellation of the Animal Ethics UnivRS module in 2021 we have been working on evaluation for a replacement with a vendor-based system. We conducted approximately two years of discovery for a new Research Animal Management System solution and signed a contract with the vendor in June 2025. A-tune is the vendor and the product used is tick@lab which will incorporate animal use protocols, animal ordering and reporting, animal health management, and animal/facility billing. In September 2025 we entered into initial implementation and in-depth discussions with the vendor for the new software. As this project has a very large scope and includes over a dozen facilities and almost 1000 users, we anticipate full implementation will occur in Q1 to Q2 of 2027.

Communication plans are being developed to ensure the affected community is aware of the change and how they will be supported. Change management will be a key measure in communication and implementation as well as dedicated staff to assist users learning the new system.

The procurement of the Research Animal Management System solution is part of a multi-phased plan for research administration technology and process renewal that is essential to supporting USask's ambition to grow its research enterprise. The necessary funds for implementation will be allocated from ICT and OVPR one-time funding sources, ongoing software licensing fees covered from sustained institutional funding.

### **University Animal Care Committee**

Dr. Steven Machtaler (College of Medicine, Department of Medical Imaging) and Dr. Robert Laprairie (College of Pharmacy and Nutrition) are the appointed UACC Co-Chairs along with Dr. Karen Schwean-Lardner (College of Agriculture and Bioresources) as UACC Vice-chair to assist the Co-Chairs with distribution of work and act as a Co-Chair as necessary.

Animal Research Ethics Board meeting frequency: The AREB, a subcommittee of the UACC, meets twice monthly to review and approve animal use protocol submissions and amendments.

#### ***Review of research protocols***

There are currently **470** active USask Animal Use Protocols (**AUP**). This includes **15** AUPs which involve a collaboration with another institution, **27** AUPs which are "Category of Invasiveness (**CI**) Level E", the highest CI level of invasiveness defined by the CCAC. In addition, **26** Exempt Activity submissions (CI level A study or live animal use that does not require AREB review) were received during the reporting period.

The UACC serves approximately 200 principal investigators. AUPs, renewals, and amendments are reviewed at 2 full board meetings per month and 2 subcommittee meetings per month. During the reporting period the AREB committees reviewed **91** new AUPs, **285** annual renewals and **146** amendments. There are **183** active animal researcher Principal Investigators (PI) and a total of **871** active animal users (staff, trainees, graduate students) in research teaching.

Pedagogical Merit Review (PMR) of Teaching and Training AUPs: The CCAC requires pedagogical merit review of all new and 4-year renewal teaching and training AUPs. All USask courses for credit (undergraduate or graduate) that involve the use of animals require review by the TLSE Pedagogical Merit Review Committee (**PMRC**) prior to AREB approval. The PMRC is comprised of experts in pedagogy and the Three Rs. This CCAC-mandated committee, chaired by Dr. Al Chicoine, reports through the Office of the Vice-Provost Students and Learning to Dr. Marjorie Delbaere, (Interim Vice-Provost); PMRC meetings and reviews are coordinated by staff from ACRS REI. PMRC Terms of Reference are in place and the committee worked diligently to develop the review form for course instructors to complete, along with the assessment form the PMRC now uses to evaluate the review forms. During the reporting period **7** pedagogical merit reviews were completed by the PMRC.

Scientific merit review of research AUPs: The CCAC requires scientific merit review of all new and 4-year renewal research AUPs. For any research AUPs that are not funded via an agency that employs scientific peer review, the AUP must be reviewed by the OVPR Scientific Merit Review Committee for Animal-Based Research (**SMRCABR**). This committee functions at arm's length from the AREB and it reports to the Vice-President Research. The SMRCABR is currently comprised of 11 faculty members in wide ranging fields, chaired by Dr.

Lane Bekar. ACRS staff use SharePoint Online (SPO) as the platform to coordinate and circulate AUPs for merit review. During the current RSAW reporting period, the SMCRABR reviewed **33** AUPs for scientific merit.

### **Updated USask Care and Use of Animals in Science Policy**

The previous USask policy: Care and Use of Animals in Research, was last updated in 2001:

<https://policies.usask.ca/policies/research-and-scholarly-activities/care-and-use-of-animals-in-research.php>

This policy was long overdue for a revision as many areas of animal use has changed over the last 25 years in addition to the old policy being almost entirely a copy and paste of the old UACC Terms of Reference. We worked at developing an overarching policy that presents the USask's position on animals used in science (research, teaching, production, and testing) and provide information on the regulatory framework for which animal use is guided. Attached is the updated proposed **Care and Use of Animals in Science at the University of Saskatchewan Policy** for your review and input.

### **Tissue Share Program**

Participation in the USask Live Animal Re-Use and Tissue Share Program has remained consistent this year. Through the tissue share program, investigators donate surplus or control animals to be used by recipient investigators for training or experimental use. This process was previously facilitated through an online user USask SharePoint site. The previous USask SharePoint site was closed in early 2023 and the current SPO system at USask is not adequate for facilitating and processing tissue share requests. As such, the current processes are performed manually through email as there is no effective replacement available at USask resulting in an increased workload for the ACRS administration staff. As the new Research Animal Management System is being implemented, management of the Tissue Share Program and processes will be taken into consideration to determine if the workflow can be incapsulated within the vendor software to increase workplace efficiencies.

### **ACRS Office Updates**

#### Animal Management System

With the implementation and integration of a new Research Animal Management System, we have hired 2 term full-time FTE to assist in backfill to allow current staff to focus attention on learning and implementing the new software. Without these additional hires, a smooth development and transition to the new software would be at risk as well as slowing current processes as staff would be required to balance current work along with implementation of the new software.

#### ACRS Website

A new website for OVPR units is in progress including sites for the Animal Care and Research Support Office and a public facing site related to transparency on USask animal use.

#### Animal User Training Opportunities

- Rodent handling, anesthesia, surgery, and fish user training practical skills workshops are offered regularly.
- ACRS staff offer specialized practical skills training by request.
- ACRS staff deliver animal handling laboratories to veterinary students.

#### Facility Expansion and Development

The UACC Veterinarians and animal Facility Managers actively engage in planning and design of new vivaria and renovations across campus, providing input to optimize facility operations and workflow, optimize biocontainment, ensure compliance with CCAC guidelines, and advise on species-specific requirements.

#### Aquatic Toxicology Research Facility

In April 2024, the Aquatic Toxicology Research Facility (ATRF) encountered a spike of chlorine resulting in the death or euthanasia of hundreds of fish. Investigation for the cause appears to be at the level of carbon filters used to precondition incoming water prior to use for the fish. The water quality at ATRF has been historically difficult to manage well with aging equipment and an overly complex design. Since the mass mortality event, the ATRF has been closed for vertebrate work until renovations have been completed that satisfy the Aquatic Animal Manager, University Veterinarian, and the UACC. The CCAC was notified immediately after the mortality and have indicated during their last assessment in June 2025 that the UACC is the authority to determine when animals can be housed in ATRF again.

Current status of ATRF: awaiting funding from the University based on quotes obtained from various vendors to perform the necessary renovations which will improve the water pre-conditioning and reduce the complexity of the system. Additionally, part of the renovations includes backup and alarm systems to prevent a major mortality should water quality drop rapidly as happened in the past.

#### Crisis Management Planning

The Emergency Operations Team meets as needed to assess the anticipated or unexpected operational interruptions (inclement weather, on-campus violence, power outage, work action, etc.). The University Veterinarian sits on this committee to advise with respect to potential effects on animals housed at USask and the impacts on animal health and welfare and animal-based research and teaching activities.

#### Training Initiatives for Laboratory Animal Veterinarians

USask offers distinct opportunities to engage students in laboratory animal medicine and research. Its diverse research programs, broad aquatics program, well-established veterinary pathology program, and unique, state-of-the-art facilities such as VIDO, the Canadian Light Source, and the Saskatchewan Cyclotron Facility offer ample opportunities and strength of experience for students interested in laboratory animal medicine and research. As such, the ACRS group continues to promote student engagement as follows:

- Laboratory Animal Medicine Rotation: A 2- week fourth year WCVM veterinary student rotation offered through ACRS. Students learn about laboratory animal medicine, a board specialty, by participating in clinical veterinary care, surgery, anesthesia, compliance activities, AUP review, animal facility management, research support activities, animal user training, and diagnostics activities.
- Laboratory Animal Medicine Club (for Veterinary Students): UACC Veterinarians interact frequently with the WCVM veterinary student laboratory animal club to foster student interest and knowledge in laboratory animal medicine and enhance their opportunities in laboratory animal medicine and residencies upon graduation from WCVM. ACRS offers group hands-on laboratory animal workshops and one-on-one or group discussions with regards to future training and career opportunities in laboratory animal medicine.
- Veterinary Medicine and Biology Student Engagement: The UACC provide lectures for first year veterinary students and biology students with respect to the USask Animal Care Program, CCAC requirements, and ethical care and use of animals within research and teaching domains.

#### Animal Order Desk

Animal ordering is centralized through ACRS REI to reduce costs by amalgamating animal orders, to track animal numbers for CCAC reporting, and to facilitate the acquisition of export/import permits. The Animal Order Desk tracked approximately 160,000 animals during this reporting period. This is an increase (by

approximately 70,000 animals) from the previous year representing a very significant increase in animal-based research. Animal orders historically total approximately \$600,000 annually; however, the fiscal 2023-24 year the Animal Order Desk processed \$927,000 in animal orders with 2024-2025 fiscal year on pace to pass \$1,000,000.

Animal Order Desk animal usage 2023- ~140,000

Animal Order Desk animal usage 2024- ~90,000 a drop of ~53,000 animals partially due to a large drop in fish usage due to ATRF Toxicology Centre shutdown due to water quality concerns

Animal Order Desk animal usage 2025- ~160,000

### ***National, International and Community Engagement***

Starting January 2026, Dr. Kurtis Swekla is the CCAC representative for the Dean's council – Agriculture, Food, and Veterinary Medicine (DCAFVM). Dr. Swekla will work directly with the Deans of Agriculture and Veterinary Medicine at USask and across Canada to ensure their voices and concerns are heard at the national level of the CCAC and to promote a focused and balanced view regarding the use of animals in science. This involves at least yearly attendance at the CCAC AGM and representation on CCAC subcommittees.

Veterinarians and animal technicians within the ACRS as well as various USask faculty continue to be invited and complete CCAC assessments at other institutions. This provides an excellent opportunity for collaboration with animal research and teaching programs across Canada and heightens USask's role nationally with various regional and national stakeholders.

### ***USask CCAC Site Assessment June 2025***

The CCAC conducts full site assessments every six years and interim assessments every three years to ensure compliance with CCAC guidelines and support institutions in achieving best practices in animal care. The CCAC policies, guidelines, and other CCAC-recognized standards are designed to promote the ethical use and care of animals in science. Maintaining the CCAC Good Animal Practice (GAP) Certificate is vital to continued flow of grants from the Tri-agency and other funding sources to USask and its faculty.

USask's last full CCAC site assessment was on June 10-13, 2025, we await the full assessment report from the CCAC.

## **Challenges**

### **Facility and Faculty Expansion**

With new faculty member recruitment come unique challenges for the animal care program especially with respect to animal facility capacity. Many of the animal facilities across campus are approaching capacity for the number of animals that can be housed or procedure rooms available. Having facility managers and veterinarians present during prospective faculty tours provides an opportunity to determine what distinctive needs the individual may have and how that may or may not fit within the animal facilities as animal facilities have specialized features and requirements due to housing live animals. This would allow for appropriate planning if the faculty was hired at USask to take into consideration the associated costs for specialized needs or capacity issues. Longer term plans for increasing research output at USask may encounter capacity issues at

various animal facilities and USask will need to consider facility expansions/renovations/new builds to accommodate the increased demand for space.

### Facilities Response and Service

Over the past 24 months there has been a dramatic reduction in service and response from the Facilities department for various animal facility issues (plumbing, electrical, etc.). There have been some instances of negative animal welfare impacts and near misses due to lack of staffing and expertise. Historically, animal facilities are prioritized for urgent attention to ensure the welfare and lives of the animals are not impacted, however with apparent Facilities staffing reduction there is the potential for this priority status to not be fulfilled. All told, Facilities staffing and expertise needs to be maintained and improved to prevent future negative impacts on animal welfare and animal-based research endeavours.

### Animal shipment challenges

Animal shipments into Saskatoon have been significantly affected by Air Canada's decision in fall 2025 to close cargo service to Saskatoon. Thus far we have been unsuccessful in attempts to address this issue with Air Canada, as the change has a major impact on research operations. Currently, all animals arriving from outside of Canada must ship via Air Canada; with the Saskatoon cargo shutdown, these shipments are now flown to Regina and couriered to Saskatoon. To assist researchers, we have adjusted our scheduling with a regular U.S. rodent supplier to combine orders whenever possible to help reduce shipping costs. However, if researchers are unable to wait for these consolidated shipments, they will be responsible for the increased shipping charges.

For animals coming from international sources that do not originate at regular suppliers (i.e. external Universities and colleges), researchers are responsible for the full shipping costs. These costs have increased due to the route change, and delivery timelines are now extended by an additional day.

Additionally, WestJet is experiencing a mechanical issue at the Montreal airport which is used for the majority of mouse and rat deliveries from Charles River. These shipments must now be shipped to Regina and couriered at cost from Regina to Saskatoon. WestJet anticipated repair in Montreal in February however, repairs were not completed and WestJet's next update to us is scheduled in April.

# PRESIDENT'S REPORT TO COUNCIL

## March 2026

As we gather on Treaty 6 Territory and the Homeland of the Métis, I am pleased to provide my second report to University Council. I would like to express my sincere gratitude to the faculty, staff, students, alumni, and community members of the University of Saskatchewan for the warmth and generosity extended to me during my first two and a half months in this role. I am deeply appreciative of the many individuals who have taken the time to engage, share their perspectives, and offer support. I look forward to continuing our work together.

USask continues to be a place where research excellence, innovative teaching, and meaningful partnership come together to create impact across Saskatchewan and far beyond it. Despite our strengths, we are navigating a period of significant change—politically, socially, and economically—and our ability to respond with clarity, collaboration, and ambition will shape the decade ahead. I am grateful for the dedication each of you brings to this work, and I am energized by the momentum across our campuses as we advance key initiatives, including the development of UPlan 2035 which officially launched on March 2, 2026.

### UPLAN 2035

USask has officially launched the development of a new institutional strategic plan will guide the university through the next decade. [University Plan 2035](#) will articulate a clear and unified understanding of who we are as an institution, reaffirm the principles and values that ground our work, and provide a framework to strengthen alignment across all areas of the university. This plan will build on the strong foundation established by our previous strategy while positioning USask to respond to emerging opportunities and challenges.

University Plan 2035 will be shaped through broad engagement with students, faculty, staff, alumni, community partners, government, and industry. Over the coming months,

USask will host surveys, town halls, and discussions to gather perspectives from across Saskatchewan and beyond. This collaborative process will help us articulate a refreshed institutional identity that reflects our strengths, aspirations, and role in the province and the world.

Updates and opportunities for participation will be shared throughout the year. And I encourage every member here to take part in the [conversation](#). Your insights and experiences are essential to shaping a plan that reflects the full breadth of our university.

## HUSKIE WINS AND OLYMPIC ACCOLADES

From the basketball court in Quebec to the hockey rink in Alberta, the track in Manitoba, and the ski slopes of Italy, Huskie athletes and alumni delivered remarkable performances this season.

Leading the way, the Huskie women's basketball team captured their second consecutive national championship—winning their fourth title in 11 years. Their victory capped a weekend that also saw the Huskie men's hockey team secure a second straight Canada West title, USask athletes excel at the national track and field championships, and alumnus Kurt Oatway reach the podium at the Paralympic Winter Games in Italy.

## INDIGENOUS STORYTELLER IN RESIDENCE

USask has announced [Ryan Moccasin as the 2026 Indigenous Storyteller in Residence](#) in the University Library. An accomplished storyteller with a strong background in television and film, Moccasin has dedicated his career to helping others share their stories with confidence and authenticity. Guided by the belief that laughter is medicine, he uses comedy and satire to create space for reflection, connection, and dialogue.

Throughout his career, Moccasin has collaborated widely across the creative community, supporting emerging artists and honing his own craft. His residency will offer a series of workshops and conversations designed to empower participants to develop their voice and strengthen their storytelling practice.

Moccasin's deep ties to Indigenous communities and his commitment to fostering intercultural understanding align strongly with the goals of the program. His presence will enrich our campus community.

## RESEARCH HIGHLIGHTS

### USask supports exploration of new Pulse Protein Centre of Excellence in India with government partners

As part of the recent mission to India, Premier Scott Moe—alongside officials from Canada, India, and the University of Saskatchewan—announced an agreement to explore the creation of the Canada-India Pulse Protein Centre of Excellence at the National Institute of Food Technology Entrepreneurship and Management (NIFTEM) in Kundli.

Pulses such as lentils, chickpeas, peas, and beans are central to both Saskatchewan's and India's agri-food sectors. More than 80 per cent of pulses exported from Canada to India are grown in Saskatchewan, providing nutritious, protein-rich food to hundreds of millions of people.

The governments of Canada and India have named USask and NIFTEM as co-chairs to lead the development of the centre. Once established, it will serve as a hub for food innovation in India, advancing pulse protein processing, fortified food development, and strengthening long-standing partnerships between the two countries.

### Joint USask-City of Saskatoon research explores changing housing landscape

Dr. Scott Bell (PhD), professor in the Department of Geography and Planning, is leading a collaborative research project with the City of Saskatoon to better understand the city's evolving population demographics and housing landscape.

The project examines population density, utilities, and services along Saskatoon's transit corridor as the city prepares for its new bus rapid transit system, Link. Supported by the Research Junction program, this work brings together municipal and university expertise to address contemporary urban challenges and provide insights that will inform future growth, development, and zoning decisions.



# Provost's Report to Council

March 2026

## GENERAL REMARKS

Somehow, yet again, February flew by and we are moving towards the end of March and the end of winter term. I know this becomes a very busy time of our academic cycle and I thank everyone for the hard work underway.

I visited Manila and Bangkok for one week at the end of February, accompanying the Minister of Advanced Education on a mission, alongside leaders from Saskatchewan Polytechnic and the University of Regina. There were numerous meetings with government ministries (Higher Education, Science and Technology, Agriculture) and a range of universities in both countries. Post-secondary education is certainly part of Canada's diplomatic trade activity, and I was pleased to contribute and looked to create opportunities for USask people (including students, faculty, staff), activities and programs.

In keeping with my intention to continue uplifting discussions on academic strategy, I am including an update on USask's activity within the area of micro-credentials. Micro-credentials are an example of "pathways" within our broader concept of flexible learning, improving access and demonstrating responsiveness to industry and communities. Recent micro-credential activity reflects steady growth across academic units at the USask, with several offerings approved and delivered over the past two years and important new developments underway.

In 2023–24, micro-credentials were approved in Agriculture and Bioresources, Nursing, Public Health, Arts and Science, and Law, with two of these, *Management of Major Depressive Disorder (MDD) in Adults: Clinical Update* and *Municipal Leadership in Addressing Substance Use Harms* successfully offered during the 2024–25 academic year. In 2025–26, additional offerings continued across Public Health and Nursing alongside the approval and launch preparations for *Food Product Development and Safety*, the first micro-credential from the Department of Food and Bioproduct Sciences in Agriculture and Bioresources.

Looking ahead, significant new work is underway, including the development of a three-part Indigenous Clean Energy Project Management micro-credential in collaboration

with SENS, positioned to become the institution's first stackable suite leading to certificate or degree credit. This micro-credential, targeted for launch in fall 2026, is aimed at youth with the goal of generating early interest.

Taken as a whole, we have both breadth in recent achievements and a trajectory toward more integrated, multi-unit, and stackable micro-credential pathways.

## **USASK UPDATES**

### **INDIGENOUS ACHIEVEMENT WEEK**

The USask community celebrated Indigenous Achievement Week from March 9-13. This annual event has become a treasured tradition at USask that celebrates Métis, First Nations and Inuit students, staff, faculty and alumni's successes. A major highlight of the week is the Indigenous Student Achievement Awards Ceremony, where students are honoured for their academic achievement, community engagement, leadership, research and resiliency. This year, the Awards Ceremony also included the chance to honour the Wise Ones for their support and focus on Indigenous students. Thank you to all who made this year's Indigenous Achievement Week a success, and for all colleges and units who hosted programming and engagement opportunities for students. More information about this year's Indigenous Achievement Week and past celebrations is available on the [Spotlight webpage](#).

### **BLACK HISTORY MONTH**

USask recognizes and celebrates Black History Month each February. This year's launch event took place on Feb. 2 and welcomed remarks from student leaders, staff and President Vince Bruni-Bossio, who shared stories of those who have inspired them and their vision for the future. Many colleges, schools and units hosted events, including panel discussions, featured menus by USask Culinary Services, a celebration of student-athletes and Black culture by the Huskies, a film screening of an educational video on allyship hosted by the Student Wellness Centre and in partnership with the USask School for the Arts, and a night of recognition for the efforts of the university community in uplifting Black voices.

We want to extend a thank you to all who played a role in developing a robust month of programming for the month of February. A full list of past events and stories of the USask community can be found on the [Black History Month Spotlight website](#).

## **USASK FINALISTS NAMED FOR MCCALL MACBAIN SCHOLARSHIP**

USask College of Kinesiology graduate Austen Zentner (BSc'25) and College of Agriculture and Bioresources student Greta Mader Stevens (BSA'26) will head to Montreal this month as national finalists for the McCall MacBain Scholarships at McGill University. Established with a \$200-million gift in 2019, the McCall MacBain Scholarships are Canada's largest leadership-based scholarships for master's and professional studies. More than 700 Canadians applied, and 151 advanced to a first round of interviews in November. The top 53 Canadians, including these two USask students, will attend the final round of interviews in Montreal, joined by 38 finalists from other countries. Both Austen and Greta exhibit the academic excellence and community leadership skills that characterize, McCall MacBain scholars, and we celebrate their accomplishments in the scholarship adjudication process thus far.

## **10 YEARS AT USASK'S GORDON OAKES RED BEAR STUDENT CENTRE**

Over the past decade, the Gordon Oakes Red Bear Student Centre has been dedicated to being a place for Indigenous students to build community and connection. The Gordon Oakes Red Bear Student Centre was designed to meet the needs of Indigenous students, offering a variety of cultural programming such as *Introduction to Powwow*, *Matriarchs in the Making*, and *CreativiTEA*. The centre also facilitates access to good medicines like smudging, and connection to Elders and Knowledge Keepers. Congratulations and many thanks to all who have contributed to the centre's success for the past decade, and who have made an impact on the lives of so many USask students.

## **COLLEGE UPDATES, ACHIEVEMENTS AND MILESTONES**

A selection of recent accomplishments, achievements and milestones for USask's college and school community are shared below.

### **COLLEGE OF EDUCATION TO LAUNCH INDIGENOUS LANGUAGE CERTIFICATE IN MICHIF**

The USask College of Education, in partnership with Métis Nation-Saskatchewan, the Gabriel Dumont Institute, and Saskatoon Public Schools, is expanding its Certificate in Indigenous Languages program to include a Michif language stream. The Indigenous Language Certificate is designed to help educators develop proficiency in speaking and teaching Heritage/Southern Michif through Indigenous teaching methodologies.

## **EDWARDS SCHOOL OF BUSINESS HOSTS JDC WEST COMPETITION**

In January 2026, the Edwards School of Business JDC West team participated in the annual JDC West competition, hosted in Saskatoon by an organizing committee made up of Edwards alumni and current students. The event brought together nearly 600 delegates from 12 western Canadian business schools. Edwards teams earned second place in Business Strategy, International Business, Marketing, Challenge and Participation, and third place in Debate and Athletics. The team showed outstanding camaraderie throughout the weekend. Special thanks go to co-captains Bryanna Conway and Max Eyre Wilkins, along with the coaches, parents and volunteers whose dedication supported the team. Congratulations to the Edwards JDC West team for their outstanding performance, dedication and hard work throughout the competition and for their important role in hosting the event.

## **EDWARDS SCHOOL OF BUSINESS INTRODUCES NEW DONOR-SUPPORTED SCHOLARSHIP AND LEADERSHIP PROGRAMS**

A new scholarship program at USask will help ensure a commerce degree remains within reach for students across the province. The Edwards School of Business has established the [Pringle Scholarship Program](#) thanks to a \$10 million legacy gift from William (Bill) and May Ellen Pringle. It is the largest bequest ever received by the University of Saskatchewan and will provide full tuition support for continuing commerce students who demonstrate financial need and who graduated from high schools outside of Regina or Saskatoon. Three scholarships named for Bill and his brothers, Jack and Bert, will be awarded in perpetuity. The program is expected to support about 35 students each year and reflects the Pringles' lifelong commitment to education and opportunity.

USask has also launched the [Marcoux Leadership Program](#), an initiative designed to help students build leadership skills for their communities and careers. Created through a \$1 million gift from Russel and Bonnie Marcoux, the program will integrate leadership principles into coursework and offer a coaching program for upper year students across USask. Powered by the Edwards School of Business, the program includes a one-week intensive course that focuses on communication, decision making and real-world problem solving. The Marcoux family, longtime supporters of education and community development, hope the initiative will empower future leaders across campus. The first cohort will begin in May 2026.

## **DIRECTOR OF SLOGOTSKI HUNT CENTRE FOR ENTREPRENEURSHIP APPOINTMENT**

The Edwards School of Business is pleased to announce that Dr. Monique Simair (BSc'04, PhD'09) has been appointed the [new director of the Slogotski Hunt Centre for Entrepreneurship \(SHCE\)](#), effective February 2, 2026. An accomplished scientist, entrepreneur, and founder of two successful environmental technology companies, Dr. Simair brings extensive experience in innovation, collaboration, and real-world problem solving. The SHCE, powered by the Edwards School of Business and established through a generous gift from Bernie Slogotski and Thedra Hunt, will support entrepreneurial thinking across all USask colleges. Dr. Simair aims to build a campus-wide culture of curiosity, resilience, and interdisciplinary collaboration, helping students, faculty, and researchers turn ideas into meaningful ventures and community impact.

## **CALL FOR INDIGENOUS ARTISTS: ORANGE SHIRT DAY AT USASK**

The USask Indigenous Space & Visual Symbols, a sub-committee of the Joint Governance Council in the Academic Health Sciences Committee together with Shop USask invite local Indigenous artists at any stage in their practice to declare interest in creating the 2026 USask Orange Shirt Day t-shirt artwork. This commissioned artwork plays a meaningful role in supporting learning and conversation connected to Orange Shirt Day and the National Day for Truth and Reconciliation. Many across campus use the annual shirt to reflect on truth, history, and shared purpose, and this artwork supports that reflection. Artists may also connect with Shop USask about making handcrafted items available for sale through a separate opportunity. Declare interest by Friday, April 10, 2026. Full details on both projects are available on the [Shop USask website](#).

## **2026 COLLEGE OF KINESIOLOGY RESEARCH SHOWCASE AND DON BAILEY LECTURE SERIES**

The College of Kinesiology Research Showcase at the University of Saskatchewan is an annual event celebrating the depth and diversity of research across the college - from early-stage ideas to real-world application and impact. This event will run from March 20–27, 2026 and will feature daily poster and oral presentations showcasing the work of undergraduate Honours students, graduate students, post-doctoral fellows, and faculty. The week also includes the Don Bailey Lecture Series, highlighted by guest speaker Dr. Mary Jung (PhD). A full schedule can be found [here](#).

Created to raise the college's research profile and extend the reach of innovative, leading-edge scholarship, the Showcase brings together contributions from students, researchers,

alumni, community partners, and external collaborators. By fostering collaboration and sharing diverse perspectives, the event celebrates impactful work that advances physical education, physical activity, human performance, health, well-being, and sport.

### **UNIVERSITY LIBRARY RESEARCH FELLOWSHIP**

Beginning in 2026-27, the University Library will be offering a new research fellowship aimed at supporting and promoting research activity using the holdings of University Archives and Special Collections (UASC). The fellowship will support projects within any discipline or field of study. Recipients will be asked to provide a final copy of their project work (article, book, artistic work, film, etc.) to UASC and to present their research project through a public forum, preferably a physical or digital exhibit and/or public lecture on campus. This fellowship is made possible through the generous contributions of University Library donors.

### **OPEN EDUCATION WEEK**

The Gwenna Moss Centre for Teaching and Learning and the University Library collaborated on a [full week of sessions](#) to celebrate Open Education Week from March 2–6. Seven online sessions were held to learn more about how to find open resources, get started with open textbook/resource creation, understand Creative Commons licences, incorporate open pedagogy, engage students as creators, and navigate the HARVEST repository. Thank you to all who made these learning opportunities possible for instructors and students.

### **COLLEGE OF MEDICINE PROGRAM EXPANSION UPDATE**

Health-care training opportunities are being expanded with the launch of three new programs: the [Master of Physician Assistant Studies \(MPAS\)](#), [Master of Occupational Therapy](#), and [Master of Speech-Language Pathology](#). These important first-in-Saskatchewan programs will help strengthen our future health workforce in the province. The admissions windows for these programs closed in late 2025, with all three receiving high interest from applicants.

The first MPAS cohort is currently engaged in case-based and team-based teaching methods and early clinical exposure supported by multiple clinical partners including the Saskatchewan Health Authority and St. Paul's Hospital. In addition, the work continues in the School of Rehabilitation Science to launch occupational therapy and speech-language pathology programs. Activities include hiring faculty, engaging with the clinical community, and working on program accreditation.

## SCHOOL OF ENVIRONMENT AND SUSTAINABILITY LAUNCHES ECO CAMPS

The School of Environment and Sustainability (SENS) Eco Camps will be offered, for the first year, across four weeks in summer 2026. Each week of camp will introduce campers to foundational concepts in environmental science, sustainability, and climate awareness through hands-on, age-appropriate, and interactive activities designed to build understanding, confidence, and curiosity. Some topics will be explored through a ‘two-eyed seeing’ approach, introducing both Indigenous and Western perspectives. Programming will be designed and delivered by trained staff, faculty members, and graduate students with subject-matter expertise and experience working with youth. Registration opened as of March 5, 2026. [Registration can be found here.](#)

## RECENT APPOINTMENTS

Dr. Linda Chelico has been appointed as Vice-Dean, Research (Biomedical), College of Medicine, for a term up to 5 years, beginning March 1, 2026, and up to April 1, 2031.

Dr. Scot Stone has been appointed as acting head, Department of Biochemistry, Microbiology and Immunology, College of Medicine, beginning March 1, 2026, and up to June 30, 2026.

Dr. Amaranta Sokol has been appointed as acting/interim Vice-Provost, Indigenous Engagement, for a period of up to one-year beginning April 1, 2026, and up to March 31, 2027.

Kim Kroll-Goodwin has been appointed as interim Vice-President, University Relations, beginning May 1, 2026, and will continue until a successful search for the Vice-President, University Relations position is completed, and the successful candidate is appointed.

Dr. Joel Lanovaz has been extended as Associate Dean, Academic, College of Kinesiology, for a two-year term, beginning July 1, 2026, and up to June 30, 2028.

## ACTIVE SEARCHES AND REVIEWS

### Searches:

- Dean, College of Pharmacy and Nutrition
- Dean, College of Law
- Executive Director, Johnson Shoyama Graduate School of Public Policy

### Active reviews:

- Dean, College of Nursing

- Dean, Western College of Veterinary Medicine

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



Graduate Students' Association

March 2026

# Council Report



**Prepared For:**  
University of Saskatchewan Council

**Prepared By:**  
Graduate Students Association



Dear University Council Members,

On behalf of the Graduate Students' Association, I am pleased to share highlights of recent activities, advocacy efforts, and initiatives for past months.

### **Winter 2026 GSA-CGPS Need-Based Bursary Distributed**

The GSA–CGPS need-based bursary received 337 applications this term, representing the highest number of applications in a single term across the 2024–2025 and 2025–2026 academic years. A total of 41 students were awarded the \$1,000 bursary. Through ongoing collaboration between the Graduate Students' Association (GSA) and the College of Graduate and Postdoctoral Studies (CGPS), approximately \$110,000 in bursary funding is distributed annually to support graduate students experiencing financial need.

### **Understanding Taxes: Final Financial Literacy Series Event**

The final session in the GSA's Financial Literacy Series, Understanding Taxes, will be held via Zoom on Monday, March 30, 2026, from 2:00–3:30 PM. This session will feature a Benefits Outreach Officer from the Canada Revenue Agency (CRA), who will provide guidance on filing taxes in Canada. The session will also include a 30-minute question-and-answer period, allowing students to ask questions specific to their individual circumstances.

### **GSA Childcare Initiative Update**

The GSA continues to prioritize advocacy for accessible and affordable childcare for graduate students. A group of MBA students, as part of their capstone project, is currently developing a comprehensive childcare business plan to explore sustainable and scalable solutions. In parallel, we have been actively engaging with senior university leadership to identify a feasible, long-term, and actionable path forward. We are pleased that this process is now underway and gaining momentum. We extend our sincere appreciation to university senior leaders for their collaboration and support on this important initiative.

### **GSA Council Engagement with University Leadership**

At the most recent GSA Council meeting, we were pleased to welcome President Vince Bruni-Bossio, CGPS Dean Debby Brustyn, and Interim Vice-Provost (Students and Learning) Marjorie Delbaere. Their attendance provided a valuable opportunity for graduate students to engage directly with university leadership, share their perspectives, and raise key concerns.

We are grateful for their time, openness, and continued commitment to meaningful dialogue with the graduate student community.

### **Call for nomination for GSA Awards**

Nominations are now open for the annual GSA Awards, which recognize outstanding contributions by graduate students, faculty, and staff to the graduate student community. We encourage members of Council to promote these awards within their colleges and departments to help ensure deserving individuals are recognized for their achievements and service.

### **Upcoming GSA Gala**

The GSA Gala will take place on April 25, 2026, at TCU Place. This annual event celebrates the achievements of graduate students and fosters community across campus. We are actively working on securing sponsorships and distributing invitations. Additional details will be shared as they become available.

I look forward to continuing to work with the Council as we strengthen the graduate student experience, and I welcome your feedback as we move ahead.

Respectfully Submitted



Palash Ranjan Roy

President

Graduate Students Association, University of Saskatchewan



# COUNCIL REPORT

MARCH 2025



## **President**

As we head into the last two months of our term as USSU executives, our team has been prioritizing the development of transition documents and strategies, while continuing to meet with critical units and teams across campus to advance student initiatives and projects. March is a busy time for the student body as Winter Term classes are almost over and final exam season is quickly approaching. However, students continue to amplify community and engage in events and opportunities to further their learning, connection, and identity.

## **Sexual Violence Prevention Policy**

Since May, the USSU has been consistently advocating for changes and updates to the USask Sexual Violence Response Policy. This policy is 10 years out of date, possessing numerous broken links and past position portfolios. Across Canada, other provinces have been mandated by their provincial governments to ensure that the University revisits its institutional sexual violence prevention policies every 3-5 years. While working closely with Dr. Marjorie Delbaere to provide feedback and perspectives before the turn over of our USSU executive team, the USSU has also reached out to the Minister of Advanced Education to request that the Government considers implementing a similar policy to those across other Canadian Provinces to ensure that the University of Saskatchewan Sexual Violence Policy does not go another 10 years without changes to language and updates. Although the policy is only one way in which to discuss increased safety and security on campus, it remains a critical piece of the larger puzzle in supporting survivors and holding perpetrators accountable. As the USSU has communicated, the policy also remains an essential resource for students, staff, and faculty, and its accessibility and accuracy are necessary to ensure that members of the university community who wish to make a discourse are able.

As a result of changing leadership within student governance from year-to-year, it is easy for student actions and advocacy on topics such as policy updates to get lost in transition. It is exceptionally important to the USSU that the University of Saskatchewan Sexual Violence Prevention Policy is updated and that sexual and gender-based violence prevention remains a priority of the institution. The USSU have been reassured that active discussion and consultation with students and the university community will take place in the fall to ensure that stakeholders, knowledge providers, and those with lived experience can influence the language of the policy. As a space which holds institutional memory, the USSU asks members of University Council to remain aware of updates and discussions to the Sexual Violence Prevention Policy in the near future. It is the responsibility of the university to believe survivors and uplift ways to actively contribute to sexual and gender-based violence prevention. The USSU is optimistic that updates to this policy will be approved by December 2026. Although this timeline spans beyond our current terms, updates and consultation for the policy must remain a priority of the university. Additionally, beyond cameras and lights, the university must do a better job at demonstrating its

commitment to sexual and gender-based violence prevention. This means investing in prevention practices, education, and support for survivors.

### **Indigenous Achievement Week**

The USSU would like to acknowledge that, earlier this month from March 9-13, the University celebrated Indigenous Achievement Week. Celebrating the success of First Nations, Métis, and Inuit students, staff, faculty, and alumni across the community, this week is incredibly important to honour and uplift. The USSU is extremely grateful to the work and dedication of Indigenous students at USask. This past year the USSU has been privileged to work with and alongside Indigenous student leaders to build connections, relationships, and community, as well as learn from one another.

### **International Women's Day**

On March 9, 2026, the USSU and USSU Women's Centre, in partnership with the USask Menstrual Project, celebrated International Women's Day (March 8). Bringing together students and members of the community, this Gala centred on action, justice, and rights for women and feminists internationally. It is important to acknowledge that International Women's Day is not just about women. It is about gender-diverse people, trans folks, it is about intersectional feminism, celebrating people of colour, and folks with disabilities. International Women's Day is about recognizing the feminist fight for equity, liberation, and access to rights. It is about justice and most importantly action. It is a time for us to focus on reproductive rights, as well as to not only remember but to name the violence and oppression that is perpetuated daily around the world. International Women's Day is about recognizing that our history does not repeat itself as much as it rhymes. International Women's Day is about acknowledging that feminism is not just about waves of change, from this arbitrary idea of the first, second, and third wave, until now. And although it is important to look to the past, and respect the many shoulders of women and feminists for whom we now stand upon, it is ever more important to realize that there are histories of Indigenous women, trans women, women of colour, and disabled women that have been lost to time, intentionally erased, and that remain untold.

It is extremely important that amidst a world where rights are being rolled back and programs which encourage critical engagement with social justice topics are being devalued that events and gatherings like International Women's Day Galas continue to exist and are supported.

Respectfully submitted,



**Emma Wintermute**

President

University of Saskatchewan Students' Union

## **Vice-President Operations & Finance**

### **Summary:**

With the winter term in full swing, our tenures as USSU executives are nearly complete. Although the rapid progress of my term has caught me somewhat off guard, I remain engaged with my portfolio—campus groups, finances, policies, and Transit.

### **Campus Groups**

At the time of writing, there are 178 fully ratified campus groups, with one provisionally ratified, pending payment of its ratification fees. This represents a large increase in the number of groups.

February and March have been extraordinarily busy for grants. We approved a total of **\$30,556.96** in group funding. The breakdown is as follows:

- **\$1,000.00** in Equity, Diversity, and Inclusion funding
- **\$1,175.26** in Executive Sponsorship
- **\$1,900.00** in Anti-Racism, Anti-Oppression funding
- **\$26,481.70** in Projects & Initiatives grants

Small policy changes were made in the past two months to provide clearer instructions on grant reimbursements and terms and conditions.

### **USSU Operations**

Much of my time in February and March has been spent on preparing our annual operating budget for the 2026-27 year. We have carefully planned our budget to reflect evolving student needs and to manage the economic challenges facing the USSU. As our annual audit revealed, we have strong accounting practices, responsible investments, and an effective long-term debt management plan that allows us to continue serving our members at the same level we currently do.

The budget will be presented to the University Students' Council on March 26, 2026. This meeting is open to all undergraduate students if they wish to attend.

### **Meetings and Advocacy**

Our Advanced Education Lobbying Document is now completed. This document compiles a list of recommendations to the Ministry of Advanced Education from the USSU to improve conditions for students in Saskatchewan's post-secondary institutions.

The document is available online on our [website](#) for viewing, and has been provided to the Minister and Opposition Critic for Advanced Education.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Owen Deis".

**Owen Deis**  
Vice-President (Operations & Finance)  
University of Saskatchewan Students' Union

## **Vice-President Academic Affairs**

Throughout March, my office has continued to focus on several key priorities related to academic advocacy, transparency, and student support within the University of Saskatchewan community.

The past month has involved continued progress on initiatives related to academic transparency, policy review, and academic integrity processes. At the same time, a significant portion of the work undertaken in this portfolio continues to involve direct casework with students. These conversations often provide important insights into how institutional policies and procedures function in practice and help identify areas where additional clarity or support may be needed.

March has also been a time to celebrate and recognize excellence within the university community. Several important academic and recognition events have taken place over the past month, highlighting the achievements of undergraduate researchers and the many individuals across campus who contribute significantly to the student experience. Recognizing these accomplishments is an important part of fostering a strong academic culture and reinforcing the collaborative nature of the university environment.

## **Undergraduate Research Symposium**

One of the major academic events that took place near the end of February was the Undergraduate Research Symposium, which was held on February 25. The symposium offered undergraduate students the opportunity to present their research and creative work to members of the university community. Events such as this are an integral part of the university's academic culture, as they provide students with a platform to showcase the work they have developed through coursework, independent research projects, and collaborations with faculty members.

The symposium included presentations from students across a wide range of academic disciplines. This interdisciplinary representation highlights the diversity of research taking place at the undergraduate level and demonstrates the breadth of intellectual engagement among students at the University of Saskatchewan. Students presented projects that reflected a variety of research methods and scholarly approaches, ranging from scientific investigation and data analysis to qualitative research and creative scholarship.

Undergraduate research opportunities continue to play an important role in strengthening the academic experience at the university. Engaging in research allows students to move beyond the passive consumption of knowledge and instead participate actively in the process of discovery and inquiry. Through research experiences, students develop skills in critical thinking, problem

solving, collaboration, and independent learning. These skills are widely recognized as essential components of a high-quality university education.

### **Project Symposium Awards Ceremony**

Following the symposium, the Project Symposium Awards Ceremony took place on March 2. The awards ceremony recognized students whose work demonstrated exceptional academic quality, creativity, and impact. Celebrating these accomplishments is an important way of acknowledging the dedication and effort students invest in their research and scholarly projects.

The awards also serve as a reminder of the remarkable work that undergraduate students are capable of producing when they are provided with opportunities to engage deeply with their academic interests. Recognizing student achievements helps reinforce the value that the university places on undergraduate scholarship and highlights the important role that research and experiential learning play within the undergraduate curriculum.

From a broader institutional perspective, events such as the symposium and the associated awards ceremony contribute to building a strong culture of research engagement across the university. They also provide an opportunity for the wider campus community to witness the innovative work being conducted by students and to celebrate the intellectual contributions of undergraduate scholars.

### **USSU Excellence Awards Ceremony**

Another significant event taking place this month is the USSU Excellence Awards Ceremony, scheduled for March 21. The Excellence Awards are an annual initiative that recognizes individuals within the University of Saskatchewan community whose work has significantly enhanced the undergraduate student experience. The awards are grounded in the idea that an “Experience in Excellence” is realized through recognizing individuals whose leadership and commitment improve both the academic and non-academic environments for undergraduate students.

The ceremony highlights contributions from across the university community, including faculty members, staff, and students. By celebrating these achievements, the awards help reinforce a culture that values mentorship, leadership, service, and dedication to student success.

A central component of the Excellence Awards is the Teaching Excellence Awards, which recognize professors and teaching assistants who demonstrate exceptional dedication to teaching and learning. These awards are particularly meaningful because they are based on student nominations and evaluations. Students frequently identify several key qualities that define

outstanding instructors, including enthusiasm for teaching, strong organization of course materials and expectations, and fairness in evaluation practices. When these elements come together effectively, they create learning environments where students feel supported in their academic development and encouraged to explore ideas critically.

In addition to recognizing excellence in teaching, the awards also acknowledge the contributions of staff members who play important roles in supporting the student experience. The Instructional Support Award recognizes individuals who provide outstanding support in the delivery of instructional resources and academic programming. Staff members working in these roles often contribute significantly to the functioning of courses and programs, helping ensure that students have access to the tools and resources they need to succeed academically.

The awards also recognize staff members whose work contributes to the broader student experience across campus. The Doug Favell U of S Staff Spirit Award celebrates non-academic university staff who demonstrate exceptional dedication to supporting students, while the Freda Salikin USSU Staff Spirit Award recognizes the important contributions of USSU staff members who help facilitate student services and campus initiatives.

Student leadership and volunteerism are also important components of the Excellence Awards. Several awards recognize students who have made meaningful contributions to the university community through leadership, service, and engagement. The Walter Murray Leadership Award celebrates students who have demonstrated leadership beyond the call of duty in enhancing the student experience, while the Vera Pezer Award for Student Enhancement recognizes students who have contributed significantly to improving the non-academic aspects of campus life through volunteer work and community engagement.

The ceremony also includes recognition for individuals who demonstrate leadership and compassion through their involvement with the USSU Centres. The USSU Centre Awards highlight individuals who have contributed to supporting students who may be facing significant challenges and who help create inclusive and supportive communities across campus.

Overall, the USSU Excellence Awards Ceremony represents an important opportunity to celebrate the individuals who contribute to making the University of Saskatchewan a vibrant and supportive learning environment. Faculty, staff, and students each play a vital role in shaping the campus community, and recognizing these contributions helps reinforce the collaborative spirit that defines the university experience.

## **Academic Transparency Initiatives**

Another area of focus during the past month has involved ongoing work related to academic transparency for students. Students frequently express a desire for clearer and more accessible information about their academic experiences, including information that can help them make informed decisions about courses, instructors, and academic pathways.

My office has continued to participate in discussions surrounding initiatives that aim to improve transparency within the academic system. While some of these initiatives are still under development and involve collaboration with multiple stakeholders across the university, the overarching goal is to ensure that students have access to meaningful academic information in ways that support informed decision-making.

Improving transparency can help students feel more empowered in navigating their academic journeys and can strengthen trust between students and the institution. When students have access to clear information about course expectations, teaching environments, and evaluation practices, they are better positioned to engage fully with their academic experiences.

Related discussions have also taken place regarding broader assessment policies and practices. Assessment plays a central role in the academic experience, and ensuring that evaluation methods are communicated clearly and applied consistently is an important component of supporting student success. Conversations around assessment policy often focus on improving clarity in evaluation expectations and ensuring that assessment practices align with principles of fairness and transparency.

These discussions remain ongoing and involve collaboration across multiple governance bodies and administrative units. Ensuring that student perspectives are represented in these conversations continues to be an important priority for my office.

## **Academic Misconduct Regulations and Sanctions Guidelines**

Another significant area of work this month has involved discussions related to academic misconduct processes and the broader regulatory framework governing academic integrity cases. Academic integrity policies play an important role in maintaining fairness and trust within the academic environment, but it is equally important that the processes used to address misconduct concerns are clear, consistent, and accessible to students.

Recent conversations have focused on potential updates to the academic misconduct regulations. These discussions involve reviewing how existing policies operate in practice and identifying areas where improvements could strengthen clarity and procedural fairness.

One topic that has received particular attention is the potential development of sanctions guidelines that could assist hearing boards when determining outcomes in academic misconduct cases. Hearing boards currently exercise significant discretion when determining appropriate sanctions, which allows them to consider the unique circumstances of each case. However, without clear reference points, it can sometimes be difficult to ensure consistency across cases.

The development of sanctions guidelines could provide hearing boards with an additional framework that supports greater consistency while still allowing flexibility to account for individual circumstances. Such guidelines could also help improve transparency for students by providing clearer expectations regarding how misconduct cases are typically addressed.

These discussions remain ongoing and involve collaboration between students, faculty members, and administrative leaders involved in academic governance. Ensuring that student perspectives are considered throughout this process continues to be a central priority.

### **Student Advocacy and Individual Casework**

A significant portion of the VP Academic role continues to involve working directly with students who are navigating individual academic concerns. Throughout the past month, my office has met with students seeking support on a wide range of issues, including academic misconduct allegations, appeals processes, grading disputes, and concerns related to course administration or communication with instructors.

Supporting students in these situations often involves helping them understand relevant university policies, preparing them for meetings or hearings, and ensuring that they are aware of the resources available to them within the university system. In some cases, my role also involves communicating with instructors or administrators to clarify procedural issues or help facilitate constructive dialogue.

Many of these individual cases also highlight broader systemic issues that may warrant further discussion at the policy level. When patterns emerge, for example, recurring concerns related to course structures, departmental practices, or communication challenges, these observations can inform broader advocacy efforts within governance spaces.

Ensuring that student voices are heard within these conversations remains an essential aspect of the VP Academic portfolio. By connecting individual student experiences with institutional policy discussions, it becomes possible to identify opportunities for improvements that benefit the broader student community.

## **Conclusion**

Overall, March has been a month characterized by both celebration and continued advocacy work. Events such as the Undergraduate Research Symposium and the upcoming USSU Excellence Awards highlight the many accomplishments of students, faculty, and staff who contribute to the academic vitality of the University of Saskatchewan. At the same time, ongoing discussions surrounding transparency initiatives, assessment policies, and academic integrity processes reflect the continued efforts to strengthen the academic environment for students.

My office remains committed to representing student perspectives within University Council and other governance spaces. By continuing to engage with students, faculty, and administrators, we can work collaboratively to ensure that the university's academic systems remain fair, transparent, and supportive of student success.

Respectfully submitted,

A handwritten signature in black ink that reads "Norah Jacob". The signature is written in a cursive, flowing style.

**Norah Jacob**

Vice-President (Academic Affairs)

University of Saskatchewan Students' Union

## **Vice-President Student Affairs**

### **Events**

The last few months of the current executive's term has not meant slowing down! We have had many events in the past few months, and more to come. Since January, we have hosted our USSU Talent Show, two Skate Nights at the Brunskill Outdoor Rink, A Valentine's Day Sustainable Craft Day in partnership with the Office of Sustainability, A Space for You with the USask Faith Leaders, our final Style Swap of the year, also with the Office of Sustainability, Inter-College Family Feud, and a Mugging event to give students free reusable travel mugs to use at coffee shops on campus. We have seen more engagement than ever in the last few months and have generated significant student interest in our recurring events, such as the Style Swap, which we hope to keep up into next year. We have a few more events planned throughout March that students can look forward to.

### **Student Support During Global Unrest**

A prominent student concern that has come forth over the past few months has been student concern over safety, belonging, and recognition on campus with ongoing uncertainty and conflict around the world. Students, while grateful for mental health and wellness resources on campus, consistently come forward saying they feel undersupported by the university community as a whole. The USSU is working to amplify these concerns and hold space for students to share their perspectives and personal experiences. It is important to the USSU that human rights are not politicized and that, as a space for education and critical questioning, students are supported in discussing and communicating fears and perspectives about the ongoing violence, genocide, and human rights abuses taking place across our world.

### **University Students' Council**

The two University Students' Council committees, chaired by the VP Student Affairs position, have been more active than ever. The Student Life and Sustainability has been a fantastic resource for many of our event ideas throughout the year. To date, this committee has approved over \$4500 in Sustainable Grant Funding for student initiatives on campus.

The International Student Advisory Committee has been focused on student belonging and preparation this semester. We partnered with USask Career Services to host International student focused drop-in support for resumes and job search strategies. We are planning a campaign for April to provide students encouraging messages in a variety of languages to promote belonging and wellbeing as we head into finals.

### **USSU Centres**

Since the last University Council, the USSU Centres have been hard at work hosting multiple theme weeks to promote health, safety, and wellbeing on campus. The USSU Women's Centre

hosted Pro-Choice Awareness Week (January 26-30), the Help Centre hosted Mental Health Awareness Week (February 2-6), and the Pride Centre hosted Sex Week (February 9-13). The USSU Executive also brought EDI Week back for the first time in several years, with events such as the Women in STEM Social, and Circle of Voices with OVPIE.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Emily Hubick". The signature is fluid and cursive, with a large initial "E" and "H".

**Emily Hubick**  
Vice-President (Student Affairs)  
University of Saskatchewan Students' Union