



Please note the agenda has allotted times for each item, but the agenda will proceed if the item is finished before the time indicated.

Guests will be asked to leave the meeting during confidential items.

TIME	AGENDA ITEM	ACTION	SPEAKER	PAGE #
9:00-9:05 am	1. Chair's Opening Remarks		Grit McCreath	
CONSENT AGENDA				
The following items are presented by consent agenda. At a member's request, an item may be extracted from the consent agenda for further discussion.				
9:05-9:10 am	2. Adoption of the agenda	Decision	Grit McCreath	
	3. Approval of the minutes of October 26, 2020			p. 3
	4. Business arising from the minutes			
STANDING REPORTS				
9:10-9:20 am	5. President's report	Information	Peter Stoicheff	p. 12
	5.1 Welcome message from Vice-president research		Dr. Baljit Singh	
	5.2 Welcome message from Provost and vice-president academic		Dr. Airini	
9:20-9:25 am	6. Report on Undergraduate Student Activities	Information	Grit McCreath (USSU President present for questions)	p. 23
9:25-9:30 am	7. Report on Graduate Student Activities	Information	Grit McCreath (GSA President present for questions)	p. 32
9:30-9:35 am	8. Report on Board of Governors Activities	Information	Grit McCreath (Joy Crawford present for questions)	p. 35
DECISION ITEMS				
9:40-10:00 am	9. University Council		Jay Wilson	
	9.1 Annual Report on University Council activities	Information		p. 38
	9.2 Admissions Qualification Change – Doctor of Pharmacy (PharmD) program	Decision		p. 43
	9.3 Admissions Qualification Change: Post-degree certificate in English as an Additional Language (PDCEAL) program	Decision		p. 62
	9.4 Admissions Qualification Change – for the graduate degree-level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Ed.	Decision		p. 64
	9.5 Admissions Qualifications Change – Graduate Programs in Music	Decision		p. 98

TIME	AGENDA ITEM	ACTION	SPEAKER	PAGE #
(con't)	9.6 Admissions Qualification Change – Graduate Programs in Agricultural Economics	Decision	Jay Wilson	p. 103
	9.7 Admissions Qualification Change – Doctor of Philosophy (Ph.D.) program in Applied Economics	Decision		p. 112
BREAK 10:00 – 10:10 AM				
10. Senate Committee Reports				
10:10-10:30 am	10.1 Executive Committee		Peter Stoicheff	
	10.1.1 Report on Activities	Information		p. 118
	10.1.2 Nominations to the Nominations Committee	Decision		p. 123
	10.1.3 Changes to the Senate Bylaws: Appendix E, <i>'Voting Procedures for the Election of a Candidate to the Board of Governors'</i>	Decision		p. 124
	10.1.4 Conferral of Degrees for Spring 2021 Convocation	Decision		p. 127
	CONFIDENTIAL			
10:30-10:40 am	10.2 Honorary Degrees Committee Report	Decision	Peter Stoicheff	p. 129
10:40 am- 12:40 pm	10.3 Nominations Committee		Don Hamilton	p. 131
	10.3.1 Nominations for Senate Committees	Decision		
	10.3.2 Senate-elected members to the Board of Governors	Election	Don Hamilton & Chelsea Willness	p. 136
	10.3.2.1 <i>Presentations by candidates</i>			
	10.3.2.2 <i>Election</i>			
LUNCH BREAK 12:40 – 1:10 PM				
1:10-1:20 pm	11. Sustainability Strategy	Decision	Peter Stoicheff & Julian Demkiw	p. 143
INFORMATION ITEMS				
12. Items for Information				
1:20-1:35 pm	12.1 Post-pandemic Shift Project Update	Information	Debra Pozega Osburn	p. 156
1:35-1:45 pm	12.2 Student Enrolment Report	Information	Patti McDougall	p. 158
1:45-1:50 pm	12.3 Senate Election Update	Verbal	Chelsea Willness	
CLOSING				
1:50-2:00 pm	13. Question Period			
	14. Other Business			
	15. Adjournment			



Minutes of University Senate

NON-CONFIDENTIAL

9:00 a.m. – 12:00 p.m., Saturday, October 24, 2020

Meeting held electronically

Due to COVID -19 public health guidelines restricting face-to-face meetings of large numbers of people, the Senate meeting was held electronically.

The Senate executive committee approved the following format for the October 24, 2020 Senate meeting:

- October 14 - A link to the confidential Senate package will be circulated via email.
- October 14th to October 23rd at noon - Ten (10) days will be allowed to Senators to propose revisions to the agenda and minutes contained in the meeting materials. If there are no proposed revisions, the agenda and minutes will be considered approved by consensus.
- October 24th, 9:00 a.m. – noon. During this time, Senators will have the opportunity to ask questions about agenda items by emailing university.secretary@usask.ca . Questions received will be referred to the appropriate proponent for response.
- October 27th - Answers to any questions received will be made available on the [usask.ca/secretariat website at https://secretariat.usask.ca/senate/meetings.php](https://secretariat.usask.ca/senate/meetings.php)
- October 28th 9:00 a.m. – November 4th, 4:00 p.m.- Agenda items that require a decision will be voted on via electronic ballot. A link to the ballot will be sent out in an email to Senators. Voting will be open for seven (7) days and requires a 60% return of ballots and a 2/3 majority of those voting to constitute a majority, pursuant to IV, 9, (a) and (c) of the *Senate Bylaws*.
- November 5th - Results of the electronic voting will be communicated to Senators.

Attendance was taken using names provided on the electronic voting page and are attached as Appendix A. Quorum was achieved and all items received greater than 2/3 majority positive vote. Electronic voting results were sent by email to members of Senate on October 28th 2020.

1. Chair's Opening Remarks

Chancellor McCreath's opening remarks were delivered via video address. She began with the Indigenous Land Acknowledgement. She welcomed all members and explained the asynchronous format of the meeting. She invited Senators to view the other videos offered for this meeting, including the President's message, the Indigenous Engagement Strategy, and the Sustainability Strategy. She closed by thanking President Stoicheff for his leadership and thanking the Governance Office for managing the work of Senate.

2. Adoption of agenda

3. Approval of the minutes of April 2020

Items 2 and 3 were approved by consensus as no suggested edits to the agenda or minutes were received by the Governance Office before the deadline date of October 23rd.

4. Business arising from the minutes

These minutes are considered a draft until approved at the next meeting of Senate.

There was no business arising from the minutes.

5. President's report

The president provided remarks via video address and his written report was distributed with the agenda materials. No questions were received on this item.

6. Report on undergraduate student activities

A written report was distributed with the agenda materials. No questions were received on this item.

7. Report on graduate student activities

A written report was distributed with the agenda materials. No questions were received on this item.

8. Report on Board of Governors

A written report was received from Joy Crawford, one of the Senate-elected members of the Board of Governors, and was distributed with the agenda materials. No questions were received.

9. Indigenous Engagement Strategy

A written report was submitted by Dr. Jackie Ottmann, vice-provost Indigenous engagement, and was distributed with the agenda materials. A video presentation was also provided with this item, including a presentation of the Indigenous Engagement Strategy which is being gifted to the University.

The following motion was voted on electronically:

HALL/SAMBASIVAM: That Senate accept the Indigenous Strategy.

CARRIED

10. Report from University Council

A report on the following items was submitted by Jay Wilson, Chair of University Council.

10.1 For confirmation: Principles for Federation and Affiliation

The following question was received: *Are federated and affiliated institutions currently presented on the Council and Senate or would this represent a new practice?*

Response from Jacquie Thomarat, associate secretary, academic governance:

Representation of federated and affiliated colleges on Senate and Council is not a new practice. In accordance with the *University of Saskatchewan Act, 1995*:

Senate comprises

24(1)(a)(vi) the principals of federated or affiliated colleges of the university

Council comprises

53(2)(b) one faculty member representing each college and affiliated and federated college who is a member of the college who has been elected by the members of the college.

The following motion was voted on electronically:

SAMBASIVAM/HALL: That Senate approve the principles for federation and affiliation with USask as Part IX of the Senate Bylaws, effective October 24, 202 and along with University Council, recommend to the Board of Governors the adoptions of these principles.

CARRIED

11. Senate Executive Committee Reports

Peter Stoicheff, vice-chair of the executive committee, submitted reports on the following two items.

11.1 Report on activities

No questions were received on this item.

11.2 Conferral of degrees

No questions were received on this item.

The following motion was voted on electronically:

MCCREATH/STOICHEFF: That Senate approve the conferral of degrees, diplomas, and certificates in absentia and admit graduands of the University of Saskatchewan, with powers provided by The University of Saskatchewan Act, 1995. By way of this motion, all candidates having fulfilled their requirements maybe admitted to the degrees, diplomas and certificates to which they are entitled and to vest them with all the powers, rights and privileges pertaining thereto. These degrees, diplomas and certificates will be granted on the date of their originally scheduled convocation ceremony.

CARRIED

12. Items for Information

12.1 Sustainability Strategy

Irena Creed, associate vice-president research, submitted a written report that was distributed in the meeting materials and a pre-recorded video was made available to Senators.

The following questions were received.

This is an important initiative and it is good to see it nearing final completion. Thank you to all involved. I [have] two questions with respect to this work. 1) What specific performance indicators will be measured to confirm this work is on target? 2) I noticed the plan is to provide an annual progress report to the Board of Governors. What is the thinking in reporting annually rather than more frequently such as quarterly?

Response provided by Irena Creed, associate vice-president research:

1) The President and I discussed whether we should include the implementation strategies together with performance indicators for ongoing evaluation and revision in this strategy. The decision was to focus the strategy on the commitments, goals, and actions. Once endorsed by the three governing bodies, we would proceed with implementation strategies for each action, that would include a timeline for completion, guideposts to measure our progress on an annual basis, and performance indicators to measure the outcome (i.e., impact). The Chief Sustainability Strategist, who will lead the implementation of the strategy, will work closely with the university community to develop these implementation strategies, as it will take commitments from every level of the institution for the strategy to be successful.

2) I noticed the plan is to provide an annual progress report to the Board of Governors. What is the thinking in reporting annually rather than more frequently such as quarterly? An annual report will be produced, but this does not preclude more frequent progress reports, that focus on opportunities that arise as well as any barriers that need to be overcome. We expect that as we shift from strategy to implementation, there will be many exciting updates to share, and are prepared to include a "for information" update at each meeting of the Board of Governors.

I appreciate the effort of breaking down each commitment in this plan into individual actions. Have metrics been established for each of the action items that would allow for ongoing evaluation and revision without waiting for the opportunities for review outlined on the fifth page of the plan (USask's University Plan in 2025 and the UN Agenda in 2030)?

Response provided by Irena Creed, associate vice-president research:

Thank you for forwarding me this question. The President and I discussed whether we should include the implementation strategies together with metrics for ongoing evaluation and revision in this strategy. The decision was to focus the strategy on the commitments, goals, and actions. And then, once endorsed by the three governing bodies, to proceed with implementation strategies for each action. The Chief Sustainability Strategist, who will lead the implementation of the strategy, will work closely with the university community to develop these implementation strategies, as it will take commitments from every level of the institution for the strategy to be successful.

12.2 Equity, Diversity and Inclusion Policy

Written materials for this item were included in the agenda package. Cheryl Carver, associate vice-president, people and resources responded to the following questions:

The university needs to be commended for undertaking this critical work. It would be helpful to have more information about how this work will be implemented across the various areas. Have performance indicators been identified and will all areas across the university be asked to report on their progress in achieving these indicators?

In addition to the Policy development, the University's equity, diversity and inclusion advisory and working groups have been involved in developing an institutional EDI Strategy and Action Plan. The EDI strategy and action plan will demonstrate the university's commitment to diversity, inclusion, and equity through specific and measurable goals and actions that align to the University's Mission, Vision, and Values and the University Plan. The policy will serve as an anchor for this and other EDI work on campus. Consultation on the EDI Strategy and Action Plan is expected to begin in December, 2020.

It would seem to me that this policy is already covered in the Mission, Vision, and Values of the University. In 2016 the University spent considerable effort to update the MVV and it is generally agreed that "the vision, mission, and values statements provide direction for everything that happens in an organization. They keep everyone focused on where the organization is going and what it is trying to achieve. And they define the core values of the organization and how people are expected to behave." (Lumen "Principles of Management, Module 3" online) Given that the Policy is really only effectively aimed at University leaders such as Deans and senior administrators (almost everyone else is covered under complementary policies and procedures), why is it necessary? Could not more explicit Values be provided up front?

While the responsibilities outlined by the policy vary, the scope of the policy includes "all members of the university community, including students, researchers, postdoctoral fellows, staff, faculty, institutional leadership, members of governing bodies, all persons participating in university businesses or activities (e.g. visitor, service provider, contractor, volunteer)." More specific opportunities for community members to participate in achieving our EDI goals will be articulated in the EDI Strategy and Action Plan (under development).

The EDI Policy supports the direction setting of the MVV by:

- Setting clear expectations by and for our leadership and our community;
- Defining and providing context to the principles and values of diversity, equality, human dignity and inclusiveness outlined in the MVV;
- Clearly articulating our position on EDI to internal and external stakeholder groups (including employees and their representatives, regulatory bodies, funding agencies;
- Providing sufficient information from which to develop supplemental procedures and guidelines.

The policy is meant aspirational, and a call to action for and by our community to exemplify our commitment to EDI and to take responsibility to nurture a diverse and inclusive university community. The policy is also intended to replace the outdated Employment Equity and Gender Neutral Language policies.

12.3 Student Enrolment Update

Materials were provided by Patti McDougall, vice-provost, teaching, learning and student experience. No questions were received on this item.

Items 12.4, 12.5 and 12.6 were submitted by Chelsea Willness, university secretary and chief governance officer. No questions were received on these items.

12.4 Policy Oversight Committee annual report

12.5 Report on academic student discipline for 2019/20

12.6 Senate election update

13. Other Business

The following questions were received on other matters.

I regret being unable to contextualize my question by in person positively commenting on the President's and other leadership on the UofS pandemic response, the dedicated Indigenous Strategy, EDI Policy and concrete Sustainability Strategy. So much work well done merits praise. That said, the biggest issue of concern I am aware of regarding the UofS is the reporting of many resignations of professors in the College of Education, (and elsewhere?) and the environment there. Within the limits available could Senate please have some further light shed on this issue?

Response provided by Melissa Just, interim provost and vice-president academic:

We are aware of recent concerns raised about the departure of Indigenous faculty from the University of Saskatchewan. While the public depiction of these departures was missing significant context, we acknowledge there is always more to do, and we remain committed to doing more as we continue on our path to be the best place we can be for increasing numbers of Indigenous faculty, staff and students at the university, and their communities. Campus conversations are underway, and more are planned, so that we can work together to address challenges and barriers that ensure we can successfully retain the faculty and staff that we have been able to successfully recruit.

Over the past several weeks, many discussions were held with College of Education faculty, staff, and administration which will help us to better understand any issues and/or challenges and implement the necessary actions for a unified path forward in the college. These discussions included the vice-provost Indigenous engagement, the provost, and the university president, and were very constructive, collegial, and candid conversations. The points recently raised regarding Indigenous faculty and staff retention were openly discussed and constructive actions are being carefully explored.

Based on the meetings we've had within the college, we are proceeding with a thorough process of further dialogue with all Education Indigenous faculty, staff and students. To lead these conversations and ensure we have the fullest picture possible, we have secured the services of nationally recognized third party consultants. The benefit of engaging external consultants is that it brings independent perspectives and processes to identifying the issues and reduces the perception of bias of the process.

Recognizing that all voices need to be heard, the College of Education assessment process that is conducted by the consultants will include hearing from everyone within the college through surveys and more selective interviews. In the final stage, we would move directly to engagement of active processes and action that address any and all areas of concern. We are confident the process will help restore the

trust and positive working relationships of all within the college and partners beyond. These open, honest, and collegial conversations are needed to better learn and understand the situation, and the findings from the college assessment will help us take all necessary steps to ensure that our teaching, learning and research spaces are inclusive and respectful.

In addition to this discovery and healing process within the College of Education, the president, provost and vice-provost Indigenous engagement will begin an ongoing series of meetings with Indigenous faculty and staff across to ensure we fully understand all opportunities and challenges in implementing change that fosters reconciliation at USask.

As we work together to build this path forward, we also shouldn't lose sight of what we have already accomplished in the college and across the university. Even in the midst of a pandemic, our overall undergraduate and graduate Indigenous student numbers remain strong. We continue to dedicate resources to improve student access and support, and to ensure that all Indigenous students who aspire to be at USask have that opportunity, and to be the best place we can be for them.

The hiring of and investments in increasing Indigenous faculty and staff representation across campus have continued. Over the past five years, 23 highly regarded Indigenous faculty have been hired, for a total of 45 working at the university. We have lost some of our Indigenous faculty for many different reasons during that time, but we plan to increase the total number well beyond our current levels. Our Indigenous faculty and staff are role models for our Indigenous students, and we acknowledge there is more to be done to support and retain them, to hear them.

Supported by the Office of the Vice-Provost of Indigenous Engagement (OVPIE), the university helps retain our talented Indigenous faculty and staff by creating retention plans and strategies, and by ensuring that the new University Standards for promotion and tenure acknowledge Indigenous scholarship.

The University Plan 2025 weaves USask's commitment to Indigenization and reconciliation throughout its many goals. In 2015, USask hosted the first national forum on "Building Reconciliation" in response to the Truth and Reconciliation Commission of Canada's final report. Also, in that year, all colleges and schools committed to incorporating Indigenous knowledges and experiences into their many degree programs. The university has seen physical changes such as the Gordon Oakes Red Bear Student Centre and our new Prince Albert campus (opening this month) aimed at ensuring we are a welcoming place for Indigenous students. Supporting our work are the first-of-a-kind agreements with the FSIN, Métis Nation-Saskatchewan, Prince Albert Grand Council, Office of the Treaty Commissioner, and the Saskatoon Tribal Council.

Indigenous researchers lead research projects across campus, particularly in community-based, health-related areas. For instance, we have attracted top Indigenous researchers to work with Indigenous communities across Saskatchewan to support community-based research and healthcare initiatives. We are home to the national CIHR Indigenous Peoples' Health Research Institute. We are the national coordinating centre for the nine Network Environments for Indigenous Health Research (NEIHR) and we lead the Saskatchewan NEIHR network—the First Nations and Métis Health Research Network—to advance health research within Indigenous communities in the province, working in close partnership with the Federation of Sovereign Indigenous Nations, Métis Nation-Saskatchewan, the Whitecap Dakota First Nation, and a team of more than 60 researchers and community partners. This spring, we

announced the CIHR-funded Indigenous Research Chair in Nursing to build research capacity in Indigenous nursing and improve the health of Indigenous peoples.

We've been honoured with an Indigenous Chancellor, an Indigenous Board Chair, and a Vice-Provost of Indigenous Engagement over the last five years, and with six Indigenous Student Union presidents in the last eight years, including the first female this year. We offer the Nunavut Law Degree program, a certificate in the study of Indigenous Languages, and an Indigenous Land Management program. Professional programs ensure spots for Indigenous students, and non-Indigenous students have experiences grounded in Indigenous world views. Beginning this year, all degree students in Arts and Science (almost half our student population) will fulfill an Indigenous learning requirement. Enrichment opportunities such as the Indigenous Student Achievement Pathways and the Indigenous Engineering Student Initiative are now provided for Indigenous students as they join the university.

Leading real change is hard, and we acknowledge that there is much more to do. The journey is long and will require us to actively listen, be adaptive, and work with all to ensure we achieve our shared vision for the University of Saskatchewan.

Adjournment was recognized by the close of voting at 4:00 pm, November 4, 2020.

Senate Attendance October 2020 (Information gathered from online voting platform)

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Barry, Alpha	P	Clarke, Darlene	R	Alcorn, Jane	R
Balaski, Beverly	P	Doig, Anne	P	Beaudry-Mellor, Tina	R
Bergstrom, Twyla	P	Gillies, Sandra	P	Bedard-Haughn, Angela	P
Bilson, Max	P	Gustafson, Barb	P	Berry, Lois	R
Bratvold, Robert	P	Hall, Lee	P	Bonham-Smith, Peta	P
Browning, Lynda	R	Hermiston, Lisa	P	Brothwell, Doug	P
Buydens, Norma	P	Hnatiuk, Garfield	R	Burshtyn, Debby	R
Claypool, Tim	P	Jobb, Gail	R	Chad, Karen	R
Conan, Nicole	P	MacDonald, Michelle	P	Favel, Blaine	R
Cooley, Carol	P	Matthews, Colleen	P	Fowler, Greg	P
Cote, Richard	P	McLeod, Tim	R	Harasmychuk, Robert	R
de la Gorgendiere, M.	P	Mitten, Rae	R	Harrison, William	P
Dick, Bethany	P	Smuk, Shawna	R	Isinger, Russell	P
Fox, Stephanie	P	Usunier, Marc	P	Just, Melissa	P
Garven, Stuart	P	ELECTED MEMBERS-AT-LARGE		Kresta, Suzanne	P
Hamilton, Don	P	Berg, Susanne	P	London, Chad	P
Harvey, Eileen Mae	P	Conan, Nicole	R	Luke, Iain	P
Harwood, Judy	R	DeCillia, Brooks	P	Manley-Tannis, Richard	P
Hrudka, Christine	P	Gough, Rhonda	P	Martini, Jeromey	R
Jones, Michael	P	Howie, Leah	P	McCaffrey, Geordy	R
Kreuger, Monica	P	Hunt, Cecile	R	McCreath, Grit	P
Leis, Tim	R	Kaminski, Nicholas	P	McDougall, Patti	P
McKercher, Grant	P	Kelly, David	R	McKercher, Peggy	R
Morrison, Karen	R	Kobes, Brent	R	McLoughlin, Mark	R
Notay, Jay	P	Moore, Kelley	R	Muir, Gillian	R
Peterson, Kent	P	Robertson, Jordan	P	Ottmann, Jackie	P
Pilat Burns, Charlotte	P	Sambasivam, Bud	P	Pawelke, Michael	R
Rozdilsky, John	R	Wesolowski, Christine	R	Peternelj-Taylor, Cindy	P
Sharma, Sandeep	P	Wesolowski, Fred	P	Pezer, Vera	R
Taypotat, Evan	R	STUDENTS		Phillipson, Martin	R
Thronberg, John	P	Ding, Jimmy	P	Pozega Osburn, Debra	P
Wagner, Larry	P	Henderson, Robert	P	Prytula, Michelle	R
Walton, Jack	P	Iftikhar, Tauqeer	P	Ramaswamy, Meghna	R
Weninger, Dean	P	Inam, Humaira, GSA	P	Romanow, Roy	R
Wiens, Rod	R	Jain, Rishit	P	Smith, Preston	R
Yee, Tim	P	McLachlan, Taryn	P	Sorenson, Charlene	R
Zaba, Eileen	R	TBA		Still, Carl	P
Zatlyn, Lorna	R	P=present		Stoicheff, Peter	P
		R=regrets		Vanelli, Tony	R
		A=absent		Willoughby, Keith	P
				Wilson, Ken	R
				NON-VOTING	
				Willness, Chelsea	P



President's Report to Senate

April 2021

Optimism building for a post- pandemic world

In March I posted an update on the outlook for Fall term, noting that optimism is building for a post-pandemic world. More vaccines are being approved, manufactured and distributed, and people in Saskatchewan are now being vaccinated in increasing numbers. USask's VIDO lab has a vaccine candidate in human trials, and Merlis Belsher Place is now operating as a mass immunization clinic. A recovered post-pandemic world is now in sight. With this growing optimism, our focus at USask has turned to planning for the Fall term.

As we announced in January, the Spring and Summer terms (May through August) will remain primarily remote, but I am confident we will see a significant increase to in-person, on-campus instruction for Fall 2021. Due to current uncertainties around vaccine roll-out in this province and beyond, we cannot at this stage say exactly what the proportion of face-to-face versus remote program delivery will be in the Fall term. However, the increasing number of vaccinations, combined with continued health and safety measures in the province such as mask wearing, physical distancing, and restrictions on the size of gatherings, will enable a graduated return to our campuses beginning in September for many students, faculty, and staff. We anticipate having more of our student residences open by the fall and many of our other university services and facilities operating to the fullest extent possible.

The Pandemic Response and Recovery Team (PRT) will work closely with university colleagues and provincial health officials to ensure this return -- and the safety of the USask community. Program delivery details and other aspects of opening our campuses for Fall 2021 will be announced in May -- well in advance of the Fall registration period -- once the vaccine roll-out timeline is clearer. And while there is much planning and logistical work to be done, I am confident that the Fall term will begin our transition back to a completely operational university campus, with full face-to-face program delivery likely at the start of 2022. At the same time, we will work to meet the needs, where possible, of students unable to join us on campus with continued remote learning options. Similar analysis is underway to determine the options available for staff returning to work on campus or continuing with remote working arrangements.

My deepest thanks to everyone for their continued patience and responsiveness during these challenging times. A year into the COVID-19 crisis, we are closer to the end of this pandemic, but we haven't finished with it, or it with us, quite yet. Continued flexibility may be required of all of us, as COVID-19 has proven to be unpredictable and a planning challenge. Let us all work together to do everything we can to accelerate the end of the pandemic, including continuing to follow all provincial COVID-19 guidelines and getting vaccinated when able to do so. This will ensure we are collectively headed in the direction of being back together again before too long.

Best regards,
Peter

USask Pandemic Response

USask COVID-19 Response

Since my last report, a number of developments have emerged in our response to the pandemic. Highlights include:

Winter break - To acknowledge the commitment to helping guide the university through a difficult first term, the university provided all faculty and staff with additional days off during the winter break - from Monday, December 21 to Thursday, December 24. The university was closed during this time and these added days coincided with the university's scheduled winter closure between Friday, December 25 and Monday, January 4. Staff and faculty were encouraged to take this extended time off to rest and recharge. As indicated in an employee pandemic engagement and wellness survey, faculty and staff were feeling the additional burden and increased demands brought on by the pandemic. The health and wellbeing of all members of the university community is our highest priority and we continue to encourage everyone to utilize the wellness resources that are available to faculty, staff and their families. We hope that these additional days off contributed to the overall wellness of our campus community in supporting a healthy mind, a healthy body, and a healthy life. Closing the university earlier than planned required careful consideration of exam scheduling. The resulting schedule enabled us to conclude all exams by December 19, and was only possible because of changed assessment practices in some classes. We recognize that this was a one-time situation reflective of the remote delivery environment.

Spring/Summer term announcement - While the initial phase of the COVID-19 vaccine-roll out in the province and across Canada is a promising sign, we remain aware that the public health crisis is not over and that we continue to face significant risks. Taking these factors into consideration, and in consultation with public health, Saskatchewan's Chief Medical Health Officer and post-secondary education partners in the province, the university has made the decision to continue with a hybrid approach to program delivery for the spring/summer terms, which begin May 2021, and continue through to the end of August 2021.

For further information, all updates regarding the USask COVID 19 response are available at updates.usask.ca.

USask VIDO news:

USask VIDO expands international role

In late 2020, USask VIDO was awarded a grant of almost \$830,000 from the COVID-19 Therapeutics Accelerator to determine the effectiveness of several antiviral compounds against COVID-19. The COVID-19 Therapeutics Accelerator was launched by the Bill & Melinda Gates Foundation, Wellcome, and Mastercard, with additional funding from a range of donors, to help speed the discovery and scale-up of effective treatments against COVID-19. As a world leader in infectious disease research and vaccine development for humans and animals, VIDO frequently works with companies and research institutes in the fight against COVID-19. VIDO is currently engaged with more than 80 organizations globally to test antivirals, vaccines, and other therapeutics.

VIDO receives Health Canada clinical trials approval for COVID-19 vaccine

In late December, USask VIDO reached a major milestone in vaccine development. The organization received a notice of authorization from Health Canada to initiate a Phase 1 clinical vaccine trial. The authorization from Health Canada enables the Canadian Center for Vaccinology (CCfV) in Halifax to begin recruiting volunteers for the first Phase 1 clinical trial. CCfV anticipates that the volunteers will be vaccinated in January. VIDO Director and CEO Dr. Volker Gerdts notes that, assuming all goes well with the trials and in obtaining regulatory approvals, VIDO expects to have at least one of its vaccines ready for use by early 2022.

VIDO receives provincial and municipal support for becoming a 'Centre for Pandemic Research'

In late February, VIDO received a provincial commitment of \$15 million to support the USask VIDO federal proposal to become a national Centre for Pandemic Research, along with a \$250,000 commitment from the city. The funding will contribute to upgrading and expanding VIDO's containment infrastructure and to supporting its role in Canada's response to emerging infectious diseases. Scientific training will also be a fundamental aspect of the centre.

Post-Pandemic Shift Project

In addition to the work of our dedicated Pandemic Response and Recovery Team (PRT) helping us deal with the immediate and short-term impacts of the pandemic, there is a group of leaders focusing on the post-pandemic vision for our university. The Post-Pandemic Shift Project (PPS) was initiated to understand the impact the pandemic has had on our community to best position us to be the university a post-pandemic world needs. The goal of the project is simply to listen to internal and external stakeholders about their experiences and then to reflect those voices in a resource to be used by all members of the USask community.

Vice-President, Debra Pozega Osburn has been leading the external engagement side of the project and her work began in earnest in December. Since that time, she and her team have met with stakeholders from across the province and across sectors. In particular, VP Pozega Osburn and her team have held sessions specifically for members of Senate, engaging with 24 senators. In all cases, she and her team have found that people are excited to talk about the future and genuinely appreciate the opportunity to discuss the future. Although external engagements are winding down, they will continue throughout the process as needed.

Our Post-Pandemic Commission, chaired by Candace Wasacase-Lafferty and Vince Bruni-Bossio, is leading our internal engagement process. The Commission has been meeting since January and their work has begun to ramp up. A recent 'conversation starter' survey was sent to all of campus and well over 400 responses were received. This survey work has led to face-to-face, virtual, engagement groups with close to 200 faculty, staff, and students across campus.

Once the engagement process ends, the Commission will work to analyze the information. Once the engagement process ends, the Commission will work to analyze the information collected and reflect the voices of the community in a public report. It is expected that a final report of the findings will be available in June. For continued updates, [visit the project site here](#)

USask welcomes two new members to senior leadership team

On February 1st, I had the pleasure of officially welcoming Dr. Airini, our new Provost and VP Academic; and Dr. Baljit Singh, our new VP Research, to USask. Both highly acclaimed researchers and accomplished administrators, Dr. Airini and Dr. Singh bring extensive experience to their new roles and will add value to the USask campus community through improved educational experience, and research and innovation opportunities.

In the role of provost and VP academic, Dr. Airini will be the senior academic, planning and budget officer at USask. Working with colleges and schools, Dr. Airini will lead the development of an academic agenda that is connected to the university's financial realities in order to give students an outstanding experience at USask.

As USask VP research, Dr. Singh will assume a critical role for both USask and the province in driving outstanding research and innovation as one of Canada's top 15 research universities. Dr. Singh is also well-acquainted with USask, having spent 17 years here previously with the Western College of Veterinary Medicine.

I am proud to have Dr. Airini and Dr. Singh join our senior leadership team, as they aim to move USask forward on its commitment to be the university the world needs. Please join me in welcoming them.

I would also like to thank Dr. Melissa Just for her excellent leadership as Interim Provost and Vice-President Academic since last June. She stepped into this important role during an extremely challenging time for the university, particularly given the pandemic, and has faced the many demands of the position superbly. Please join me in thanking her for her leadership and commitment to the University, as well as congratulating her on stepping into the interim Deputy Provost position for a six-month term.

USask pays tribute to distinguished honorary degree recipients

USask honored three survivors who went on to make major contributions to their communities and to society, and whose stories have inspired and informed Canadians all across the country.

During this year's virtual USask Fall Convocation online celebration, the university awarded honorary degrees to: Holocaust historian Max Eisen, the only member of his family to survive the horror of Auschwitz during the Second World War; celebrated author Joy Kogawa, who endured the internment of Japanese-Canadians during the war; and Fred Sasakamoose, who suffered through a decade in the residential school system after he was taken from his family during the Second World War, but would go on to make history in the National Hockey League.

I am grateful to have had the opportunity to express our admiration and appreciation to these individuals, and to bestow the university's highest honor during our Fall Convocation celebration, especially due to the very sad passing of Fred Sasakamoose in late November, only weeks after having received his honorary degree.

USask researchers help lead \$9M COVID Variant Rapid-Response Network

USask and University of Regina (U of R) researchers have been invited to work with scientists across Canada to undertake surveillance, sequencing, tracing and research -driven action on the COVID-19 virus variants that have been identified in Canada. In a recent announcement made by federal Minister of Health, Patty Hajdu, \$14.3 million will be invested through the Canadian Institutes of Health Research (CIHR) to support new research on the COVID-19 variants. This includes \$9 million for a new national network that will coordinate and align variants research throughout the country.

The COVID Variant Rapid-Response Network (CoVaRR-Net), comprised of eight core pillars of activity. Pillars six through eight will focus on informing governments, public health decision makers, and public health systems of the latest evidence-based research and deploying information to the public in Canada and abroad, with specific efforts to engage Indigenous partners and communities.

Dr. Nazeem Muhajarine (PhD), from the USask College of Medicine, along with Dr. Cory Neudorf (PhD) from the USask College of Medicine and Dr. Cheryl Camillo (PhD) from the Johnson Shoyama Graduate School of Public Policy at the U of R, will lead pillar six. Dr. Michelle Johnson-Jennings (PhD), USask College of Arts and Science, will lead pillar seven.

The pillar led by Muhajarine will receive \$628,205, while the pillar led by Johnson-Jennings will receive \$168,000, for a total of \$896,000 going to these public health, policy and Indigenous community-based research initiatives. CIHR will also provide \$5.3 million in supplementary funding for 90 ongoing COVID-19 projects, including \$50,000 for each of three from USask, led respectively by Dr. Joyce Wilson (PhD) and Dr. Kerry Lavender (PhD) from the College of Medicine, and Dr. Darryl Falzarano (PhD) of the Vaccine and Infectious Disease Organization and Western College of Veterinary Medicine.

USask awarded \$6.76M to help revive North American bison population, strengthen Canadian cattle industry

USask was awarded \$6.76 million from the Canada Foundation for Innovation (CFI) to help conserve bison and other threatened animal species and address challenges facing the beef cattle industry, including antimicrobial resistance which poses a global threat to animals and humans. The wide-ranging research program, made possible through the CFI Innovation Fund, includes working with Indigenous communities to develop the world's first bison genome biobank at the university's Livestock and Forage Centre of Excellence (LFCE). Team leader Dr. Gregg Adams is a specialist in reproductive biology at USask's Western College of Veterinary Medicine (WVCM) and notes that a genome biobank provides one of the best opportunities to revitalize the bison species and will serve as an excellent model that can be applied to other threatened Canadian species, such as caribou.

Dr. Carrie Bourassa honored with SHRF Achievement Award

I wish to congratulate Dr. Carrie Bourassa on receiving the Achievement Award from the Saskatchewan Health Research Foundation (SHRF). A prominent national leader and researcher in Indigenous health, Dr. Bourassa is the scientific director of the USask-based CIHR Institute of Indigenous Peoples' Health and a faculty member in the College of Medicine. Dr. Bourassa's leadership and knowledge are sought after around the world—from the community to the institutional levels. Her achievements include the establishment of a national network of centres focused on research, research capacity development, and knowledge translation centred on First Nations, Inuit and Métis Peoples. She is a mentor and research lead at Morning Star Lab which focuses on community-based research into hepatitis C/HIV/AIDS, aging, dementia, and Alzheimer's disease, as well as water governance and policies.

I also wish to congratulate USask College of Medicine researcher Dr. Humphrey Fonge, who was honored with the Impact Award for his work in developing new precision drug molecules that target resistant types of breast cancers.

Excellence Awards were presented to the six top-ranked researchers and teams that received SHRF funding for their projects in the past year:

- Dr. Walter Siqueira of the College of Dentistry
- Dr. Sarah Donkers of the School of Rehabilitation Science
- Dr. Yuliang Wu and Dr. John DeCoteau of the College of Medicine
- Dr. Paulette Hunter of St. Thomas More College
- Dr. Bhanu Prasad of the College of Medicine and the Saskatchewan Health Authority
- Dr. Marta Erlandson and Dr. Corey Tomczak of the College of Kinesiology

USask wastewater surveillance team monitors COVID-19 cases

A USask wastewater surveillance project, developed by USask researchers and partners at the City of Saskatoon (CoS) and the Saskatchewan Health Authority (SHA), has been successful at tracking the total amount of SARS-CoV-2 virus circulating in the city's wastewater through lab analysis of samples from Saskatoon's municipal treatment plant. The researchers can accurately predict from the collected wastewater data the community levels of COVID-19 one week in advance, informing public health messaging and policy.

Landmark study generates first genomic atlas for global wheat improvement

A USask-led international team has sequenced the genomes for 15 wheat varieties representing breeding programs around the world, enabling scientists and breeders to much more quickly identify influential genes for improved yield, pest resistance and other important crop traits. Project leader, Dr. Curtis Pozniak, wheat breeder and director of the USask Crop Development Centre (CDC), noted "it's like finding the missing pieces for your favourite puzzle that you have been working on for decades."

The research results, just published in [Nature](#), provide the most comprehensive atlas of wheat genome sequences ever reported. The 10+ Genome Project collaboration involved more than 95 scientists from universities and institutes in Canada, Switzerland, Germany, Japan, the U.K., Saudi Arabia, Mexico, Israel, Australia, and the U.S. Scientific groups across the global wheat community are expected to use the new resource to identify genes linked to in-demand traits, which will accelerate breeding efficiency.

Research Junction projects announced

Four new research projects that will benefit Saskatoon residents are advancing thanks to [Research Junction](#), an innovative partnership between the City of Saskatoon and University of Saskatchewan (USask). Research Junction awards funding to projects that apply advanced research methods to addressing current issues in our city.

The four new projects, with combined funding of \$100,000, include:

Public Safety in Downtown Saskatoon

This project will look at the factors that inform public perception of safety to develop an evidence-based, collaborative response. The response will look at ways to address the public safety issue as well as the root cause(s). Funding: \$25,000

- USask lead researchers: John Hansen, associate professor of sociology, and Isobel Findlay, professor emerita and co-director of USask's Community-University Institute for Social Research (CUISR)
- City leads: Elisabeth Miller, senior planner of neighbourhood safety, planning & development in the community services department, and Bill Holden, senior planner in the planning and development branch, and co-director of USask's CUISR

Slope Failures Along East Riverbank

This project will apply geophysical methods to monitor the east riverbank of the South Saskatchewan River, where slope failures have occurred. The information gathered is expected to improve the ability to predict regions of slope instability. Funding: \$30,000

- USask lead researcher: Sam Butler, professor of geological sciences
- City lead: Vanessa Heilman, geotechnical engineering specialist

Strategic Allocation of Business Tax Incentives

A comparison of business tax incentives and subsidies in major Canadian cities and their impacts on local employment, income, and economic growth. The project's aim is to identify the best ways to encourage investment in Saskatoon in terms of attracting new businesses and promoting expansion for existing firms. Funding: \$15,000

- USask project leads: professor Haizhen Mou and faculty lecturer Yang Yang with the Johnson-Shoyama Graduate School of Public Policy
- City lead: Mike Jordan, chief public policy and government relations officer

Integrating Renewable Energy Through Implementation of Microgrids

This project will look at forming microgrids that connect renewable energy sources with Saskatoon Light & Power's distribution system. The goal is to identify ways of providing reliable and affordable power that integrates renewable energy sources. Funding: \$30,000

- USask lead researcher: Xiaodong Liang, associate professor of electrical and computing engineering, and Canada Research Chair in Technology Solutions for Energy Security in Remote, Northern, and Indigenous Communities

- City lead: Mehrnoosh Janbakhsh, senior project management engineer for Saskatoon Light & Power

The newly announced projects will be carried out between now and spring 2022.

Indigenization & Reconciliation

Fourth annual māmowī āsohtētān “Let’s Cross This Together” Internal Truth and Reconciliation Forum

I want to extend a note of thanks and appreciation to the Office of the Vice-Provost Indigenous Engagement (OVPIE) for facilitating a very successful and meaningful fourth annual internal Truth and Reconciliation forum. This annual forum is in response to the Truth and Reconciliation Commission of Canada: Calls to Action and provides an opportunity for the USask community to gather and constructively and respectfully dialogue and plan for the university environment we need and want.

This year’s theme was “Theories, Principles and Practices of Anti-Racism and Anti-Oppression”. These challenges are daunting, and the Forum gave us another opportunity to reflect on our responsibilities regarding justice, equity, inclusion and diversity and to continue to examine how to address systemic racism and oppression within our campuses.

Thank you to the OVPIE team for gathering us together to ensure we continue to address systemic racism on our campuses. We have accomplished much, but this work requires us to remain diligent, intentional, and open to new learning.

Indigenous Achievement Week 2021

In February, USask celebrated Indigenous Achievement Week, an annual event that celebrates the successes and contributions of First Nation, Métis and Inuit students, faculty, staff and alumni. One of the highlights of the week was the Indigenous Student Achievement Awards ceremony, where students are honored for their academic achievement, leadership, research, resiliency and community engagement. I was pleased to once again be a part of this important ceremony and extend my congratulations to each of the [2021 Indigenous student award winners](#).

Elder and USask Indigenous Advisor receives appointment as Parliamentary Poet Laureate

I would like to congratulate Elder Louise Halfe - Sky Dancer, on the tremendous achievement of being appointed Canada’s next Parliamentary Poet Laureate. Born on the Saddle Lake Reserve in Two Hills, Alberta; Elder Halfe is a highly renowned USask advisor, mentor, writer and honorary degree recipient. She will be the ninth poet to hold the position and the first to hail from an Indigenous community.

Appointed for a two-year term, Elder Halfe’s duties as Parliamentary Poet Laureate include writing compositions for special occasions, sponsoring readings, advising the Parliamentary Librarian and performing related duties at the request of the Speaker of the Senate or the Speaker of the House of Commons.

Having served as an Elder for the Gordon Oakes Red Bear Student Centre since 2016, Elder Halfe provides support to USask students, staff and faculty, and provided guidance and knowledge towards the creation of USask's Indigenous Strategy. In 2001, she became the first Indigenous poet to have her work included in a standard Canadian poetry anthology, and now, according to one of her nominators, it would be "unthinkable" for her work not to be included in any general anthology of Indigenous writing in Canada. Elder Halfe has participated as an instructor in university courses, and as a speaker and reader at numerous conferences, workshops and literary festivals in Canada and abroad. In 2019, Elder Halfe received an Honorary Doctorate from USask, the highest honour the university can bestow.

Equity, Diversity & Inclusion

USSU and USask sign MoU on anti-racism

Recently USSU President, Autumn LaRose-Smith and I signed a Memorandum of Understanding (MoU) to challenge systemic racism at USask. This agreement commits the USSU and USask to formalize, expand and enhance our relationship, and work together in a co-ordinated way to dismantle institutional structures, policies and processes that contribute to inequalities faced by marginalized groups.

Education is a key component in the commitment, and success will require students, staff, faculty, and senior leadership to work together to create inclusive, equitable, and safe working and learning environments. Part of this work involves proactively assessing and solving issues and providing a safe reporting mechanism for anyone experiencing racism. Similarly, the USSU will work within its mandate of serving and supporting undergraduate students to develop, implement and promote anti-racism, anti-oppressive initiatives as part of the MoU agreement.

The [MOU was announced](#) at USask's 4th Annual *māmowi āsohētētān* Internal Truth and Reconciliation Forum on March 26, 2021.

Sustainability

USask Sustainability Strategy

USask plays a vital role in nurturing, empowering, and unleashing the curiosity that will allow us to imagine a brighter, more sustainable future. As you know, we have an active Office of Sustainability and always have a number of sustainability initiatives underway to better the operations and facilities of the University including – building greener buildings, expanding renewable energy generation, and dedicating more than \$1.5 million to sustainability projects around campus.

In December 2019, I appointed a Special Advisor to the President on Sustainability, Dr. Irena Creed, to help me create a comprehensive Sustainability Strategy for our campus that could span our teaching, research, and outreach missions in addition to our campus operations. With that mandate, Dr. Creed established a President's Advisory Circle on Sustainability comprised of sustainability leaders and champions from across campus with the primary purpose to advise on the creation of the plan.

In October, Dr. Creed presented the Sustainability Strategy to Senate. Since that time, both Council and the Board of Governors have adopted the strategy, and we will be seeking final endorsement from Senate at this meeting.

Community & Outreach

USask community members appointed to the Order of Canada

Several members of the community with strong ties to USask have been named to the Order of Canada, a distinction for their outstanding achievement, dedication to the community and service to Canada.

- Chief Darcy Bear (BUSADM'09, DDL'14) is the long-serving chief of the Whitecap Dakota First Nation.
- Crop scientist Al Slinkard, an American by birth, joins as an Honorary Member, a designation for foreign-born recipients; he is regarded as a pioneer in lentil production in the province and the country.
- Dan Bereskin (LL.B'63) founded one of the very first boutique intellectual property law firms in Toronto in 1965 (Bereskin & Parr).

Special acknowledgement

Vice-President Research Karen Chad concludes final term

As the university's longest-serving vice-president of research, Dr. Karen Chad led our research enterprise since 2008 with passionate, visionary and strategic leadership, fostering "discovery with impact" that will have long-lasting benefits for the university and the communities we serve.

Dr. Chad's exceptional leadership in building strong external partnerships and in nurturing multidisciplinary collaborative teams resulted in many successes for the university, enhancing the university's performance as a member of Canada's U15 Group of Research Universities and helping to bring national and international recognition to the university's research, scholarly and artistic work.

With a bold vision of "Think big, think global", she led collegial processes to identify strategic signature areas of research focus that have been foundational to advancing the university's research and profile and helping faculty achieve more together than was possible individually. The creation and success of world-leading research centres was critical in addressing important global challenges such as sustainable food and water, and emerging infectious disease threats. She ensured the implementation of a comprehensive suite of research programs, services, and supports for researchers, and was pivotal in recruiting world-leading researchers who in turn have been a talent magnet for attracting top students and post-doctoral researchers.

Her leadership brought together individual faculty and research teams that were successful in attracting millions of dollars in research investment from competitive national and international sources. Prominent examples include securing funding through the Canada First Research Excellence Fund (CFREF) programs—making us the only university with two of these large-scale grants in Canada—and two Canada Excellence Research Chairs (CERC), which have played a key role in the success of the Global Institute for Food Security (a \$50-million partnered initiative with Nutrien and the Saskatchewan government) and the Global Institute for Water Security established under her leadership. The \$30-million CERC in water security and the \$77.8-million CFREF "Global Water Futures" program have put the university at the forefront of efforts to improve water security worldwide and advanced our position as one of the world's top 20 universities for water resources research. The \$37.3-million CFREF in "Designing Crops for

Global Food Security” and the \$20-million CERC in Food Systems and Food Security helped take USask’s long tradition of agricultural research excellence to new levels.

Dr. Chad strongly supported the Vaccine and Infectious Disease Organization (VIDO) and its \$140-million International Vaccine Centre, which opened in 2011 with Prime Minister Stephen Harper and which plays such a key role in VIDO’s world-leading research into infectious disease and vaccine development including combatting COVID-19. Over the past five years, she was also instrumental in nurturing a vision for VIDO to establish vaccine manufacturing capabilities. The Sylvia Fedoruk Canadian Centre for Nuclear Innovation was also founded in 2011 under Dr. Chad’s leadership, and she delegated the Fedoruk Centre to manage the university’s Saskatchewan Centre for Cyclotron Sciences, a cyclotron facility built in 2014 to produce medical isotopes and enable faculty and industry to carry out advanced imaging research for animal, plant and human health.

Dr. Chad has been an exceptional ambassador for the university, a highly charismatic and energetic leader, and an inspiring and trusted mentor to many academic and administrative leaders. She has been a catalyst for change, particularly in fostering a collaborative research culture. Her legacy as the vice-president research is indeed significant for the university, the province, and the national research community.

Saturday April 24th, 2021

What a year it has been! This year, along with Zoom fatigue, we also grew tired of hearing the words “unprecedented”, “unpredictable”, “uncertainty”, and of course COVID-19. For most, this year was incredibly challenging, and yet for most, this year provided us with an opportunity to reimagine and renew. We are proud of the USask community for persevering and we hope that we continue to learn and grow from the challenges that present themselves. The University of Saskatchewan Students' Union continued to work hard to support students remotely and we are proud of the many “Firsts” we have achieved. Since October, we have been able to meet with members of Usask, including members of Faculty, staff, and the Senior Leadership team more regularly than a normal year would have provided us due to the convenience of being online. This has helped build and strengthen relationships between the USSU executive and the University of Saskatchewan, which in turn has resulted in a historic Memorandum of Understanding among many other events and initiatives.

In November we were welcomed by a record breaking blizzard which covered our city in a tremendous amount of snow, thankfully during this time we were able to stay home and out of the cold. We also saw a shuffle in the Provincial Cabinet and welcomed Gene Makowsky as the new Minister of Advanced Education. Students were able to make informed votes in the Saskatoon Mayoral Election after a successful Mayoral Candidates forum, moderated by Martin Gaal, PhD, and Lecturer for the Department of Political Studies and hosted by the USSU. This event provided students with an opportunity to meet the candidates and ask questions to better their understanding. In November we also hosted our first ever Virtual Annual General Meeting where we passed multiple bylaw changes to restructure and create many USSU council committees. The representatives for the Student Forum were picked and were excited to have an opportunity to work with the university to discuss a number of topics. We also had an opportunity to work with Youthful Cities on their ‘Saskatoon Future of Sustainable Work’ Hackathon event on Friday October 30th. Students had an opportunity to present their ideas for a more sustainable future and received feedback from members of the Usask community. The executive worked with the Undergraduates of Canadian Research-Intensive Universities

(UCRU) to plan a national lobby week that was hosted virtually and coordinated with members of the Federal government as well as 10 of the U15 Universities. We were able to organize over 70 lobby meetings with members of parliament and their staff which led to significant advocacy wins. We celebrated Queerapalooza, organized by the USSU Pride Centre that came to an end with our virtual Trans Day of Remembrance ceremony on November 20th and our Mental Health Awareness Week organized by the USSU Help center which showcased many Usask Alumni!

The month of December started off with the Who Needs Feminism event, a week long celebration and educational campaign organized by the Womens' Centre coordinator. Students began preparing for their finals, most of which remained virtual. The USSU executive hosted a First Year Town Hall for first year students to learn more about the USSU and for the USSU to learn more about their experiences. We welcomed a Usask staff who were in attendance to learn and better their services for students as well as answer questions when needed. We were able to give our remaining staff a few extra days of holidays after a busy first term which was much appreciated by all. On December 18th the Executive sent a letter to Usask leadership advocating for a Compassionate Grading system similar to what was passed at the University of Manitoba and inspired by many other U15s. As we ended our first term we continued to echo the many students' concerns surrounding the quality of education.

The second term started on January 11th, an extra week was granted to allow the Usask community to recuperate and prepare for the busy months ahead. UCRU was happy to see success in our advocacy with the announcements for an increase of funding for undergraduate research as well as a new program for international students with an expired or expiring post-graduate work permit to seek employment opportunities. Our Vice-President Academic has seen a second wave of academic grievances, the total amount already record breaking in the early months of being elected. We also celebrated the hard work of Students Groups, offered workshops, and teamed up with the Student Employment and Career Center during Campus clubs week. The Senior Managers continued to distribute the UPass to both graduate and undergraduate students through an appointments basis and are planning the term two schedule. The executive team met with Joseph Naytowhow for our mid-year retreat to reflect on the fall term and to continue the winter term in a good way.

The month of February started with the week long celebration of Indigenous excellence here at Usask. The Indigenous Achievement Week (IAW) was filled with many events including the Indigenous Achievement Award Ceremony emceed by President LaRose-Smith who was also on the IAW planning committee. The executive had an opportunity to meet and welcome our new Provost, Dr. Airini, who wowed us with her kindness and knowledge on the first day of her new role. We continued our meetings with the Association of Constituency Presidents and Usasks Presidents Executive Committee, as well as partnered with UTILE on a National Housing Survey. The USSU met with the Ministry of Advanced Education, representatives from Post Secondary Institutions and other students unions in the province for the Scholarships, Bursaries, and Loans committee which meets yearly. During the same week the USSU Executive hosted daily instagram takeovers for each position to show what a day in the life of the executive looks like, allow students opportunities to ask questions, and promote the election that happens in March. The Help Center Coordinator hosted the second Mental Health Week of the year and our Womens Center continued with events such as Queer Womens Nigh, Feminist Literature Night, and Desi Women's Discussion Night for undergraduate students through the Centers Discord Server. The USSU heard complaints in regards to assignments and lectures being posted over the Reading Week break from a number of students, these complaints were dealt with the help of Vice Provost McDougall.

March, like most USSU executives have experienced, is a very busy month. Our week long Provincial Asks Campaign, shared below, Started on the 1st with an overview, and continued with daily posts. The University of Saskatchewan Students' Union is called on the Provincial Government to:

- Implement a 1 year interest-free grace period on provincial student loans starting the last day of study.
- Build on the Graduate Retention Program by implementing a 2 year student loan grace period from the last day of study for students who stay and work in Saskatchewan.
- Develop, in consultation with students and post-secondary institutions, a funding model for post-secondary institutions in Saskatchewan.

- Create and increase scholarships, bursaries, and grants for Indigenous and International students

We are pleased to have received an increase in funding for student supports and multi year funding for post-secondary institutions in Saskatchewan. Over two weeks we hosted our Town Hall series where we met with nine colleges for two hours each to learn more about their specific experiences as students in each college. After the Town Halls a report was written and shared with all colleges and members of USask, President LaRose-Smith raised the concerns brought forward in the town halls to the University Council meeting, the Deans Circle, and the University of Saskatchewan Faculty Association. We also hosted the USSU Undergraduate Project Symposium virtually which gave away thousands of dollars and had over 30 students registered. Our Women's Center hosted Women in Leadership, The Pride Centre hosted Sex Week and our Help Center organized a tax workshop for students. The USSU executive elections and campaigns took place virtually and our incoming executive were elected on March 25th. March 25th was a big day for the USSU as our General Manager of 15 years, Caroline Cottrell announced her retirement publicly at the University Students Council. Caroline has dedicated many years to undergraduate students, and is recognized nationally, receiving many awards for her work. We are grateful for all the work she has done and our Senior Managers are ready to support the executive moving forward. The senior management team met many times to work on the budget that was later passed in the last council meeting and to plan for the future of the USSU past April. The USSU Executive signed an Anti-Racism, Anti Oppression Memorandum of Understanding with President Peter Stoicheff after 6 months of drafts. The MOU (shared below) was announced at the 4th annual Internal Truth and Reconciliation Forum which President LaRose-Smith emceed and helped plan. The Undergraduates of Canadian Research-Intensive Universities, made up of 10 of the U15 Student Unions including the USSU worked with multiple lawyers to finalize the bylaws which were passed by the UCRU board. The USSU was a fundamental part of the formalization of the organization and look forward to how it is going to build capacity with the organization to better advocate for undergraduate students on a federal level. The executive continued many meetings with students, USask Faculty, Staff and Senior Leadership throughout the month and we acknowledged the anniversary of COVID-19 in Saskatoon.

This april marked the second Winter finals season that is mostly remote and much has changed. The USSU passed its 2021-2022 budget at council which had many new possibilities for funding including but not limited to, an Equity, Diversity, and Inclusion fund, and an Anti-Racism/ Anti- Oppression fund that is co-funded with the University of Saskatchewan President's Executive Committee. We also increased funding for staff to implement a Social Media Coordinator to tackle issues on communication that the USSU has faced for many years and worked with the incoming executive to better support any initiatives that they might wish to do in their term. Our Women's Center organized the Pro Choice Awareness Week and we did a week long highlight of our amazing and dedicated Senior Managers so that students can better understand their roles and work they do with the organization. The executive was hard at work developing policies to go along with the new streams of funding and the changes which included developing a transition incentive policy for the executive to better the transition process from year to year and creating Terms of References for new committees. We are excited that our incoming executive has been elected and will start on May 1st, 2021! The incoming executive is as follows:

- Tasnim Jaisee as President
- Abhineet Goswami as Vice President Operations and Finance
- Tauqueer Iftikhar as Vice President Academic Affairs
- Nickol Saenz as Vice President Student Affairs

Over the past year this Executive worked to advocate for undergraduate students in the midst of a global pandemic. This meant being flexible, creative, and brave and required perseverance and many pep talks. We continued to raise the concerns of undergraduate students surrounding quality of education, poor tuition consultation, lowered mental health and increased feelings of isolation. We used reserve funds to offer Empower Me to all undergraduate students regardless of their enrollment in the Health and Dental plan. This 24/7 mental health support received one of the highest uptakes from the student body compared to other post secondary institutions in Canada who initiated it this year. Like many organizations during COVID, we have used this time to review, add, remove, and write many policies to strengthen and grow the USSU. We were able to move most of our services online and if they were unable to be delivered virtually then they were reimagined. We were able to connect more

often and create new connections due to the convenience of meeting online. It has been a difficult year for many, but it has also been a time to reimagine and envision a better future for all. We are grateful for the leadership of many students who worked hard to support their peers during this time, thank you to the Association of Constituency Presidents, Members of Students Council, executives of all the student groups at USask, and to the many Students at large who we have had the pleasure of working with this year. Thank you to all those at the University of Saskatchewan for your support, from ensuring students were able to enroll in the Health and Dental plan and the UPass to freezing tuition, we appreciate all opportunities to collaborate. Last but certainly not least, thank you to our Senior Managers and USSU staff who have worked tirelessly this year, without you the USSU could not have survived.

With a new executive on their way, new variances of COVID persist. During the pandemic hearing the word “Positive” has become something negative, nevertheless, we are positive that students will continue to adapt, grow, and thrive from whatever comes their way. For those we have lost this year and those we have not yet welcomed into our world, we strive to do better for all. If you have made it this far in the report, then of course, thank you as well! If you have any questions, well, ask the incoming executive because as of the 30th of April we are gone!

With love, humility, and respect,
Autumn LaRose-Smith, President
Jamie Bell, Vice President Operations and Finance
Jory McKay, Vice President Student Affairs
Kiefer Roberts, Vice President Academic

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MEMORANDUM OF UNDERSTANDING

This document (the "MOU") is entered into on March 26th, 2021, between

THE UNIVERSITY OF SASKATCHEWAN STUDENTS' UNION
and

THE UNIVERSITY OF SASKATCHEWAN
March 26th, 2021

Definitions and Preamble

The University of Saskatchewan Students' Union (USSU) and the University of Saskatchewan (USask) will work together in a coordinated way to dismantle institutional structures, policies and processes that contribute to inequalities faced by marginalized groups. This involves challenging oppressive and systemic racism at all levels across USask campuses as it affects our greater community.

Both parties understand the deeply rooted and colonial history of Canada and further understand that intentional and direct affirmative action needs to be taken. Education is a significant component in dismantling and critiquing racism and oppression, and the systems, structures, belief systems, values and attitudes in which it is rooted. These actions will require students, staff, faculty, and senior leadership to work together in collaboration to ensure that we are realizing a meaningfully inclusive, equitable, and safe working and learning environment. This involves proactively assessing and solving issues and providing a safe reporting mechanism for anyone experiencing racism.

Article 1: Purpose and Principles

The purpose of this MOU is to define ways in which the USSU and USask can work together to dismantle racism and oppression within our USask community.

The essential principle is one of mutual respect through which concerted action can be taken without fear of retribution; as well as:

1. Pay careful attention and be responsive to on-campus dynamics that may positively influence or negatively suppress groups or individuals based on race.
2. Build strong and lasting relationships through any means possible.
3. Actively listen, learn, and set shared and achievable goals.

4. Work in collaboration by enacting nīkānītān manācihitowinihk (Cree), ni manachīhitoonaan (Michif), leading with respect (English).
5. Share leadership on initiatives related to anti-racism and oppression.
6. Conduct on-going assessment of outcomes and ensure continuity.
7. Take direct and appropriate action wherever possible without fear of retribution.

Article 2: Commitments of the USSU and USask

Article 2.1: Commitments of the University of Saskatchewan Students' Union

The USSU will:

1. Work within its mandate of serving and supporting undergraduate students by actively creating an environment within student union spaces, centres, and operations that ensure anti-racism, anti-oppression is an integral part of the Union's ethos.
2. Wherever practical and possible, provide employment for students that reflects the broader campus community.
3. Actively promote anti-racism, anti-oppression through its governing bodies, associate governing bodies, committees, and through the funding provided to campus groups and societies.
4. Work closely with support units within the portfolio of Teaching, Learning and Student Experience as well as the Office of Vice-Provost Indigenous Engagement, to develop, implement and promote anti-racism, anti-oppressive initiatives.
5. Allocate funding to groups and individuals with specific anti-racist, anti-oppressive programming and events. This funding will fall outside regular campus group grants.

Article 2.2: Commitments of the University of Saskatchewan

USask will:

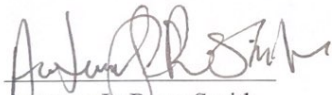
1. Identify anti-racism, anti-oppression training that is meaningful for our community and facilitate delivery of the training through credible and relevant means. Anti-racism/anti-oppression training will be mandatory for senior university leadership and related training will be encouraged for faculty and staff.
2. In collaboration with the Office of Vice-President Research, explore and provide research opportunities and partnerships that will provide insight into the current realities and future possibilities.
3. Explore opportunities to provide support for anti-racism, anti-oppressive initiatives organized by the USSU, student groups and individuals, including funding to be allocated by the USSU for such initiatives.
4. Create space for an undergraduate representative on the Anti-Racism, Anti-Oppression committee led by the Office of the Vice-Provost Indigenous Engagement to be filled or selected by the USSU.

Article 3: Reporting

The USSU and USask will conduct ongoing evaluations and assessments of outcomes to ensure continuity of anti-racism, anti-oppression work. Both parties will meet to collaboratively assess progress, remain informed of current research and campus initiatives, consider ways to report on retention activities for students, and explore possibilities for continued work.

Article 4: General

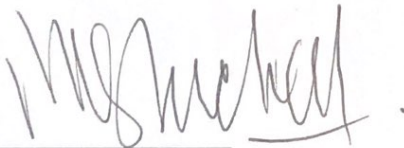
1. This MOU serves to define the means to enhance and encourage further joint engagements; however, the parties acknowledge and agree this MOU is not meant to create a binding legal relationship, enforceable rights or obligations between them, but rather it is the expectation of the parties that if any joint projects are pursued the parties, acting reasonably, shall negotiate and execute legally binding agreements with respect to the same that will set out the obligations and responsibilities of each.
2. The parties intend to contribute internal resources to complete the tasks set out in this MOU. The parties acknowledge and agree that any retention of third party consultants or the launch of any project requiring other resources, and associated cost sharing, shall be agreed to in writing in advance of any expenses being incurred.



Autumn LaRose-Smith

President

University of Saskatchewan Students' Union



Peter Stoicheff

President and vice-chancellor

University of Saskatchewan



University of Saskatchewan Graduate Students' Association

GSA Report to Senate, April 2021

Dear Members of Senate,

As my term as the Graduate Students' Association (GSA) President comes to an end, I would like to express my thanks to all members of Senate on behalf of the GSA Executive for being provided the opportunity to advocate for graduate students on this platform and sharing our initiatives for the 2020-2021 fiscal year. Although it has been a difficult year for all of us due to the ongoing pandemic, I see things turning in a positive direction, with plans being put in place for the next academic year and the rollout of vaccines. In my last report to Senate, I will be providing a brief update on the three main goals that we worked on during the duration of our term:

1. Improving resources for mental health
2. Student-supervisor relationship
3. Previous initiatives

1. Improving Resources for Mental Health

The previous GSA Executive team were committed to improving mental health resources for graduate students and they worked on this focus by providing *Empower Me* through Studentcare at no cost to graduate students. This service continued to be provided after the outgoing GSA Executive made their exit and the incoming GSA Executive transitioned in May 2020. *Empower Me* was provided to all graduate students until the end of August 2020 due to our predecessors' commitment to mental health. With this same determination the current Executive decided to

continue the *Empower Me* service with Studentcare for the 2020-2021 coverage year. This decision was made in order to support graduate students during the pandemic situation, especially when much of our work was being shifted online and many in-person services were being affected at that time. *Empower Me* is a FREE online mental health service that provides over the phone and video counselling. It is available 24/7 and 365 days a year for all graduate students, including students who have opted out of the Health and Dental Plan. We promoted this service through the GSA newsletter, at GSA and University Council meetings, at meetings with university partners and leaders, on the GSA website, as well as on all GSA social media platforms. The GSA Executive also focused on providing events that would promote wellness through our Health Chat initiative and brought awareness to mental health by hosting a mental health seminar in collaboration with Peer Health at the Student Wellness Centre.

2.2 Student-Supervisor Relationship

The student-supervisor relationship is important to the success of graduate students, and we made this a focus during the duration of our term to continue the efforts of our predecessors. We were pleased to announce in May 2020 that the College of Graduate and Postdoctoral Studies (CGPS) had worked collaboratively with the GSA to ensure that the student-supervisor agreement was mandatory for all incoming graduate students effective from May 2020. The GSA Executive worked on promoting the student-supervisor agreement, with the support of CGPS, at University Council meetings, meetings with leadership, and meetings with staff and faculty. The GSA Executive also promoted the student-supervisor agreement through the GSA newsletter, at GSA Council meetings, and on the GSA website. Additionally, the GSA Executive worked together with graduate students to advocate on their behalf and address concerns.

2.3 Previous Initiatives

One of the previous initiatives that the GSA Executive committed to accomplishing was the completion of the Graduate Supervision Handbook which had been in the works by CGPS and the GSA since 2018. We are pleased to inform Senate that the Graduate Supervision Handbook is finally complete and will be headed to publication very soon. In addition to the Graduate

Supervision Handbook, the GSA Executive focused on graduate student professional skills and offered a series of workshops and seminars during the fall and winter terms in collaboration with partners on campus, including the Student Employment and Career Centre (SECC). These events aimed to provide graduate students information, guidance, and resources on resume and cover letter writing, interviews, financial management, and how to effectively use LinkedIn for job searching and other opportunities. These events were held virtually by the GSA and were a success, with good student turnout and participation.

Lastly, the GSA Executive would like to welcome our incoming Executives for the 2021-2022 fiscal year at the Graduate Students' Association. We know that they will do a wonderful job advocating for graduate students, organizing events to engage students, and collaborating with partners on campus. The GSA will continue its role in discussing concerns that are important to graduate students and have an open line of communication with the USask community to work on future initiatives.

Humaira Inam

President

Graduate Students' Association

Board of Governors Report to Senate April 24, 2021

Submitted by Joy Crawford, Senate-elected member of the Board of Governors

As I committed to when first elected by Senate and subsequently re-elected, here is an update on the activities of the Board of Governors. I usually attend the semi-annual senate meetings and I continue to miss everyone. Please feel free to contact me at joy.crawford@usask.ca with questions and comments.

To begin with, I just want to reiterate that I find the unique tricameral governance structure at the University of Saskatchewan to be exciting as it acknowledges both the role of the academy and the prominent position the university holds within Saskatchewan society. While other Canadian institutions have similarly named bodies, the actual roles differ from what is seen at the University of Saskatchewan. At the University of Saskatchewan, the roles are as follows:

- University Council is responsible for overseeing and directing the University's academic affairs.
- Senate is responsible for recommendations regarding the establishment or disestablishment of any college, school, or department; appointing examiners for and making bylaws respecting the conduct of examinations for professional societies; the granting of honorary degrees; and non-academic student discipline.
- The Board of Governors is responsible for overseeing and directing all matters respecting the management, administration and control of the university's property, revenues, and financial affairs.

BOARD COMPOSITION

The Board of Governors meets approximately six times a year and consists of eleven members:

- Chancellor Grit McCreath
- President Peter Stoicheff
- Lieutenant-Governor-in-Council appointees - Shelley Brown, Grant Devine, Ritu Malhotra, Keith Martell and Darrel Monette.
- Senate elected members - Allan Adam and me, Joy Crawford
- Student member – Tasnim Jaisee (starting May 1) Autumn LaRose-Smith (until April 30), USSU President
- Faculty member - Jay Kalra

Shelley Brown serves as chair of the board and I am vice chair. I am also the chairperson of the Governance & Executive and the Audit & Finance committees. Allan Adam chairs the Human Resources committee and Ritu Malhotra chairs Land & Facilities committee.

The University of Saskatchewan Board of Governors held 2 board meetings – December 14 and March 22 – and our annual planning day – February 8. Like everyone else, we have had to adjust so these meetings were virtual.

Of note, public minutes of the board meetings are now be posted on the University Governance web page. This is something that has been requested for quite some time and I am delighted to announce that as of July 2019, this was put in place.

BOARD HIGHLIGHTS

Sustainability Strategy

In December, the board received a presentation from Dr. Irena Creed who was the Special Advisor on Sustainability. Sustainability has been at the forefront of the President's priorities and is one of the four main "pillars" in the University Plan 2025. Subsequently, in March, the board approved the Usask Sustainability Strategy (2021-2030) -Critical Path to Sustainability. This strategy lays out a critical path by describing an ambitious set of five goals and seventeen actions that respond to the challenge and opportunities presented to us today. Of particular importance is the plan's recognition and alignment with the United Nations' *Sustainable Development*

Goals (SDGs) – universal goals established by the UN in 2015 designed to meet the urgent social, economic, environmental, and political challenges facing our world. This strategy was adopted by Usask's University Council in January and is on the agenda for the April 24th Senate meeting for adoption.

Meeting with the Minister of Advanced Education

Minister Gene Makowsky, Deputy Minister Mark McLoughlin and Chief of Staff Tessa Ritter joined the board on at the Retreat and Strategy session. The Minister commended Usask employees and students for pivoting quickly in response to the Covid-19 pandemic. He stated that the crisis offered opportunities for changing some of what we have done in the past and raising questions about which new adaptations should be continued in the future. The Deputy Minister thanks the leadership of Usask on the recent launch of the Healthy SK initiative that has had an impact sector-wide on 17 educational institutions.

William Shurniak Art Gallery, Inc.

The University of Saskatchewan holds two seats as regular members in the Shurniak Gallery Inc. in Assiniboia, SK. One seat is to be the President (currently Dr. Stoicheff) and another to be designated by the University Board of Governors. In December, the board appointed Jake Moore, Director, University Art Galleries and Collections, as the USask regular member of the Shurniak Gallery Inc.

Amati Committee

The University of Saskatchewan Amati String instruments are a priceless collection of four instruments that are the pride of USask and unique in Canada. The collection includes two violins, a viola and cello, all handcrafted in the 1600s in Italy by the famous Amati family. The instruments were acquired over a five-year period in the 1950s by Saskatchewan collector Steve Kolbinson. In 1959, Kolbinson offered the priceless collection to the university for a nominal fee with the stipulation that the instruments be used in ways to benefit the people of the province.

The Board of Governors delegated to the President the stewardship of the Amati string instruments. With the addition of the David L. Kaplan Chair in Music – Strings, in the Department of Music; the Amati Committee, once convened to oversee the Amati instruments, is no longer necessary. Therefore, the Amati Committee was dissolved, and certain responsibilities regarding the Amati String Instruments are now delegated to the David L. Kaplan Chair in Music- Strings in the Department of Music at USask. Within this delegation of certain responsibilities, it is required that the David L. Kaplan Chair in Music-Strings works in collaboration with the USask Dept. of Music Department Head in all areas of the Amati Instrument's use and governance. In this light, the USask Dept. of Music Head serves as the President's delegate with respect to the Amati Instruments' use.

PERSONAL ENGAGEMENT

In addition to serving as vice-chair of the board and chairing the Governance & Executive and Audit & Finance committees, I also have been appointed by the board to sit on the following committees:

- The presidential review committee – complete
- The campaign advisory committee – complete
- The review committee for the Dean of Kinesiology - complete
- The joint committee for the conflict-of-interest policy review – complete
- The search committee for the executive director of SENS – complete
- The review committee for the Dean of Edwards School of Business

An interesting development in June 2020, was an invitation to join the executive of the Canadian University Boards Association (CUBA) in the position of vice-president. Shortly after accepting the role, the CUBA president was the unfortunate victim of budget cuts at the University of Alberta. I have stepped into the leadership role as interim president to finish the remainder of the 2020/2021 term and will then step into the president role for 2 years starting in June 2021. This will be a doubly exciting role as the University of Saskatchewan has been awarded the host role for the annual CUBA convention in 2023. I am able to represent the University of Saskatchewan in this way, with thanks to Senate and their confidence in me, as Senate-elected board of governor.

Finally, here are some the University-related events I have attended:

- Usask Senate Forum – Race Against Covid: Innovation the World Needs
- Karen Chad, VPR Celebration
- Gordon and Maureen Haddock Entrepreneurial Speaker Series with Percy Hoff
- Department of English - My Writing Life: A Conversation with Joy Kogawa
- Alumni Weekend – Virtual events – Hometown Happy Hour and Tackling Covid-19: A Conversation with Dr. Volker Gerdts, VIDO-Intervac
- māmowī āsohētētān Internal Truth and Reconciliation Forum
- Participated in the Corporate Partnership Program with Edwards School of Business Student Society
- Attended SES Engineering Undergraduate Design Showcase
- Co-hosted a virtual networking event with Young Women in Business and the Saskatoon Women’s Network

In closing, I wish all of you the best of health and I look forward to when we can again meet in person.

Respectfully submitted,

Joy Crawford
Senate-elected member of the Board of Governors

University Council Annual Update to Senate: 2020-21

FOR INFORMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 24, 2021

SUBJECT: **Update to Senate on University Council Activities 2020-21**

The University of Saskatchewan Act 1995 establishes a representative University Council for the University of Saskatchewan, conferring on the Council responsibility and authority “for overseeing and directing the university’s academic affairs.”

The 2020-21 academic year marks the 26th year of the representative University Council. Although academic governance at the University of Saskatchewan has matured over the years as our institution has become more complex, Council has always worked and continues to work under three major principles:

1. Council has always enjoyed academic freedom in the past, and we continue to value it;
2. Council is a collegial self-governing body and we have responsibilities to govern ourselves accordingly;
3. Council is the university’s academic governance body where academic matters are considered and decisions are made.

We are pleased to report on the activities of the Council from April 1, 2020 to March 31, 2021. Council agendas and minutes are posted at: <https://governance.usask.ca/council/>. The following is a summary of the major items considered by Council over the last year.

ACADEMIC PROGRAM APPROVALS

Council approved the following new degree and certificate programs.

- Graduate degrees
 - Master of International Public Management and Administration
 - Master of Scholarship of Teaching and Learning
 - Master of Sustainability
- Graduate Certificates
 - Community Energy Finance and Planning
 - Energy Transitions
 - Governance Foundations for Sustainability
 - Scholarship of Teaching and Learning

- Sustainable Water Management
 - Sustainability Solutions
 - Veterinary Diagnostic Pathology
 - Water Resources
 - Water Science
- Undergraduate degrees
 - BSc in Biomedical Science – 3 year, 4 year, and honours
- Undergraduate Certificates
 - Catholic Studies
 - Urban Design
 - Water Science
- Non-degree level certificates
 - Graduate Certificate in Teaching Preparation

PLANS & POLICIES

Council adopted the university's sustainability strategy, entitled "*A Critical Path to Sustainability: The University of Saskatchewan's Sustainability Strategy (2021-2030)*".

Council approved the Equity, Diversity, and Inclusion Policy (EDI). Council (along with the Board of Governors) approved revisions to the Centres Policy. At the recommendation of the Governance Committee of Council, Council is considering revisions to the Postdoctoral Fellows Policy, which if approved will also be considered by the Board of Governors at its June meeting.

As it does each year, Council received summary reports of allegations and breaches under the Responsible Conduct of Research Policy.

In response to the pandemic in the spring of 2020, Council made temporary revisions to the Academic Courses Policy to allow for syllabi changes mid-way through the semester. This allowed for instructors to adapt class evaluations and assessments to the new remote learning environment. These temporary revisions were readjusted in September 2020 and mid-course changes to syllabi are again considered per the regular policy.

CENTRES, CHAIRS AND PROFESSORSHIPS

In the spring of 2020, with the generous support of Jane and Ron Graham, Council approved the establishment of the Jane and Ron Graham for the Scholarship of Teaching and Learning.

No proposals for new chairs or professorships were received by Council in 2020-21.

REPORTS

Council received regular monthly reports from the President and Provost, the University of Saskatchewan Students Union (USSU), and the Graduate Students' Association (GSA). In addition to these reports, Council received monthly updates from the Pandemic Response Team, chaired by Dr. Darcy Mariniuk, Associate Vice President Research. Council also received a report on the university's annual research output and performance by former Vice President Research, Karen Chad, and a report from Vice President, University Relations, on the Post-

Pandemic Shift project. Council also received a report from the Vice Provost, Teaching, Learning and Student Experience, Patti McDougall on student wellness.

COMMITTEES

Highlights are provided below on the 2020-21 business of Council's standing committees. An *ad-hoc* committees were also established, their mandate are summarized.

Standing Committees

Academic Programs Committee (APC)

Chair: Susan Detmer, Western College of Veterinary Medicine

- Reviewed program proposals and admission qualification changes listed above.
- Recommended to Council changes to the Academic Courses Policy to ensure appropriate oversight and flexibility for syllabi in the face of the pandemic.
- Approved the Academic Calendar for 2021-22.
- Was responsive to approving changes to the calendar (such as the delayed start in January) given our evolving understanding of the impact of remote teaching during the pandemic.

Coordinating Committee

Chair: Jay Wilson, College of Education

- The committee met monthly to set the agenda for Council meetings.
- The committee also met monthly with the President's Executive Committee (PEC) to discuss the business of Council and other key topics, including: the response to the pandemic, re-opening plans for teaching and research (hybrid delivery), financial impacts of COVID-19 for USask, supporting students and the Wellness Strategy, Emma Lake Kenderdine Campus, labour relations, collaborative use of space and infrastructure, space planning, signature areas of research, and community-engaged scholarship and research.

Governance Committee

Chair: Terry Wotherspoon, College of Arts & Science

The committee assists colleges and schools in either creating or revising faculty council bylaws and making membership changes. This year it considered the bylaws and membership of the following colleges and schools:

- School of Environment and Sustainability (SENS);
- College of Nursing;
- College of Dentistry;
- College of Education.

Nominations Committee

Chair: Paul Jones, SENS

The Nominations Committee made nominations to Council standing committees and other university committees for the 2020-21 year. Other committees included the search committee for the Deputy Provost, and the Conflict of Interest Procedures Advisory Committee.

Planning and Priorities Committee (PPC)

Chair: Darrell Mousseau, College of Medicine

- Reviewed notices of intent for new programs listed above for recommendation to APC.
- Consulted with senior administration on the university budget (in the context of the provincial budget), financial results from the prior year, capital plans, the university plan, and tuition rates.
- Recommended to Council changes to the revised Centres and EDI policies (as approved), and reviewed the draft Living Our Values Policy.

Research, Scholarly and Artistic Work (RSAW) Committee

Chair: Marjorie Delbaere, Edwards School of Business

- Council recommended in principle a motion on the discontinuation of the use of the inactive/active researcher designation in the university's Transparent, Activity-Based Budget System (TABBS).
- Provided feedback on Responsible Conduct of Research Policy revisions currently under consideration.

Scholarships and Awards Committee

Chair: Tracie Risling, Nursing

- The committee reviewed and authorized fund allocations for a variety of student awards, and adjudicated undergraduate awards.

Teaching, Learning and Academic Resources Committee

Chair: Vince Bruni-Bossio, Edwards School of Business

- Working groups focused on teaching quality and assessment (including peer review), and on academic integrity.
- Co-hosted an *Academic Integrity Forum* with the Gwenna Moss Centre for Teaching Excellence.

Ad-hoc Committees

Academic Program Approvals Process Review

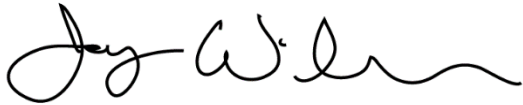
Led by the Governance Office, this project was endorsed by APC and PPC. The APC and PPC executives serve as the advisory group to the project team. The objective of the project is to appropriately balance the need for rigour and nimbleness in our academic program approval processes so as to ensure that our governance and management practices continue align with and support the achievement of our academic plans and priorities.

Microcredentials

Led by the Teaching & Enhancement and Governance Offices, the Microcredentials Working group includes representation from APC and PPC. Both committees have endorsed the project. The objective of the project is to develop a microcredentials framework for USask that considers external demands and potential partnerships, curriculum, instruction, assessment, credentials and awarding, and to support the approval, implementation, and offering of microcredentials.

Thank you for the opportunity to submit this annual update to Senate on the business of University Council for the 2020-21 year.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Jay Wilson", with a stylized, flowing script.

Jay Wilson, Chair, University Council

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 24, 2021

SUBJECT: **Admissions Qualification Change – Doctor of Pharmacy (PharmD) program**

DECISION REQUESTED: *It is recommended*
It is recommended that Senate confirm Council's November 19, 2020 approval of the proposed changes to the admissions qualifications for the Doctor of Pharmacy (PharmD) program, effective the 2022-23 admissions cycle..

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Pharmacy and Nutrition is proposed to add MATH 104 an alternate course to meet Calculus requirements for applicants to the Doctor of Pharmacy (PharmD) program.

Currently only MATH 125 is listed as an admissions qualification for the program and often students are unable to satisfy this requirement because of capacity issues in that course. The Department of Mathematics and Statistics recommended MATH 104 as a course that may meet the Calculus requirements. It was determined after reviewing the course syllabus and learning objectives that MATH 104 would sufficiently prepare students for the PharmD program.

CONSULTATION:

The Academic Programs Committee considered the proposal at its November 4, 2020 meeting and University Council approved the change at its meeting on November 19, 2020.

ATTACHMENTS:

1. **Math Pre-requisite for the Pharm D. proposal**

College of Pharmacy and Nutrition

Academic Programs of Council

The following admission changes – in red - were approved at the College Faculty Council meeting held on October 8, 2020.

Candidates for admission must have completed 60 credit units (or equivalent) by April 30 of the year admission is desired. The coursework must include 24 credit units taken in at least one academic year (September to April).

The following courses (or equivalent) are required in the *60 credit units*:

- *Biology* : 6 credit units (BIOL 120.3 and BIOL 121.3 at U of S)
- *Chemistry* : 3 credit units General and 6 credit units Organic (CHEM 112.3, CHEM 250.3, and CHEM 255.3 at U of S)
- *English* : 6 credit units (ENG 110.6 or two of ENG 111.3, 112.3, 113.3, 114.3 at U of S)
- *Biochemistry* : 3 credit units Biomolecules and 3 credit units Metabolism (BMSC 200.3 and BMSC 230.3 at U of S)
- *Physiology* : 6 credit units (human body systems) (BMSC 207.3 and BMSC 208.3** at U of S)
- *Mathematics (Calculus)* : 3 credit units (MATH 125.3 or Math 104.3* at U of S)
- *Statistics* : 3 credit units (STAT 246.3 at U of S)
- *Microbiology* : 3 credit units (BMSC 210.3 at U of S)
- *Nutrition* : 3 credit units (NUTR 120.3 at U of S)
- *Electives* : 15 credit units : 6 credit units from psychology, sociology, native studies, or philosophy; and 9 credit units any electives

*Effective September 2020 only; Math 104.3 taken prior to 2019 is not considered equivalent to Math 125.3

**The Department of Physiology has determined that students with BIOL/BMSC 224 and the upper level classes of PHPY 301, PHPY 302, and PHPY 303 will have met the prerequisite requirement equivalent to BMSC 207.3&208.3 for the explicit purpose of admission to professional colleges only, upon completion of an undergraduate degree in Physiology and Pharmacology.

October 2, 2020

Math Pre-requisite for the Pharm D Program.

The Admissions Working Group (Chair Y. Shevchuk, Members: Jeff Taylor, Carol Henry, Holly Mansell, Ildiko Badea, Shauna Gerwing, Terry Damm, Kerry Alcorn, Diane Favreau) recommends to Faculty Council that Math 104 be listed as a course that would meet our calculus pre-requisite for the Pharm D program. The vote was unanimous.

We do not list Math 104 as one of the possible courses to meet our calculus prerequisites. The rationale to do this is provided in the message from the Math department – see below. I have highlighted the most relevant piece. Our applications generally open in mid-November and we are getting questions from students about which math courses they should register in so it is important to update our web-site as soon as possible to give possible candidates the opportunity to take the right courses.

From: "Duffy, Christopher" <duffy@math.usask.ca>

Date: Wednesday, September 16, 2020 at 11:21 AM

To: "Favreau, Diane" <diane.favreau@usask.ca>

Subject: Admission Equivalents for MATH125

Hello Diane —

My name is Chris Duffy. I am the undergraduate chair (mathematics) over in the Department of Mathematics and Statistics.

One of the many roles that our department plays is in advising students in which mathematics and statistics courses to take in order to apply for various professional programs. One issue that arises very often is MATH125 (Calculus for the Life Sciences). This course is a required course for a number of large programs and is quite popular for students who need any first-year calculus course. As a consequence, this course often fills to capacity. Resource constraints (fire code capacity, available faculty and TAs) usually prevent us from extending enrolment beyond the capacity.

A common conversation arising in advising students in this capacity is with those who plan in applying to the PharmD program. The list of required courses for entrance lists MATH125. In the past various colleagues of mine have been told that the College of Pharmacy and Nutrition will accept students who have MATH110 (Calculus I) instead of MATH125.

The aims and content of MATH110 differs greatly from MATH125. And so I wonder if the College of Pharmacy would accept applicants with other first-year courses in calculus offered by our department. For example, MATH104 (Elementary Calculus) is much more similar to MATH125 than MATH110. (See <https://artsandscience.usask.ca/math/introductory-courses-in-mathematics-and-statistics.php>) for more details. An applicant substituting MATH104 for MATH125 would seem to be in line with other course equivalencies listed on the Course Equivalencies Chart linked from the program's admission page.

I apologize if you are not the correct person to contact on this matter. If this is not the case, please pass along my message to the appropriate person.

All the best,

Chris

College of Pharmacy and Nutrition

Academic Programs of Council

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- *Nutrition* : 3 credit units (NUTR 120.3 at U of S)
- *Electives: 15 credit units* : 6 credit units from psychology, sociology, native studies, or philosophy; and 9 credit units any electives

*Effective September 2020 only; Math 104.3 taken prior to 2019 is not considered equivalent to Math 125.3

**The Department of Physiology has determined that students with BIOL/BMSC 224 and the upper level classes of PHPY 301, PHPY 302, and PHPY 303 will have met the prerequisite requirement equivalent to BMSC 207.3&208.3 for the explicit purpose of admission to professional colleges only, upon completion of an undergraduate degree in Physiology and Pharmacology.

Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes ☐ No ☒

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☐ No ☐

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes ☐ No ☐

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - as per current set-up

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up with addition in Question 7

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Addition of MATH 104 as an alternative to MATH 125

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

Section 9: Government Loan Information - as per current set-up

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

- 2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - not applicable

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information - as per current set-up

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - as per current set-up

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - as per current set-up

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☐

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1

Is this a program termination?
If yes, what is the name of the program?

Yes

☐

No

☒

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?
If yes, what courses?

Yes

☐

No

☐

4

Are there currently any students enrolled in the program?
If yes, will they be able to complete the program?

Yes

☐

No

☐

5

If not, what alternate arrangements are being made for these students?

6

When do you expect the last student to complete this program?

7

Is there mobility associated with this program termination?
If yes, please select one of the following mobility activity types.

Yes

☐

No

☐

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐

☐

☐

☐

☐

☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes

☐

No

☐

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Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="text"/>
Standard Graduate per credit	<input type="text"/>
Standard Graduate per term	<input type="text"/>
Non standard per credit*	<input type="text"/>
Non standard per term*	<input type="text"/>
Other *	<input type="text"/>
Program Based*	<input type="text"/>

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Report from Council

FOR CONFIRMATION

- PRESENTED BY:** Jay Wilson, Chair, University Council
- DATE OF MEETING:** April 24, 2021
- SUBJECT:** **Admissions Qualification Change: Post-degree certificate in English as an Additional Language (PDCEAL) program**
- DECISION REQUESTED:** *It is recommended*
It is recommended that Senate confirm Council's December 17, 2020 approval of the proposed changes to the admissions qualifications for the Post-degree certificate in English as an Additional Language (PDCEAL) program to remove the requirement of one full year of teaching experience or equivalent, effective the 2022-23 admissions cycle.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The Post-degree certificate in English as an Additional Language (PDCEAL) program aligns with Additional Qualification Certification (AQC) required of the Saskatchewan Professional Teachers Regulatory Board (SPTRB). Removing the requirement of one full year of teaching experience would not affect the PDCEAL's alignment with the AQC requirements and would allow novice teachers to begin the program immediately after graduation. Since the program's implementation in 2017, the Department of Curriculum Studies has fielded requests from graduates of the Bachelor of Education program that would like to begin on this qualification prior to gaining a full year of teaching experience. This move will allow more teachers to gain the needed knowledge to support the growing number of EAL students in Saskatchewan classrooms.

CONSULTATION:

The Academic Programs Committee considered the proposal at its December 2, 2020 meeting and University Council approved the change at its meeting on December 17, 2020.

ATTACHMENTS:

1. **Memorandum – PDCEAL Admissions Qualification**



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

MEMORANDUM

To: Dr. Susan Detmer, Chair, Academic Programs Committee

From: Dr. Dawn Wallin, Associate Dean, College of Education

Date: November 2, 2020

RE: PDCEAL Admission Qualification

On October 30, 2020, the College of Education Faculty Council voted in favour of removing the admission qualification of “one full year of teaching experience or equivalent” for the Post-Degree Certificate in English as an Additional Language program. The College of Education is now seeking the approval of the Academic Programs Committee. Below please find the preamble and rationale for this proposed change.

In creating the Post-Degree Certificate in English as an Additional Language Education (PDCEAL) in 2015-2016, the Department of Curriculum Studies in the College of Education consulted with various educational stakeholders, both internal and external, as well as the Saskatchewan Professional Teachers Regulatory Board (SPTRB). The PDCEAL program was created to meet College of Education certificate guidelines and align with the Additional Qualification Certification (AQC) requirements of the SPTRB.

SPTRB requirements stipulate that AQC candidates must have 30 credit units of instruction as well as hold a B.Ed. degree. The Department of Curriculum Studies added its own recommendation that certificate candidates also have one year of teaching experience. Teachers without a full year of experience were allowed into the PDCEAL program on a case-by-case basis, at the discretion of the Department Head.

In the past three years, the Department of Curriculum Studies has fielded requests from eager B.Ed. graduates who would like to begin the PDCEAL program immediately after graduation, prior to gaining a full year of teaching experience. The department recognizes that novice teachers have become aware of the number of EAL learners in Saskatchewan classrooms, usually based on their extended practicum experiences, and these teachers would like to be better prepared to meet a range of EAL needs. Therefore, the Department of Curriculum Studies is seeking removal of the “one full year of teaching experience or equivalency” as an admission qualification for the PDCEAL program. Although experience is an asset, it should not be a barrier to novice teachers who are actively seeking more professional learning in EAL education.

Report from Council

FOR CONFIRMATION

- PRESENTED BY:** Jay Wilson, Chair, University Council
- DATE OF MEETING:** April 24, 2021
- SUBJECT:** **Admissions Qualification Change – for the graduate degree-level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education**
- DECISION REQUESTED:** *It is recommended*
It is recommended that Senate confirm Council's December 17, 2020 approval of changes to the admissions qualifications for the graduate degree-level certificates in Improving Teaching and Learning in Health Professions Education and Quality Teaching in Health Professions education to reduce the admissions average from 70% to 65%, effective for the 2022-23 admission cycle

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The graduate degree-level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education can be completed independently or can be used to ladder in the Master of Education in Health Professions Education. The programming is a partnership between education and the health science disciplines. Partners in some health science programs would like the ability offer admission to applicants who do not satisfy the current 70% requirement. It was noted that applicants for these programs are often health care professionals and practitioners whose undergraduate averages do not meet the required threshold, but who are interested in obtaining graduate-level training to improve their ability as educators within their discipline.

By lowering the admissions average to 65% for the graduate degree-level certificates, they will be able to offer admission to a broader range of students. This move will also allow those candidates who are interested in pursuing the M.Ed. in Health Professions Education to first complete a certificate, and then apply for the full degree program, if their certificate grade average meets the requirements.

It should be noted that the admissions average is only one of the criteria for admission to the certificate program and that the proposed change would apply only to the graduate degree-level certificates.

CONSULTATION:

The Academic Programs Committee considered the proposal at its December 2, 2020 meeting and University Council approved the change at its meeting on December 17, 2020.

ATTACHMENTS:

1. **Memorandum – PDCEAL Admissions Qualification**



MEMORANDUM

To: Academic Programs Committee of Council

Copy: Dirk Morrison, Graduate Chair, Departments of Educational Administration and Curriculum Studies

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 25, 2020

Re: Proposed Changes to Admission Requirements for Graduate Certificates: 1) Quality Teaching in Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education

The College of Graduate and Postdoctoral Studies is recommending a change to the required grade point average (GPA) for admission to the above-noted certificates from 70% to 65%. The minimum GPA for admission to any programming within CGPS is 65% on most postgraduate diploma programs. As certificates are lower level credentials than diplomas, it would be reasonable to allow the same standards for admission to these certificate programs.

These certificate programs can be completed independently, or they can be completed as components of the Master of Education in Health Professions Education. The programming is a partnership with many stakeholders in education and health science disciplines. Partners in the College of Medicine would like to offer admission to applicants not quite satisfying the current 70% admission requirement for the certificates. It was suggested that for graduates from the Colleges of Medicine and Dentistry, a 70% would be considered quite high. Those two colleges have professionals interested in obtaining graduate-level training. It was clarified that the 65% admission average would be applicable to all applicants, and not just those with a health sciences background. It was noted that a marketing team promoted the programming, and they had held program information webinars with attendees from a variety of backgrounds.

The admission requirements for the two certificate programs with the proposed change marked up is provided here:

- A cumulative weighted average of at least a ~~70%~~ 65% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- A four-year degree, or equivalent, from a recognized college or university

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- Teaching responsibilities and/or the ability to demonstrate teaching experience

The proposal was supported by the Graduate Programs Committee of CGPS on June 8, 2020, and the Executive Committee of CGPS on September 9, 2020. Faculty in the Department of Educational Administration confirmed support for the change on October 1, 2020.

Attached please find the memos of support from the Graduate Programs Committee and Executive Committee, the proposal, and consultation with the registrar forms.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



MEMORANDUM

To: Graduate Academic Affairs Committee (GAAC)

From: Debby Burshtyn, Chair - Executive Committee

Date: October 29, 2020

Re: Proposed Changes to Admission Requirements for Graduate Certificates: 1) Quality Teaching in Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education

On September 9, 2020, the Executive Committee (EC) considered the noted proposals.

The EC provisionally approved the change to admission averages from 70% to 65% for both the Graduate Certificate in Quality Teaching in Health Professions Education and the Graduate Certificate in Improving Teaching and Learning in Health Professions Education upon receiving **receipt of confirmation from the Department of Educational Administration Faculty Council approval.**

Notification was received from the GAAC on October 29, 2020, that the Department of Educational Administration met on October 1, 2020, and unanimously approved changing the admission average requirement from 70% to 65% on both certificates. (Walker/Newton)

The Executive Committee gives its full support to move forward.

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at debby.burshtyn@usask.ca or 306-966-5759.

/II



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Jay Wilson, Head, Department of Curriculum Studies; Acting Head,
Department of Educational Administration

From: Graduate Programs Committee

Date: September 3, 2020

Re: Proposed Changes to Admission Requirements for Graduate Certificates: 1)
Quality Teaching in Health Professions Education and 2) Improving Teaching
and Learning in Health Professions Education

On June 8, 2020, the Graduate Programs Committee considered a proposal to change the required grade point average (GPA) for admission from 70% to 65%. The minimum GPA for admission to any programming within CGPS is 65% on most postgraduate diploma programs. As certificates are lower level credentials than diplomas, it would be reasonable to allow the same standards for admission to these certificate programs.

These certificate programs can be completed independently, or they can be completed as components of the Master of Education in Health Professions Education. The programming is a partnership with many stakeholders in education and health science disciplines.

Partners in the College of Medicine would like to offer admission to applicants not quite satisfying the current 70% admission requirement for the certificates. It was suggested that for graduates from the Colleges of Medicine and Dentistry, a 70% would be considered quite high. Those two colleges have professionals interested in obtaining graduate-level training. It was clarified that the 65% admission average would be applicable to all applicants, and not just those with a health sciences background. It was noted that a marketing team promoted the programming, and they had held program information webinars with attendees from a variety of backgrounds.

It was noted that the admission average was only one of the criteria for admission. There were requirements for an undergraduate degree, letter of intent, and references.

The Graduate Programs Committee passed the following motions:

Motion: *To approve the changes to the admission average from 70% to 65% for the Graduate Certificate in Quality Teaching in Health Professions Education.*

Tanaka/Ophir 3 abstentions, 6 in favour CARRIED

Motion: *To approve the changes to the admission average from 70% to 65% for the Graduate Certificate in Improving Teaching and Learning in Health Professions Education.*

Tanaka/Ophir 3 abstentions, 6 in favour CARRIED

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

**MEMORANDUM**

TO: Graduate Programs Committee

FROM: Dr. Dirk Morrison, Graduate Chair of Health Professions Education
Dr. Vicki Squires, Graduate Chair of Health Professions Education

DATE: May 21, 2020

RE: Certificates in Quality Teaching and Improving Teaching and Learning in Health Professions Education programs modification

After consultation with the Associate Dean, CGPS, the College of Education is recommending changes to the admission requirements into the Certificate Programs of 1) *Quality Teaching in Health Professions* and 2) *Improving Teaching & Learning in Health Professions Education*. The proposed change includes decreasing the minimum admission average from 70% to 65%. Direct entry into the M.Ed. stream will still maintain a cumulative GPA of 70%, as per policy of CGPS.

Rationale for the Admission requirement Program change:

1. The Masters in Health Professions Education Program, approved by University Council and Senate, implements a “laddering” model, whereby potential students can choose to first complete the Certificate in Quality Teaching and, then, if so choose, move on to completing an additional four Masters-level courses to obtain a second Certificate (Learning in Health Professions Education). CGPS Policy indicates that a minimum GPA of 65% is adequate for admittance to this stream of completion. Those completing the eight courses (or awarded two Certificates) with a 70% or above on all courses, will be eligible to complete three additional research courses, thereby fulfilling the degree requirements for the M.Ed. designation.
2. A number of excellent candidates for this program will come from the Health Sciences (e.g., Medical Degree), where it is common for graduating students to have a GPA of less than the required 70% for direct entry into the Masters stream. However, holding advanced degrees, it is anticipated that most of these candidates would be successful in their course work (toward their Certificates), as well as their research and capstone courses.

Preferred Outcome:

With this moderate request for the admission requirement change, it will allow for consideration of potential students, who may have an advanced degree, but not a 70% GPA (required for direct admission to the Masters stream), but who will, with the 65% GPA minimum, be able to apply for consideration to be admitted directly into the Certificate stream and then be able to “ladder” these credentials/courses directly in an admission into the Masters in HPE.

Best regards,

Dr. Dirk Morrison, Graduate Chair,
Curriculum Studies, College of Education

Dr. Vicki Squires, Graduate Chair,
Curriculum Studies, College of Education

Clement, Kelly

From: Clement, Kelly
Sent: Wednesday, November 25, 2020 9:06 AM
To: Warrington, Seanine; Isinger, Russ; Smith, Martha
Cc: Doell, Jason; Zagiel, Eileen; Vuong, Lucy
Subject: RE: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Good Morning,

On behalf of Associate Dean Martha Smith I am confirming these are approved for CGPS.

Thanks everyone,

➤ Kelly Clement

Committee and Programs Administrator

College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place

Saskatoon, SK S7N 5C9

Tel: (306) 966-2229

BE WHAT THE WORLD NEEDS

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

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Wednesday, November 4, 2020 9:02 AM
To: Isinger, Russell <russell.isinger@usask.ca>; Smith, Martha <martha.smith@usask.ca>
Cc: Clement, Kelly <kelly.clement@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Subject: FW: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Good morning!

Since these two admission changes are now marching toward approval, I want to ensure the CWR process is complete. Martha, can you provide your "signatures" for these two CWR forms?

Seanine

From: Warrington, Seanine
Sent: Wednesday, September 16, 2020 10:31 AM
To: Isinger, Russell <russell.isinger@usask.ca>; Smith, Martha <martha.smith@usask.ca>
Cc: Clement, Kelly <kelly.clement@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Subject: FW: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Russ,

Thank you for the chat and for letting me know that these CWRs are officially signed by the Registrar.

Martha, can you provide your confirmation for these two as well?

Seanine

From: Warrington, Seanine

Sent: Wednesday, September 9, 2020 10:27 AM

To: Isinger, Russell <russell.isinger@usask.ca>; Smith, Martha <martha.smith@usask.ca>

Cc: Clement, Kelly <kelly.clement@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>

Subject: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Good morning,

Please see the completed Consultation with the Registrar Forms that propose a change to the required admission averages for the following existing Graduate-Level Certificates:

- Quality Teaching in Health Professions Education
- Improving Teaching and Learning in Health Professions Education

The only change being proposed to APC, Council and Senate is the reduction of the required admission average from 70% to 65%. As such, we decided a formal meeting was unnecessary, but please let me know if you would rather proceed with a meeting. Pending approvals, this will be implemented in May, 2021.

Russ and Martha, please “reply-all” with your confirmation that the details of the form are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.

Senior Editor and Coordinator

Catalogue and Academic Programs

Registrarial Services

University of Saskatchewan

Teaching, Learning and Student Experience

Ph: 306-966-1874

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

Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes ☐ No ☒

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☐ No ☐

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☒ No ☐

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes ☐ No ☒

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility - as per current set-up

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☐

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐
☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐
☐
☐
☐
☐
☐
☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - as per current set-up

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up EXCEPT 7.

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Required admission average is changing from 70% to 65%

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

Section 9: Government Loan Information - as per current set-up

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

- 2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information - as per current set-up

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - as per current set-up

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☐

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

If yes, will they be able to complete the program?

5

If not, what alternate arrangements are being made for these students?

6

When do you expect the last student to complete this program?

7

Is there mobility associated with this program termination?

Yes☐ No☐

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other * Program Based*

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11 What is the highest level of financial approval required for this submission? Check all that apply.				
a. None - as it has no financial implications		<input type="checkbox"/>		
<u>OR</u>				
b. Fee Review Committee		<input type="checkbox"/>		
c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
e. Board of Governors		<input type="checkbox"/>		
f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes ☐ No ☒

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☐ No ☐

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☒ No ☐

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes ☐ No ☒

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility - as per current set-up

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☐

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada)

☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐

Joint Degree

☐

Dual Degree

☐

Professional Internship Program

☐

Faculty-Led Course Abroad

☐

Term Abroad Program

☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☒ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

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Section 7: Course Information - as per current set-up

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes ☐ No ☐

If NO, please describe.

- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes ☐ No ☐

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up EXCEPT 7.

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

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12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

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15 Are international students admissible to this program?

Section 9: Government Loan Information - as per current set-up

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

- 2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

- 2 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information - as per current set-up

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - as per current set-up

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

- 1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☐

- 2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

- 1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

7 Is there mobility associated with this program termination? Yes ☐ No ☐

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other * Program Based*

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 24, 2021

SUBJECT: **Admissions Qualification Change – Graduate Programs in Music**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's April 15, 2021 approval of the change to the admissions average from 80% to 70% for graduate programs in Music, effective the 2022-23 admissions cycle.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The Department of Music is proposing to change the minimum admissions average from 80% to 70% to align with the current minimum standard in the College of Graduate and Postdoctoral Studies. The change should increase the number and diversity of applicants and will allow for more a more streamlined admissions process within the college.

CONSULTATION:

The Academic Programs Committee considered the proposal at its March 24, 2021 meeting and University Council approved the change at its meeting on April 15, 2021

ATTACHMENTS:

- 1. Memorandum – Proposed changes to admissions averages – graduate programming in Music**



MEMORANDUM

To: Executive Committee of CGPS

Copy: Veronique Mathieu, Graduate Chair, Department of Music

From: Graduate Programs Committee

Date: March 8, 2021

Re: Proposed change to admission averages – graduate programming in Music

The Department of Music is seeking approval to change the admission average required for their programming to align with the CGPS minimum admission average requirement of 70%. Previously, all graduate programming in Music has required an 80% admission average. Following significant curricular review over the last year, the department is seeking to lower the requirement to 70%. A new graduate program in Music Education will be implemented in September 2021, and that new program included the 70% admission requirement desired for all existing programming.

The Graduate Programs Committee reviewed the proposal on March 1, 2021. Committee members noted that they did not have any concern with the proposal, recognizing that the proposed change could increase the number and diversity of applicants. The Graduate Programs Committee passed the following motion:

Motion: To recommend approval of the change to the admission average from 80% to 70% for graduate programs in Music. Morrison/Labrecque CARRIED Unanimous

Attached please find the proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

Clement, Kelly

From: DesBrisay, Gordon
Sent: Thursday, January 28, 2021 4:13 PM
To: Penner, Nadine
Cc: Mathieu, Veronique; McNeill, Dean; Clement, Kelly; Dahl, Alexis
Subject: Re: Music graduate programs_min admission requirement revision (average)

Dear Nadine,

On behalf of the College of Arts and Science, I am pleased to support the Department of Music's request to change the minimum required graduate admission average from 80% to 70%.

The current standard of 80% brings few if any advantages to the department and its students, while injecting added administrative complexity to the admissions process by being out of step with other graduate admission standards in Arts and Science departments.

Any impression that the proposed change represents an actual lowering of standards is largely illusory, because, in practice, few students can expect to be admitted to the graduate program in Music with grades much below 80, and fewer still would have any chance of being funded.

In other words, this is a sensible administrative adjustment that should not negatively impact anybody.

Yours sincerely,

Gordon DesBrisay
Vice-Dean, Academic
College of Arts and Science

Gordon DesBrisay, Ph.D.
Associate Professor and Vice-Dean, Academic
College of Arts & Science
University of Saskatchewan
Saskatoon SK
Phone: (306) 966-4315
<https://artsandscience.usask.ca/>

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From: Penner, Nadine <nadine.penner@usask.ca>
Sent: Thursday, January 28, 2021 9:58 AM
To: DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Cc: Mathieu, Veronique <veronique.mathieu@usask.ca>; McNeill, Dean <dean.mcneill@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>
Subject: Music graduate programs_min admission requirement revision (average)

Hello Gordon, please see memorandum below that requires the approval of the A&S Dean's Office before it gets forwarded to all levels of College (CGPS), University governance and Senate.

Thank you,
Nadine

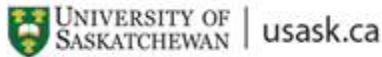
Nadine Penner

Graduate Programs Administrative Coordinator

College of Arts & Science | University of Saskatchewan | Arts 518

ph. (306) 966-5797 | asg.graduateprograms@usask.ca | nadine.penner@usask.ca

<http://artsandscience.usask.ca/profile/NPenner#/profile>



Think of the environment before printing. When printing is required, please choose to double-side.

Date: January 28, 2021

To: Ms. Kelly Clement/CGPS

From: Véronique Mathieu, Graduate Chair, Music Dept

Re: Minimum admission requirement revision (cumulative weighted average)

Cc: Dean McNeill, Dept Head, Music

The Department of Music has recently undergone much curriculum review and renewal, revising our program offerings at both the undergraduate and graduate levels. In reviewing our graduate programming, we learned that the current admission average of 80% that we require for our programming is higher than most other programming within the College of Graduate and Postdoctoral Studies, and specifically, it is higher than most graduate-level programming within the College of Arts & Science. At this time, we would like to change the required minimum admission average from 80% to 70%. We would like the change to apply to all of our graduate programming which includes the Master of Music (MMus) and Master of Arts in Musicology degree programs. Existing requirements for English proficiency, a 4-year undergraduate degree, and submission of a complete application package would remain.

Best wishes,
Veronique

--

Véronique Mathieu, D. Mus.

Associate Professor of Violin

David L. Kaplan Chair in Music

University of Saskatchewan

www.veroniquemathieu.net

Proposed changes for admissions to graduate programs in Music

Master of Music (M.Mus.) (Composition or Music Theory) - Thesis-based

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a completed online application, the application fee and all supporting application documents
- a cumulative weighted average of at least a ~~80~~70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

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

Master of Music (M.Mus.) (Performance) - Project-based

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a completed on-line application, the application fee and all supporting application documents
- a cumulative weighted average of at least a ~~80~~70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

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

Master of Arts (M.A.) (Musicology) - Thesis-based

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a completed on-line application, the application fee and all supporting application documents
- a cumulative weighted average of at least a ~~80~~70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

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

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 24, 2021

SUBJECT: **Admissions Qualification Change – Graduate programs in Agricultural Economics**

DECISION REQUESTED: *It is recommended*

That Senate confirm Council's April 15, 2021 approval of the addition of the Graduate Record Exam (GRE) graduate programs in Agricultural Economics, effective the 2022-23 admissions cycle.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The Department of Agricultural and Resource Economics proposes to add the GRE as a requirement for admissions to graduate programs for applicants who have not earned a degree from Canada and/or the United States. The rationale for adding this requirement for international students is to aid strong students applying from foreign schools that are not known to USask faculty and admissions. It is challenging to assess student abilities on the basis of undergraduate performance alone, and the GRE will be an additional tool to identify strong applicants, as they both assess skills such as verbal reasoning, quantitative reasoning, and analytical writing.

CONSULTATION:

The Academic Programs Committee considered the proposal at its March 24, 2021 meeting and University Council approved the change at its meeting on April 15, 2021

ATTACHMENTS:

1. **Memorandum - Agricultural Economics admissions requirement change**



MEMORANDUM

To: Executive Committee of CGPS

Copy: Richard Gray, Graduate Chair, Agricultural Economics

From: Graduate Programs Committee

Date: March 8, 2021

Re: Proposed change to admission requirements – graduate programming in Agricultural Economics

The Department of Agricultural and Resource Economics is seeking approval to change the admission requirements for their graduate-level Agricultural Economics programming to include the submission of the Graduate Record Exam (GRE). The GRE would be recommended for all applicants, and it would be required for applicants who had not earned a previous degree in Canada or the United States. The purpose is to allow the admission review committees to assess applications more holistically.

The Graduate Programs Committee reviewed the proposal on March 1, 2021, and they passed the following motion:

Motion: To recommend approval of the addition of the Graduate Record Exam (GRE) to graduate programming in Agricultural Economics. Chibbar/Morrison CARRIED Unanimous

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

MEMORANDUM

To: Academic Programs Committee, CGPS

From: Richard Gray, Graduate Chair, Department of Agricultural and Resource Economics (AREC)

CC: Debby Burshtyn, Dean of Graduate Studies
Kelly Clement, College of Graduate and Post-Doctoral Studies;
Ken Belcher, Department Head, AREC

The Department of Agricultural and Resource Economics is requesting the following language be added to its admission requirements for its graduate degrees:

Graduate Record Examination (GRE): Submission of the GRE is recommended for all applicants. Applicants who have not earned a degree from Canada or the USA are required to submit a GRE.

University council approved the same language in 2016 for the MA degree in Economics.

Background

We are just completing the arduous process of screening nearly 200 applicants who applied for the MSc in Agricultural Economics and an additional 45 applicant who have applied for the PhD in and agricultural economics. From the long list of applicants, we shortlisted the 18 applicants for the MSc and 6 for the PhD for approximately 10 MSc positions and 2 PhD positions. Faculty interested in a student will recruit from this short list after some additional correspondence and typically an interview.

Having completed this process, we believe that having GRE scores for student outside of North America would give us useful additional information for our selections.¹ In particular, we feel that requiring a GRE score would significantly help strong students who are applying from foreign schools that are unknown to our faculty. In our experience, the grades and references of these applicants are only weakly correlated with their abilities: some students with strong grades from unknown schools perform well, others perform well below average. Understandably, faculty are reluctant to accept students from foreign schools that we have either not recruited from before or have recruited a poor student from in the past. This has resulted in an unfortunate situation in which applicants from certain schools are unlikely to find a supervisor regardless of their grades and references. Requiring a GRE score would partially resolve this issue by providing a universal, albeit imperfect, measure of each applicant's abilities.

¹ Kuncel, Nathan R and Sarah A Hazlett, 2001. A Comprehensive Meta-Analysis of the Predictive Validity of the Graduate Record Examinations: Implications for Graduate Student Selection and Performance. *Psychological Bulletin*, 127(1):162-181.



Rationale for the GRE

The Graduate Record Examination is a standardized test that measures skills such as verbal reasoning, quantitative reasoning, and analytical writing. These skills are necessary for success in an applied economics graduate program. The Graduate Committee believes that GRE scores are a useful additional indicator of the prospect for success in our graduate programs.

Currently, the Department requires that application packages include: undergraduate transcripts, letters of recommendation, and a statement of interest. The undergraduate transcript provides the department with relatively precise information about the performance of undergraduate students from institutions in Canada and the United States. The committee has an understanding of what it means to be an “A” student at the University of Saskatchewan and a “B” student at the University of Victoria. Of course, more information is better, hence the recommendation that all students complete the GRE.

However, the graduate committee has found that undergraduate transcripts from countries outside of Canada and the United States are less useful for gauging an applicant’s academic ability. Many of these transcripts come from institutions whose quality and grading system are unknown to the committee. A GRE score would provide additional useful information particularly for these students.

Our admission process also requires that a potential student link to an advisor before they are admitted to our program. The feedback that we received from our faculty is that students from outside North America are seen as having a larger variance in performance. A faculty member may prefer to supervise a “B” student from a domestic school of known quality, rather than an “A” student from an unknown school. Obtaining more information about students outside of North America would shrink the information asymmetry between these students and domestic students, likely to the benefit highly qualified applicants from outside of Canada and the United States.

Differential requirements for degree holders outside of Canada and the United States

The proposed requirement is motivated by our inability to assess the academic preparedness of applicants outside of Canada and the United States. Our graduate committee and faculty members are comfortable evaluating undergraduate transcripts from domestic and American schools because we are familiar with the quality of their programs. This is not the case for students from outside of North America.

Our concern in requiring a GRE for domestic students is that comparable programs do not have the same requirement. In particular, undergraduate students at the University of Saskatchewan often apply both to our MSc program and the MA program in the Department of Economics. Requiring a GRE for our program, and not the economics program, may dissuade some students from applying to our program. We would view this as putting us at an unfair disadvantage vis-à-vis the economics program.

The same logic holds for qualified students with a degree from other Canadian institutions that are considering applying graduate programs in economics and agricultural economics in Canada. None of the comparable Canadian programs in economics or agricultural economics require a GRE for their Master’s program, and only two require a GRE for their PhD program.

However, this logic **does not** apply to students from outside of Canada and the United States. Most of the competing programs listed in Table 1 require a GRE for such students. Therefore, students from



these countries who are applying to graduate programs in North America are likely to have taken the GRE.

GRE requirements at comparable institutions

Graduate programs in the Department of Agricultural and Resource Economics are degrees in applied economics. The admission requirements are generally similar to graduate programs in economics, and many of the students who apply to our program also apply to graduate programs in economics departments. With this in mind Peter Slade prepared the following list of GRE requirements for comparable programs in 2019 including: English speaking U15 economics (Econ) departments, Canadian agricultural economics (Ag econ) departments, and select agricultural economics departments in the United States. The GRE requirements at these schools are listed in the following table.

Table 1: GRE requirements in comparable programs

Department	GRE requirement*
Alberta (Econ)	Required for degrees outside Canada or United States
Calgary (Econ)	Not required
Manitoba (Econ)	Not required
McGill (Econ)	Required for degrees outside Canada
McMaster (Econ)	Not required
Ottawa (Econ)	Not required
Queen's (Econ)	Required for degrees outside Canada or United States
Saskatchewan (Econ)	Required for degrees outside Canada or United States
Toronto (Econ)	Required for degrees outside Canada
UBC (Econ)	Required for degrees outside Canada
Waterloo (Econ)	Not required
Western (Econ)	Required for degrees outside Canada
Alberta (Ag econ)	Required for PhD applicants
Guelph (Ag econ)	Required for PhD applicants
Iowa State (Ag econ)	Required for all applicants
North Dakota State (Ag econ)	Required for all applicants
Minnesota (Ag econ)	Required for all applicants
Washington State (Ag econ)	Required for all applicants

*In 7 out of the 12 English speaking U15 schools, the GRE is required for applicants who have not received their degree from an institution outside of Canada, or outside of Canada or the United States. In the two comparable Canadian agricultural economics departments, the degree is required for PhD applicants. In the four American institutions, the GRE is required for all applicants – this appears to be “industry standard” in the United States.



In summary, requiring a GRE of certain applicants is common in economics and agricultural economics programs, and our proposed requirement is consistent with the language of comparable schools within the U15.

Bias in standardized tests

We recognize that standardized tests are often biased.

A meta-analysis of the GRE Kuncel and Hazlett (2007)¹ find that:

*Overall and across tests, research has found that regression lines [that predict educational outcomes based on standardized test scores] frequently do not differ by race or ethnic group. When they do, tests systematically **favor** minority groups. Tests do tend to underpredict the performance of women in college settings but not in graduate school. (emphasis added)*

It is worth noting the University uses numerous standardized tests for admission into its graduate programs: the IETLs is required for non-English speakers, the GRE is required by some departments (at least for students outside of Canada and the United States), and the GMAT is required for the MBA program at Edwards School of Business.

Experience of the economics department

The economics department instituted their GRE requirement 5 years ago. We asked Andreas Pollock, Graduate Chair, to summarise their experience with the GRE requirement. This was his reply:

“The GRE scores provided by international students have been an extremely helpful tool for evaluating applicants coming from countries or programs we were less familiar with. They have enabled us to make our MA program more international and diverse, and have also helped us identify promising students with more accuracy. For all that, the GRE scores in the three categories are not so much a minimum bar we expect applicants to meet, but rather, they help us get a more complete picture of the strengths and weaknesses of applicants.”

Thank you in advance for your thoughtful consideration of the proposed change to our admission requirements. I would be happy to further discuss this proposal with the Academic Program Committee.

Best regards,

Richard Gray
Graduate Chair

¹ Kuncel, Nathan R. and Sarah A. Hazlett, 2007. Standardized Tests Predict Graduate Students' Success. *Science*, 315(5815): 1080-1081.

Proposed changes to admission requirements for graduate programs in Agricultural Economics

Doctor of Philosophy (Ph.D.)

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
- Graduate Record Examination (GRE): Submission of the GRE is recommended for all applicants.
Applicants who have not earned a degree from Canada or the USA are required to submit a GRE.

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

Master of Science (M.Sc.) - Thesis-based

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- background training including training in mathematics, statistics, economic theory, and econometrics
- Graduate Record Examination (GRE): Submission of the GRE is recommended for all applicants.
Applicants who have not earned a degree from Canada or the USA are required to submit a GRE.

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

Clement, Kelly

From: Crowe, Trever
Sent: Monday, March 8, 2021 3:42 PM
To: Gray, Richard; Clement, Kelly
Cc: Zink, Melissa
Subject: RE: Changes to admission requirements - AGECE and APEC

Hi, Kelly

Please accept this message as confirmation of support from the dean's office in the College of Agriculture and Bioresources for the inclusion of GRE test scores within the requirements for admission to the MSc and PhD programs in Agricultural Economics.

Best regards
Trever

» Trever Crowe, PhD, P.Eng., PAg
Associate Dean (Research and Graduate Studies)
College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive
Saskatoon, Saskatchewan S7N 5A8
Canada
Ph: 306-966-8448
agbio.usask.ca

BE WHAT THE WORLD NEEDS

From: Gray, Richard <richard.gray@usask.ca>
Sent: Monday, March 8, 2021 3:33 PM
To: Clement, Kelly <kelly.clement@usask.ca>
Cc: Crowe, Trever <trever.crowe@usask.ca>; Zink, Melissa <melissa.zink@usask.ca>
Subject: Re: Changes to admission requirements - AGECE and APEC

I can confirm we are not requesting these changes for the PGD or for the MAg.

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From: Clement, Kelly <kelly.clement@usask.ca>
Sent: Monday, March 8, 2021 1:19:04 PM
To: Gray, Richard <richard.gray@usask.ca>
Cc: Crowe, Trever <trever.crowe@usask.ca>; Zink, Melissa <melissa.zink@usask.ca>
Subject: Changes to admission requirements - AGECE and APEC

Hi Richard, hope you are doing okay. I am trying to line up some fancy maneuvering to try to get the admission changes through all the approval committees to get on the agenda for the April Senate meeting. (Senate only meets in April and October, and we will need smooth sailing through the reviews to get to the April meeting.) I need a couple things from you:

1. Can you confirm the intent for the GRE requirement for the MAgr and PGD programs? I don't *think* you folks are currently utilizing those programs, but they are still on the books, and the process to change admission requirements can be very lengthy. (Also, other units in the College of Ag are starting to utilize non-thesis programs, so the trend may be shifting.)
2. I need support from the Dean's Office in AgBio. I've copied Trevor to help facilitate this. **Trevor**, are you able to provide support for these admission changes and/or can you let me know if you have any concerns.

Best wishes,

✉ Kelly Clement

Committee and Programs Administrator

College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place

Saskatoon, SK S7N 5C9

Tel: (306) 966-2229

BE WHAT THE WORLD NEEDS

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

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 24, 2021

SUBJECT: **Admissions Qualification Change – Doctor of Philosophy (Ph.D.) program in Applied Economics**

DECISION REQUESTED: *It is recommended*

That Senate confirm Council's April 15, 2021 approval of the addition of the Graduate Record Exam (GRE) and/or the Graduate Management Admissions Test (GMAT) for the Doctor of Philosophy (Ph.D.) program in Applied Economics, effective May 2021.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The Applied Economics program proposed to add the GRE and/or the GMAT as a requirement for admissions for students who have not earned a degree from Canada and/or the United States. The rationale for adding this requirement for international students is to aid strong students applying from foreign schools that are not known to USask faculty and admissions. It is challenging to assess student abilities on the basis of undergraduate performance alone, and the GRE/GMAT will be an additional tool to identify strong applicants, as they both assess skills such as verbal reasoning, quantitative reasoning, and analytical writing.

CONSULTATION:

The Academic Programs Committee considered the proposal at its March 24, 2021 meeting and University Council approved the change at its meeting on April 15, 2021

ATTACHMENTS:

1. **Memorandum – Applied Economics PhD Changes**

**MEMORANDUM**

To: Executive Committee of CGPS

Copy: Murray Fulton, Graduate Chair, Applied Economics

From: Graduate Programs Committee

Date: March 8, 2021

Re: Proposed change to admission requirements – Doctor of Philosophy in Applied Economics

The Applied Economics programming committee would like to change the admission requirements for their Doctor of Philosophy (PhD) programming to include the submission of the Graduate Record Exam (GRE) and/or the Graduate Management Admissions Test (GMAT). The GRE and/or GMAT would be recommended for all applicants, and it would be required for applicants who had not earned a previous degree in Canada or the United States. The purpose is to allow the admission review committees to assess applications more holistically.

The direct-entry admission requirements (for applicants without an earned master's degree) would change as follows:

- a four-year honours, or equivalent, from a recognized university in a relevant academic discipline in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 80% (U of S grade system equivalent) in the last two years of full-time undergraduate study (i.e. 60 credit units of course work)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- **Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT): Submission of the GRE and/or the GMAT is recommended for all applicants. Applicants who have not earned a degree from Canada or the United States are required to submit an up-to-date GRE and/or a GMAT score.**

The standard admission requirements (for applicant with an earned master's degree) would change as follows:

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- a completed on-line application, the application fee, and all supporting application documents
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of full-time study (i.e. 60 credit units)

- Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT): Submission of the GRE and/or the GMAT is recommended for all applicants. Applicants who have not earned a degree from Canada or the United States are required to submit an up-to-date GRE and/or a GMAT score.

The Graduate Programs Committee reviewed the proposal on March 1, 2021, and they passed the following motion:

Motion: *To recommend approval of the addition of the Graduate Record Exam (GRE) and/or Graduate Management Admission Test (GMAT) to graduate programming in Applied Economics.*

Chibbar/Morrison CARRIED Unanimous

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

MEMORANDUM

Date: March 1, 2021

To: Academic Programs Committee, CGPS

From: Murray Fulton, Graduate Chair, Applied Economics (APEC)

CC: Debby Burshtyn, Dean of Graduate Studies
Kelly Clement, College of Graduate and Post-Doctoral Studies

The Applied Economics program is requesting the following language be added to its admission requirements for its graduate degree:

Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT): Submission of the GRE and/or the GMAT is recommended for all applicants. Applicants who have not earned a degree from Canada or the United States are required to submit an up-to-date GRE and/or a GMAT score.

University Council approved similar language in 2016 for the MA degree in Economics.

Background

As is the case with the MSc and PhD programs in Agriculture Economics, the Applied Economics PhD program reviews many applications each year – this year we reviewed 100. From this long list of applicants, we shortlisted roughly 15 applicants. Faculty interested in a student recruit from this short list after some additional correspondence and typically an interview.

Having completed this process, we believe that having GRE/GMAT scores for student outside of North America would give us useful additional information for our selections. In particular, we feel that requiring a GRE/GMAT would significantly help strong students who are applying from foreign schools that are unknown to our faculty.

In our experience, the grades and references of international applicants are only weakly correlated with their abilities: some students with strong grades perform well, others perform well below average. Because of this weak connection, faculty are reluctant to accept students from foreign schools, and particularly if we have either not recruited from there before or have recruited a poor student in the past. This reluctance has resulted in an unfortunate situation in which good applicants are not admitted. Requiring a GRE/GMAT score would partially resolve this issue by providing a universal, albeit imperfect, measure of an applicant's abilities.

Rationale for the GRE and GMAT

The Graduate Record Examination and the Graduate Management Admission Test are standardized tests that measure skills such as verbal reasoning, quantitative reasoning, and analytical writing. These skills are necessary for success in an applied economics graduate

program. The Applied Economics Graduate Committee believes that GRE/GMAT scores are a useful additional indicator of the prospect for success in our programs.

Currently, the Applied Economics program requires that application packages include transcripts of previous degrees, letters of recommendation, and a statement of interest. The transcripts provide relatively precise information about the performance of students from institutions in Canada and the United States. The committee has an understanding of what it means to be an “A” student at the University of Saskatchewan and a “B” student at the University of Victoria.

However, the Applied Economics graduate committee has found that transcripts from countries outside of Canada and the United States are less useful for gauging an applicant’s academic ability. Many of these transcripts come from institutions whose quality and grading system are unknown to the committee. A GRE/GMAT score would provide additional useful information for these students.

Differential requirements for degree holders outside of Canada and the United States

The proposed requirement is motivated by our inability to assess the academic preparedness of applicants outside of Canada and the United States. Our graduate committee and faculty members are comfortable evaluating undergraduate transcripts from domestic and American schools because we are familiar with the quality of their programs. This is not the case for students from outside North America.

As Table 1 shows, most of the comparable programs to the Applied Economics require a GRE for students from outside of Canada and the United States. Indeed, requiring a GRE of certain applicants is common in economics and agricultural economics programs, and our proposed requirement is consistent with the language of comparable schools within the U15.

Bias in standardized tests

We recognize that standardized tests are often biased. A meta-analysis of the GRE (Kuncel and Hazlett (2007)) find that:

*Overall and across tests, research has found that regression lines [that predict educational outcomes based on standardized test scores] frequently do not differ by race or ethnic group. When they do, tests systematically **favor** minority groups. Tests do tend to underpredict the performance of women in college settings but not in graduate school. (emphasis added)*

It is worth noting the University of Saskatchewan uses numerous standardized tests for admission into its graduate programs: the IETLs is required for non-English speakers, the GRE is required by some departments (at least for students outside of Canada and the United States), and the GMAT is required for the MBA program at Edwards School of Business.

Thanks for considering the proposed change to our admission requirements. I would be happy to further discuss this proposal with the Academic Program Committee.

Table 1: GRE requirements in comparable programs

Department	GRE requirement*
Alberta (Econ)	Required for degrees outside Canada or United States
Calgary (Econ)	Not required
Manitoba (Econ)	Not required
McGill (Econ)	Required for degrees outside Canada
McMaster (Econ)	Not required
Ottawa (Econ)	Not required
Queen's (Econ)	Required for degrees outside Canada or United States
Saskatchewan (Econ)	Required for degrees outside Canada or United States
Toronto (Econ)	Required for degrees outside Canada
UBC (Econ)	Required for degrees outside Canada
Waterloo (Econ)	Not required
Western (Econ)	Required for degrees outside Canada
Alberta (Ag econ)	Required for PhD applicants
Guelph (Ag econ)	Required for PhD applicants
Iowa State (Ag econ)	Required for all applicants
North Dakota State (Ag econ)	Required for all applicants
Minnesota (Ag econ)	Required for all applicants
Washington State (Ag econ)	Required for all applicants

Source: Agricultural and Resource Economics Memo to Academic Programs Committee

References

Kuncel, Nathan R. and Sarah A. Hazlett, 2007. Standardized Tests Predict Graduate Students' Success. *Science*, 315(5815): 1080-1081.

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY: Peter Stoicheff
Vice-chair, Senate executive committee

DATE OF MEETING: April 24, 2021

SUBJECT: **Report on activities**

SENATE ACTION: For information only

BACKGROUND:

The Senate executive committee met on February 9th, March 11th and March 24th, to discuss the items listed below. Members of the executive committee are: President Peter Stoicheff, Chancellor Grit McCreath, Susanne Berg, Twyla Bergstrom, Doug Brothwell, Richard Cote, Lee Hall, Grant McKercher, Bud Sambasivam and student member Tauqeer Itfikhhar. The following information is a report on the activities of the Senate Executive Committee.

DISCUSSION SUMMARY:

Format and delivery of the April Senate meeting

The ongoing pandemic and public health guidelines continue to restrict in-person meetings. The desire for a more engaging experience for Senators along with the voting requirements of the election brought the executive committee to decide on a synchronous meeting format using the Zoom online platform for the April meeting. This approach will allow for live/real time engagement in the business of Senate. In order to ensure the meeting duration is practical for attendees, several items are presented as written reports circulated in advance with the opportunity for Senators to ask questions of the presenter where applicable. Where possible (and in particular for items coming through recommendations by committees), the mover and seconder for each motion are provided in order to facilitate the conduct of the meeting in an online format.

Senate-elected Board Member election

The Senate Bylaws, 2. (d)(viii), direct the executive committee to “consult, through the Chancellor and the President with the Chair of the Board of Governors to ascertain the qualifications and qualities most needed by the Board when a vacancy arises, and to present at least one nomination to the Nominations Committee in accordance with the process set out in Section III 5 of these bylaws.”

The executive committee did so and provided this information to the nominations committee, who then used the information to create the nomination form used for candidates. The Senate executive

also created standardized questions for the candidates to answer at the Senate meeting, and proposed revisions to the Senate Bylaws to allow the necessary electronic voting procedures. These changes have been forwarded to Senate for approval as agenda item 10.1.3. As per its duty under Senate Bylaws section 2. (d)(viii), the executive committee presented three candidates to the nominations committee to further present to Senate for the election to the Board of Governors.

Senate Forum

The forum, *Race Against COVID: Innovation the World Needs*, was held February 11th via Zoom. Speakers were Dr. Volker Gerdts, Dr. Trina Racine, Dr. Cory Neudorf, and was moderated by Dr. Doug Brothwell. A recording of the forum is available on the USask YouTube Channel [here](#).

Special thanks to the forum planning group members: Doug Brothwell, Susanne Berg, and Twyla Bergstrom, and to USask University Relations event team for their assistance with hosting the Forum.

Senate Engagement Plan Advisory Group

Dr. Willness presented a draft of the *Senate Engagement Plan Advisory Group* terms of reference, having identified a broad desire among stakeholders to develop an engagement plan with and for Senate. The Advisory Group—comprised of various members of Senate—will be instrumental in developing the Senate Engagement Plan by providing knowledge, information, advice and input into the scope, format, and content of such a document. They will also support and/or assist with meaningful consultation with Senate as a whole. The executive committee approved the document and it is attached for information. The proposed membership is included in the nominations committee report, agenda item 10.3.2.

Nominations to the Nominations Committee

The Senate Bylaws also charge the executive committee with proposing members to serve on the Senate nomination committee. These members have been forwarded to Senate for consideration in agenda item 10.1.2.

Requests Received by Senate Executive for the Senate Agenda

No requests were received.

ATTACHMENT: Senate Engagement Plan Advisory Group terms of reference



Terms of Reference

Title: Senate Engagement Plan Advisory Group

Committee type:	Advisory Group
Responsibility:	USask Governance Office
Approval:	Senate Executive Committee
Date:	April 24, 2021

CONTEXT

The Governance Office's *Strategic Plan 2020-2023* identified a key priority area of stakeholder engagement, within which was an important goal of creating a **Senate Engagement Plan**.

Senate is a major connection point to USask's communities throughout the province. As one of the three governing bodies of the university (along with the Board of Governors and University Council), Senate also plays a critical role in governance and decision making as defined in the *The University of Saskatchewan Act, 1995*.

Setting our sights on the future, there are a multitude of opportunities for Senate members to participate in and contribute to core priorities of the university's aspiration to be the University the World Needs (nīkānītān manāchitowinihk ni manachihitoonaan), including: *Sustainability; Indigenization; Innovation; and Equity, Diversity, and Inclusion*. As such, there is an ongoing desire to develop a collaborative engagement plan for (and with) Senate. This need is perhaps more pronounced in the current pandemic circumstances that has limited certain activities, but an engagement plan will transcend this presumably short-term context.

This Terms of Reference outlines the role of the Advisory Group constituted to assist with and contribute to the collaborative development of a Senate Engagement Plan for USask.

PURPOSE

The Senate Engagement Plan Advisory Group (the Advisory Group) will provide advice and input on the development of a Senate Engagement Plan 2021-2025.

ROLE AND MANDATE

The Advisory Group will be instrumental in developing the Senate Engagement Plan by providing knowledge, information, advice and input into the scope, format, and content of such a document. It will be led by the USask Governance Office, and chaired by the University Secretary & Chief Governance Officer.

The Advisory Group *will* be asked to:

1. Collaborate on the scope and structure of a Senate Engagement Plan.

2. Provide information, ideas, and suggestions for content of the Plan.
3. Review drafts and provide feedback in a timely manner.
4. Advise on consultations and information gathering that will need to occur beyond the Advisory Group.
5. Support and/or assist with meaningful consultation with Senate as a whole.

The Advisory Group will *not* be asked to:

1. Lead the writing or drafting of documents.
2. Lead the consultations with stakeholders.
3. Approve documents or processes, although positive endorsement will be sought from the group.
4. Implement the plan, once developed.

AUTHORITY

This Advisory Group has an advisory role. Final decisions with regard to the outcomes of the work will rest with the Chief Governance Officer and the Chancellor, who shall consult with the Senate Executive Committee and other key stakeholders as needed.

Approval for the final Senate Engagement Plan will rest with the Senate Executive Committee. Although the Advisory Group will not have formal decision-making authority, their input, open feedback, and support for the outcomes will be sought.

PRINCIPLES

This work is guided by the University of Saskatchewan's [principles and values](#).

COMPOSITION AND MEMBERSHIP

The Advisory Group will be comprised of (to be approved by Senate as part of the nominations committee slate of nominees):

Name (if known)	Position/Role
Chelsea Willness	University Secretary & Chief Governance Officer (chair)
Grit McCreath	Chancellor
Susanne Berg	One member from the Senate Executive Committee
Doug Brothwell	One ex-officio member of Senate
Kelley Moore	One elected member of the Education Committee
Max Bilson	One appointed member of the Education Committee
Jennifer Thoma	Executive Officer to the Vice-President University Relations or designate
Member TBD	One student member of Senate
Lesley Leonhardt	USask Governance Office (coordinator/recording secretary)

TERM LENGTH

The Advisory Group will be constituted on April 24, 2021, following Senate's consideration of a motion to approve the Advisory Group's membership. It will remain active until the final Senate Engagement Plan is submitted to the Senate Executive Committee (which will steward any further endorsement required, including the Senate), after which the Advisory Group will be dissolved.

MEETINGS

Meetings of the Advisory Group will take place approximately as outlined in the table below, with slightly more frequent meetings and/or email communications in Spring/Summer 2021 as the planning work commences. Support for the work (including research, record keeping, consultation, writing, etc.) will be provided by the USask Governance Office. Advisory Group members and others may be called on for their expertise and specialized contributions as required.

SCOPE OF WORK

The table below provides a general overview of deliverables and targeted timelines:

Date	Deliverable
Mar 11, 2021	Terms of Reference approved by Senate Executive Committee
Mar 19, 2021	Membership constituted by Senate Nominations Committee
Apr 24, 2021	Motion to approve membership is presented to Senate by the Nominations Committee
Apr/May 2021	Environmental scan of comparator institutions' plans and/or strategies (Governance Office)
May 15, 2021	<i>Advisory Group</i> meets to discuss scope, process, environmental scan, emerging focus areas
May-Jun 2021	Chief Governance Officer drafts outline of plan, in collaboration with Chancellor
Jun 15, 2021	<i>Advisory Group</i> meets to review and provide feedback on draft and suggested consultations
Jun-Dec 2021	Consultations and revisions, including Senators and other key stakeholders
Sept 2021	Revised draft is reviewed by <i>Advisory Group</i> and presented to Senate Executive Committee
Oct 30, 2021	Draft / updates presented to Senate
Jan 2022	Completed draft is reviewed by <i>Advisory Group</i> and presented to Senate Executive Committee
April, 2022 **	Completed draft of Senate Engagement Plan is presented to Senate
May 2022	Chief Governance Officer drafts accompanying implementation plan

**** Presenting the completed Engagement Plan to Senate prior to the April 2022 meeting is desirable, rather than delay unnecessarily, so that work can commence on implementation. If presenting a completed plan in October 2021 is possible, it will be done. If not, other options will be explored, such as a special meeting and/or electronic means.**

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY:	Peter Stoicheff Vice-chair, Senate executive committee
DATE OF MEETING:	April 24, 2021
SUBJECT:	Nominations to the Senate nominations committee
DECISION REQUESTED:	That Senate approve the recommendation of the Senate executive committee and re-appoint Susanne Berg, Brooks Decillia, Don Hamilton (as Chair) and Michelle MacDonald to the Senate nominations committee for a further one-year term beginning July 1, 2021 and ending June 30, 2022.

SUMMARY:

The Senate executive committee is responsible for the nomination of members to the Senate nominations committee. The nominations committee is comprised by the chair of the executive committee (Chancellor) or a designate from the executive committee, four members of Senate, and the university secretary and chief governance officer as a non-voting member. The term of a Senate member on the committee is one year, renewable annually for up to two additional years, for a maximum of three years.

At the March 24, 2021 meeting of the Senate executive committee, current membership of the nominations committee was reviewed and the decision was made to retain the members for an additional one-year term.

The Terms of Reference for the Senate Nominations Committee can be found [here](#).

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY: Peter Stoicheff
Vice-chair, Senate executive committee

DATE OF MEETING: April 24, 2021

SUBJECT: **Changes to the Senate Bylaws: Appendix E, "Voting Procedures for the Election of a Candidate to the Board of Governors "**

DECISION REQUESTED: That Senate adopt amendments to the Senate Bylaws Appendix E, *Procedure for the Election of a Candidate to the Board of Governors at the April 24, 2021 Senate Meeting*, as a one-time revision to accommodate electronic voting.

SUMMARY:

At the February 9, 2021 Senate executive committee meeting, the procedures used for the Senate-elected Board of Governors members were reviewed. The ongoing pandemic protocols necessitate an electronic meeting and the current procedures did not support the voting protocols required for this election.

The attached procedures indicate the revisions that were approved by the Senate executive committee.

ATTACHMENT:

Appendix E, Procedure for the Election of a Candidate to the Board of Governors at the April 24, 2021 Senate Meeting

APPENDIX E

UNIVERSITY OF SASKATCHEWAN SENATEPROCEDURE FOR THE ELECTION OF A CANDIDATE TO THE BOARD OF GOVERNORS
AT THE APRIL 24, 2021 SENATE MEETING

Note that the procedures herein represent a one-time revision to the process, approved by the Senate Executive Committee at its February 9, 2021 meeting, and put forward for approval by motion to Senate at its April 24, 2021 meeting.

The following procedure shall govern the conduct of the portion of the meeting at which the Senate elects one individual Candidate to an open Senate seat (there are two seats with rotating end dates) on the Board of Governors. *Revisions to the original procedures are noted in italics.*

1. Presentation by Candidates

- 1.1 Each Candidate shall be allowed up to ten (10) minutes of the floor. Candidates will be asked to address, during their presentations, questions that have been provided at least one week in advance of the Senate meeting by the Senate Executive Committee. The questions at a given election will be the same for all Candidates.
- 1.2 After all Candidates in attendance *or present at the virtual meeting* have had a chance to present to the meeting, the Chair of the meeting shall call for a vote.

2. Selection of Election Administrators and Observers

- 2.1 The University Secretary shall appoint and supervise such number of staff members from the Governance Office to be responsible to *oversee the administration of online/web-based* ~~distribute, collect, and count the written~~ ballots.
- 2.2 *In lieu of observers, each candidate may appoint an observer to monitor the administration of the vote make a request of the University Secretary to see the system-generated aggregate vote tally following each ballot, if they desire.*

3. Type of Ballot and Voting Method

- 3.1 The ballot shall be secret and *administered via third-party online meeting software* ~~written~~.
- 3.2 The ballot shall instruct each voter to select the name of their desired Candidate, and no other names. Ballots with more than one name marked shall be considered spoiled and not counted.

4. Calculation of Votes

- 4.1 Once all the ballots are collected, the University Secretary shall ~~count~~ *observe the system-generated aggregate vote tally* for the Candidates.

- 4.2 *In order for the election to be valid, the number of responses returned must be fifty members of Senate, the same as is required for a regular meeting of Senate.*
- 4.3 The results of the votes will be presented by the University Secretary to the meeting after the count is complete.
- 4.4 *Where there are three or more Candidates for one seat:*
- 4.3.1 *If no single Candidate receives more than 50% of the votes received (i.e., 50% + 1 majority), the Candidate with the least number of votes shall be removed from the election. The Secretary will announce the results. This process shall be repeated until such time as a single Candidate has received more than 50% of the vote, at which time that Candidate shall be considered elected to the Board of Governors.*
- 4.3.2 *All remaining Candidates shall be entered on a second electronic ballot, and the preceding procedures 3.1 – 4.3 shall be repeated.*

~~The Candidate with the most votes shall be considered the elected member to the Board of Governors, and the election shall be considered ended.~~

- 4.5 *Where there are two or fewer Candidates for one seat:*
- 4.4.1 *A separate ballot containing a motion to elect shall be provided for each Candidate.*
- 4.4.2 *If a Candidate receives a 50% + 1 majority vote, the Candidate shall be considered elected to the Board of Governors.*
- 4.4.3 *If a Candidate does not receive a majority vote, another call for nominations shall be initiated.*

5. Appeals and Complaints

- 5.1 Any complaints regarding the conduct of the election and the results will be administered in accordance with the Appeal and Complaints process outlined in the Senate Bylaws (III.10).

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY:	Peter Stoicheff Vice-chair, Senate executive committee
DATE OF MEETING:	April 24, 2021
SUBJECT:	Conferral of Degrees for Spring 2021 Graduands
DECISION REQUESTED:	<p>That Senate approve the conferral of degrees, diplomas, and certificates in absentia and admit graduands of the University of Saskatchewan, with powers provided by <i>The University of Saskatchewan Act, 1995</i>.</p> <p>By way of this motion, all candidates having fulfilled their requirements may be admitted to the degrees, diplomas and certificates to which they are entitled and to vest them with all the powers, rights and privileges pertaining thereto. These degrees, diplomas and certificates will be granted on the date of their originally scheduled convocation ceremony.</p>

BACKGROUND:

Convocation ceremonies cannot be conducted in person this Spring due to COVID-19 and the health precautions put in place by the provincial and federal governments, particularly those that limit the number of people that can gather together. These restrictions do not permit an event the size of convocation to take place.

Normally, at an in-person convocation ceremony, the Chancellor confers degrees upon each student in attendance and absent, by the powers allowed in *The University of Saskatchewan Act, 1995* (the *Act*), (section 16 (a) and (b)). The *Act* prescribes that the Chancellor shall preside over and confer degrees to graduating students at a 'meeting of convocation' (section 12), which has traditionally been fulfilled through our official convocation ceremony.

Once again, we are asking that members of Senate (who are noted in the *Act* as eligible members of the convocation; section 10) vote to approve the conferral of degrees, diplomas, and certificates to graduands for Spring 2021. The power to allow Senate to provide this is listed as one of the powers of Senate (section 23(t)).

This vote would be a substitute for the traditional ceremony and would meet the requirements needed to confer degrees and to admit graduands (section 12).

Relevant excerpts of the *Act* are as follows:

Duties of the Chancellor

16 The Chancellor shall:

- (a) Preside at all meetings of the convocation and senate, and
- (b) Confer degrees

Composition of convocation

10 The convocation is composed of

- (a) The chancellor;
- (b) The senate;
- (c) All graduates of the university; and
- (d) Any other persons or class of persons determined by the senate.

Powers of convocation

11 The convocation may:

- (a) Confer degrees, diplomas and certificated approved by the council;
- (b) Confer honorary degrees approved by the senate; and
- (c) Admit graduands to the convocation.

Meetings of convocation

12 The convocation is to meet to confer degrees and to admit graduands.

Quorum

13 The quorum to decide questions at meetings of the convocation is 50 members.

Deciding questions

14

- 1) All questions are to be decided by a majority of the members of the convocation present at the meeting.
- 2) The chancellor or presiding officer is entitled to vote as a member of the convocation.
- 3) In the case of an equality of votes, a question is deemed to be decided in the negative.

Powers of Senate

23 (t) do any other thing that the senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interest of the university or to meeting the purposes of this Act.

Request for Decision

PRESENTED BY: President and Vice-Chancellor, Peter Stoicheff

DATE OF MEETING: April 24, 2021

SUBJECT: USask Sustainability Strategy

SENATE ACTION: For Decision

MOTION: *That Senate adopt the “Critical Path to Sustainability: The University of Saskatchewan Sustainability Strategy (2021-2030)” effective immediately.*

BACKGROUND:

The University of Saskatchewan Sustainability Strategy (2021-2030) was created to recognize the foundational importance of sustainability to our institution. As one of the four main “pillars” in the University Plan 2025, and in recognition of a new global commitment to sustainable development, a new strategy towards sustainability is needed in order to fully commit us to being “The University the World Needs”. It is the intention of this strategy to not only recognize the role we play in ensuring sustainability within our own institution but to also turn this strategy outward into the teaching, discovery, and community engagement missions of the institution.

This strategy lays out a critical path by describing an ambitious set of five goals and 17 actions that respond to the challenge and opportunities presented to us today. Of particular importance is the plan’s recognition and alignment with the United Nations’ *Sustainable Development Goals* (SDGs) – universal goals established by the UN in 2015 designed to meet the urgent social, economic, environmental and political challenges facing our world.

A fundamental tenet of this strategy was the intention to engage broadly, and often, with the campus community. At different points in its creation, and over multiple months, the President’s Special Advisor, Senior Strategist and President’s Advisory Committee on Sustainability connected with students, faculty, and staff. These connections occurred through formal touch points with all three governing bodies as well as engaging with informal groups within the campus community. Throughout this process there have been over 600 unique, face-to-face touch points contributing to the creation of this strategy.

The strategy was adopted by USask’s University Council on Jan. 28, 2021 and adopted by the Board of Governors on Mar. 23, 2021.

This strategy will replace the previous *Campus Sustainability Plan* developed in 2014 and is intended to remain in place until 2030.

ATTACHMENT:

Critical Path to Sustainability: The University of Saskatchewan Sustainability Strategy (2021-2030)
October Senate video presentation by Irena Creed

CRITICAL PATH TO SUSTAINABILITY

UNIVERSITY OF SASKATCHEWAN
SUSTAINABILITY STRATEGY (2021-2030)



UNIVERSITY OF SASKATCHEWAN
Office of Sustainability
FACILITIES
[SUSTAINABILITY.USASK.CA](https://sustainability.usask.ca)

An aerial photograph of a university campus, likely the University of Saskatchewan, showing several large, multi-story buildings with light-colored facades and dark roofs. The campus is surrounded by lush green trees, and the overall scene is bathed in a warm, golden light, suggesting late afternoon or early morning. The image is used as a background for the document's header and title sections.

LAND ACKNOWLEDGMENT

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

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BE WHAT THE WORLD NEEDS

PRESIDENT’S MESSAGE

The University of Saskatchewan has spent a century working with communities in various capacities. Our community connections – locally, provincially, nationally and globally – have amplified the purpose and relevance of our work. In face of the challenges of the 21st century, including its threats to achieving the United Nations’ Sustainable Development Goals, the world urgently needs universities to “leapfrog” so to speak, putting our knowledge to work in a more powerful and productive way. Our University Plan 2025 commits us to being The University the World Needs, to harnessing our talents and resources to respond to these contemporary challenges and opportunities.

PETER STOICHEFF
President and Vice-Chancellor



CONTEXT

CRITICAL PATH TO SUSTAINABILITY¹

The University of Saskatchewan’s strategic plan calls for it to Be the University the World Needs. To reach this goal, the University of Saskatchewan (USask) will need to place a high priority on the United Nations Sustainable Development Goals (SDGs). Only by addressing the interlinked social, economic and environmental challenges captured by the SDGs will it be possible to tackle climate change and protect the planet, while at the same time creating a prosperous, just and equitable society.

To help achieve the ambitious set of 17 SDGs, USask will have to bring to life our commitments to courageous curiosity, boundless collaboration, and inspired communities. One way that our progress to achieving the SDGs can be objectively assessed is through the Times Higher Education (THE) rankings, a global performance assessment of universities against the SDGs. The THE rankings represent a fundamental shift of focus, from relying mostly on conventional “inputs” and “outputs” to transformational “impacts.” While the pathways from discovery to impact are potentially infinite, there are common elements, including research, dissemination, uptake, implement and finally impact (Phipps et al., 2016). The first edition of the THE Rankings was released in 2019, and USask participated for the first time in 2020. We received

an overall ranking of 96 among the 766 universities around the world that were ranked. USask’s top 100 placement was largely a result of strong performances within four SDGs, notably SDG 2 (zero hunger), SDG 3 (good health and wellbeing), SDG 6 (clean water and sanitation) and SDG 14 (life below water), as well as SDG 16 (peace, justice and strong institutions) – SDGs directly aligned with USask’s signature areas in food, one health, and water. Objective measures like these are important, to celebrate our progress and to encourage us to aim higher.

Sustainability isn’t merely another problem to be tackled or solved. Rather, it needs to pervade all decisions within our institution; in other words, it requires respecting old ways and beliefs but invigorating them with deeper meanings. To achieve sustainability, we will need to build on the many initiatives already underway on campus, identify where areas of improvement and new initiatives may lie, and then forge ahead with a cohesive strategy that defines our critical paths to sustainability. With only 10 years remaining before the United Nations 2030 deadline, we need to be unapologetically ambitious and appropriately impatient in our actions on sustainability.

¹“Critical” is defined here as relating to or being a turning point. The title is a spin on Buckminster Fuller’s 1981 “Critical Path”, a book on the development of human civilization.



UNIVERSITY OF SASKATCHEWAN
Office of Sustainability
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OUR STRATEGY

Universities are emerging that are undergoing a transformation based on design aspirations that will affect a shift in social outcomes that will achieve equality and equity (Crow & Dabars, 2015; Crow & Dabars, 2020). Inspired by these design aspirations, we have created a blueprint to achieve the SDGs that covers a ten-year

period, with milestones for 2025 (coinciding with USask’s University Plan) and 2030 (coinciding with the United Nations Agenda 2030 to achieve the SDGs). The strategy is a “living” one; we will be highly responsive to changing needs and opportunities, and we will adjust our path as new information becomes available.

THE BLUEPRINT FOCUSES ON FIVE COMMITMENTS:

LEVERAGE OUR PLACE

Be permeable to our social, economic, and environmental settings, and to influence and be influenced by them as solutions to our sustainability challenges are created, mobilized, and shared.

MODEL THE WAY

Foster an innovative and entrepreneurial campus spirit and utilize the campus operations and community as a living laboratory to pilot and then diffuse and scale sustainability solutions.

EMPOWER ACTION

Support a generation of learners and achievers to transform mindsets and expand skillsets to accelerate action to achieve the SDGs.

CAPITALIZE ON STRENGTHS

Bring together the campus community to create knowledges focused on designing and implementing innovative and workable solutions to sustainability challenges.

CATALYZE SOCIAL CHANGE

Promote, engage, and support shared knowledges, expertise, and experiences to affect the change needed.

Never before has there been an alignment of purpose between local, provincial, national, and international agendas on the need for swift and immediate action on the SDGs. Taken together, these commitments outline a significant evolution, one that sees the university much more embedded in the society in which we are part and responsive to their needs. We suggest a new

role for teaching, learning and research – one that is problem-oriented and solution-focused, and one that will provide the campus community – faculty, students and staff – with the social, cultural and technical skills needed to make decisions and implement actions that will achieve sustainability.

LEVERAGE OUR PLACE

Be permeable to our social, economic, and environmental settings, and to influence and be influenced by them as solutions to our sustainability challenges are created, mobilized, and shared.



The need for swift and immediate action on the SDGs is clear. While governments have primary responsibility for implementing the 2030 Agenda for Canada, we all need to play a leadership role. This effort will require the contributions of regional and municipal governments, Indigenous sovereign nations, industry, not-for-profits, and civil society (including, not least, universities). USask has spent a century working with communities in various capacities. But to achieve the SDGs, we will need everyone, individually and collectively, to act, and we will need new forms of co-operation and collaboration that will focus on outcomes that enhance society's capacity to act.

We achieve more by working together. Motivated by the shared goal of meeting a social need, we will develop sustainability solutions – ones that are more effective, efficient, fairer and equitable than existing ones – for the benefit of society and the next generations who will inherit our relationship with the earth. In working with our community leaders, we will establish ethical spaces that are “refuges of possibility in cross-cultural relations” and foster a co-operative spirit between the university and its communities that will create “new currents of thought that flow in different directions and overrun the old ways of thinking” (Ermine, 2007). Our actions will have particular relevance to Indigenous

Peoples who hold sacred many of the central values and beliefs that are promoted in the SDGs. By working with Indigenous leaders and communities, we will be able to better understand the deep connection we all have to this land and the different ways that they have lived in sustainable ways for millennia. The desire for reconciliation runs deeply within USask – and the SDGs provide a framework for advancing reconciliation by inspiring Indigenous and non-Indigenous communities to transform society so that future generations can live together in peace and prosperity. By achieving meaningful change together, we will inspire the world.

GOAL

Our goal is to be an engaged university that works in a coordinated and innovative way with communities to achieve the SDGs.

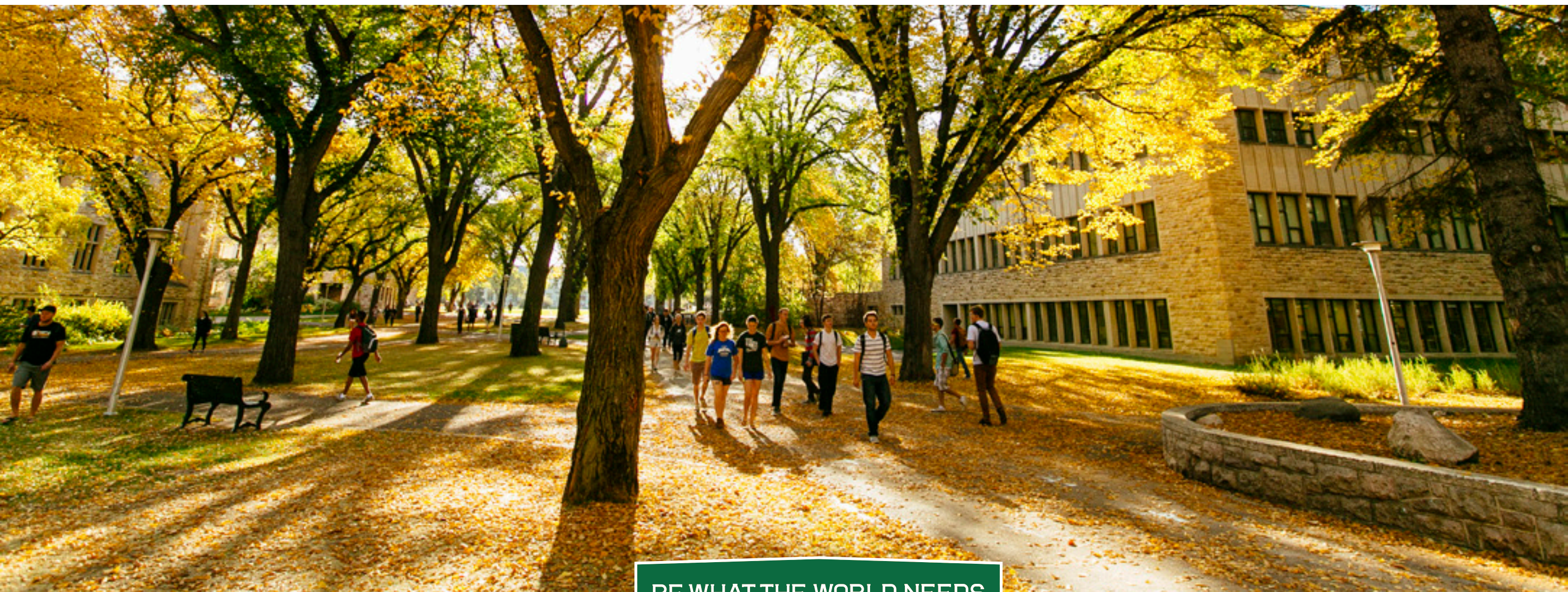
ACTIONS

- Establish an Advisory Circle**
Establish a joint university-community advisory circle to share, exchange, create, and identify synergies. The advisory circle would include representation from government, industry, not-for-profits and all communities wanting to co-create and co-implement sustainability solutions for society.
- Nurture and Convene Public Discourse**
Nurture and convene public discourse on sustainability and the SDGs with the goal of inspiring wide-spread awareness, engagement and action.
- Build Bridges and Create New Pathways**
Build bridges and create portals through which external partners can easily and effectively engage with the university community as well as offer new perspectives and opportunities to drive shared action on sustainability issues.

BE WHAT THE WORLD NEEDS

MODEL THE WAY

Foster an entrepreneurial campus spirit and utilize the campus operations and community as a living laboratory to pilot and then diffuse and scale sustainability solutions.



BE WHAT THE WORLD NEEDS

USask faces the same need as everyone else to achieve the SDGs. Our advantage is the ability to leverage the power of cutting- and leading-edge discoveries to do our part to support local, regional and national transitions to a more just, equitable and sustainable future. By deploying our core mission of creating new and meaningful knowledge, we can serve as “living laboratories” for setting priorities and designing and implementing solutions to sustainability challenges that can be adopted and adapted elsewhere.

Among the 17 SDGs, one requires immediate focus: SDG 13, Climate Action. Climate change affects everyone on this planet and is occurring at a rate much faster than

anticipated, and accelerated action is needed on climate change to stay within the safe operating space for humanity (Rockström et al., 2009).

We need to make systemic changes to slow the pace of climate change (mitigation) while also preparing for unavoidable climate change and its consequences (adaptation). The other SDG’s cannot be achieved, or ultimately sustained, unless the earth’s climate system is stabilized.

USask can deliver on SDG13 by taking actions to stabilize the world’s climate and drive local and regional transitions. Reducing USask’s GHG emissions involves understanding

its three main scopes of GHG emissions: Scope 1 emissions are direct emissions produced from sources owned or controlled by the university (i.e., emissions resulting from natural gas use for building heating, our fleet vehicles, and our agricultural operations); Scope 2 emissions are indirect emissions produced from purchased electricity consumed by the university, and Scope 3 emissions are all other indirect emissions produced from sources not owned or controlled by the university. There is an emerging idea of Scope 4 emissions, which are emissions avoided by working in a coordinated way to lead (or to participate where others are leading) in developing strategies and investing in projects and initiatives that align with regional, national and international climate agreements.

GOAL

Our goal is to reduce USask’s greenhouse gas emissions 45% from their 2010 levels by 2030 and to achieve net-zero emissions by 2050. These goals are in keeping with the UN Intergovernmental Panel on Climate Change’s science-based targets to limit global warming to 1.5 degrees C above the pre-industrial norm. The university will need to implement operational changes. To make sure these changes do not stall, it will need to align institutional priorities, policies, programs, and services to achieve the reduction targets.

ACTIONS

INVEST IN SOLUTIONS

Invest in and implement operational solutions to reduce our Scope 1, 2, 3 and 4 greenhouse gas emissions.

BOLSTER ACTION AND REMOVE BARRIERS

Ensure climate actions are bolstered and barriers are removed by reviewing the university’s strategic planning and decision-making processes and its policies and practices to confirm alignment with the emission goals. Where needed, we will design new “climate-sensitive” policies that directly address reductions in Scope 1, Scope 2, and Scope 3 emissions. We will leverage our capital investments by working with governments, industries and communities to reduce Scope 4 emissions.

ALIGN FINANCE WITH EMISSIONS GOALS

Map finance and accounting structures, norms, and practices (both capital and operations) to align with the emission goals. Review our resource allocation processes to revenue and support centers to ensure they create the incentives and rewards required for effective climate action. Seek opportunities to improve our resource allocation processes by advancing novel finance and accounting approaches to facilitate climate action (e.g., pilot an internal carbon accounting strategy). Use a portion of budgetary savings from reduced emissions to advance climate action on campus and within the community.

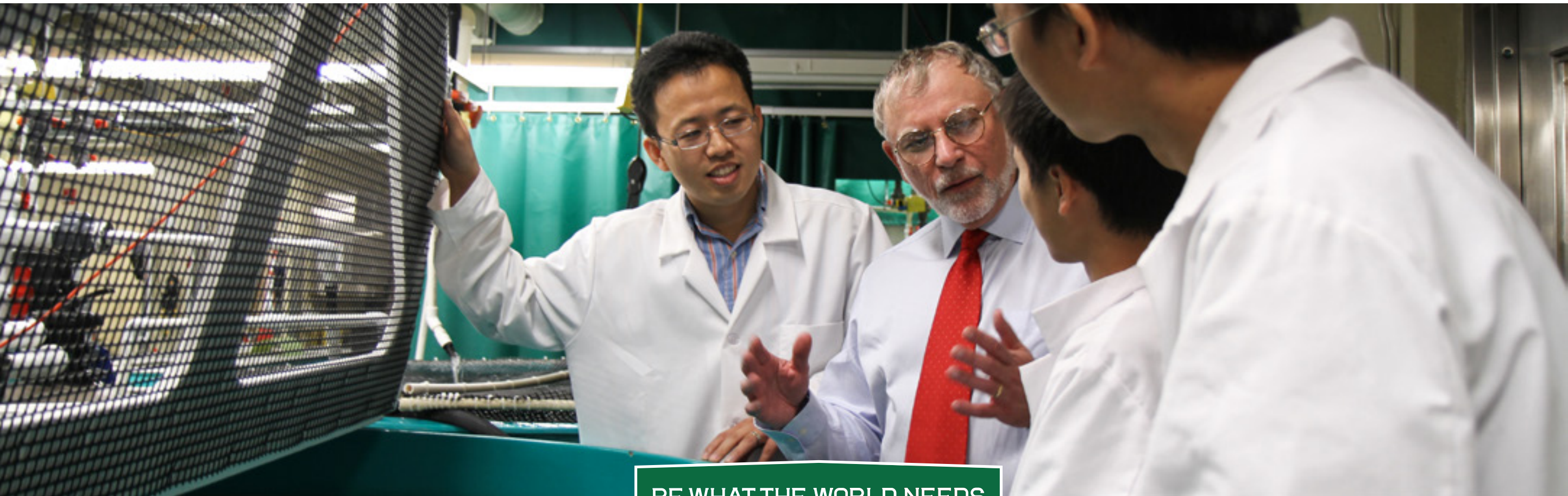
ENSURE TRANSPARENCY

Ensure accountability and transparency in reporting on progress towards achieving climate action goals. Design and implement more comprehensive measures of the university’s emissions, make clear deadlines for on-campus climate action, and report annually to our governing bodies on progress towards achieving this commitment.

¹ “Living laboratories” are an integrated approach to innovation that brings together instructors, researchers and end-users together to explore opportunities and create, develop, test and monitor new ideas and new technologies in a real-life context.

EMPOWER ACTION

Support a generation of learners and achievers to transform mindsets and expand skillsets to accelerate action to achieve the SDGs.



BE WHAT THE WORLD NEEDS

The SDGs represent a great opportunity for research-intensive universities to enhance but also to move beyond cognitive into other realms, unlearning some things and learning some new ways of seeing and of being. The university will need new forms of teaching and learning where we revitalize values (ways of relating to one another and the world), mindsets (forms of understanding), and skillsets (modes of action) (Kemmis et al. 2014) to better align with the SDGs. These new modes must not only align with sustainability targets but must be capable of creating sustainability solutions.

A shift in values is needed as societally we have become accustomed to living our lives based on values that are increasingly at odds with a sustainable planet (Hoffman, 2019). This shift is one of the most challenging things to achieve; it requires grassroots changes, combined with formal (rules and regulations) and informal (norms) changes, to deeply root these changes in society. A shift in mindsets is needed to empower disruptive solutions to solve sustainability challenges. This shift will require

extending beyond the cognitive to include physical, emotional, and spiritual preparation, a philosophical and pedagogical framework has been known to and practiced by Indigenous Peoples for centuries. Fortunately, Usask is well on its way in its work with Indigenous communities to include their philosophical and pedagogical worldviews that includes experiential learning and land-based reciprocity into the University curricula. Our investment in building reconciliation has positioned us well to shift our values and mindsets.

If we are to shift values and mindsets, it is also crucial that we develop new forms of personally relevant learning to give students an engaged and action-oriented experience in place of traditional passive processes of learning. Today’s students are looking to solve problems, to see and feel the real-world applications of their coursework, and to develop the confidence and mastery they need to enact change after graduation. A shift in skillsets is needed to equip all learners to develop high demand problem-solving skills (RBC, 2018). Problem

solving skills can be developed by being involved in creating and implementing sustainability solutions on campus, in our communities and beyond. We will also need to equip all learners with an understanding of ethics and activism, as well as the experience and ability to implement policy change.

To shift values, mindsets, and skills effectively, we need to enable access for diverse learners. We need to support both “master learners” (students who move forward at their own pace as they master knowledge and skills) and “lifelong learners” (students who continually learn through life, especially outside of or after the completion of formal schooling) with respect to sustainability knowledge. This ‘learning how to learn’ is key in preparing students for an uncertain future, marked with disruption and the need to pivot as circumstances change. The ability to access either of these created learning paths must then be extended to all, requiring transformational changes to the structures within our institutions.

GOAL

Our goal is to ensure every faculty, staff and student has a holistic understanding of sustainability, by promoting, enabling and engaging them to explore, discover and find ways to implement new ideas with the support of the entire institution.

ACTIONS

EQUIP CHAMPIONS

Equip all faculty, staff and students in all disciplines to be sustainability champions throughout their lives by ensuring they have access to sustainability educational experiences. This will require learning about diverse knowledges of sustainability and incorporating these knowledges into curricula across the campus.

ENGAGE SUSTAINABILITY IN CURRICULA

Develop mechanisms to engage faculty and academic units in changing or modifying curricula in their courses and programs to include sustainability principles and the SDGs. With these mechanisms, the required transformation can be accelerated and the distance between where we are and where we need to be can be reduced.

ENABLE DIVERSE LEARNING

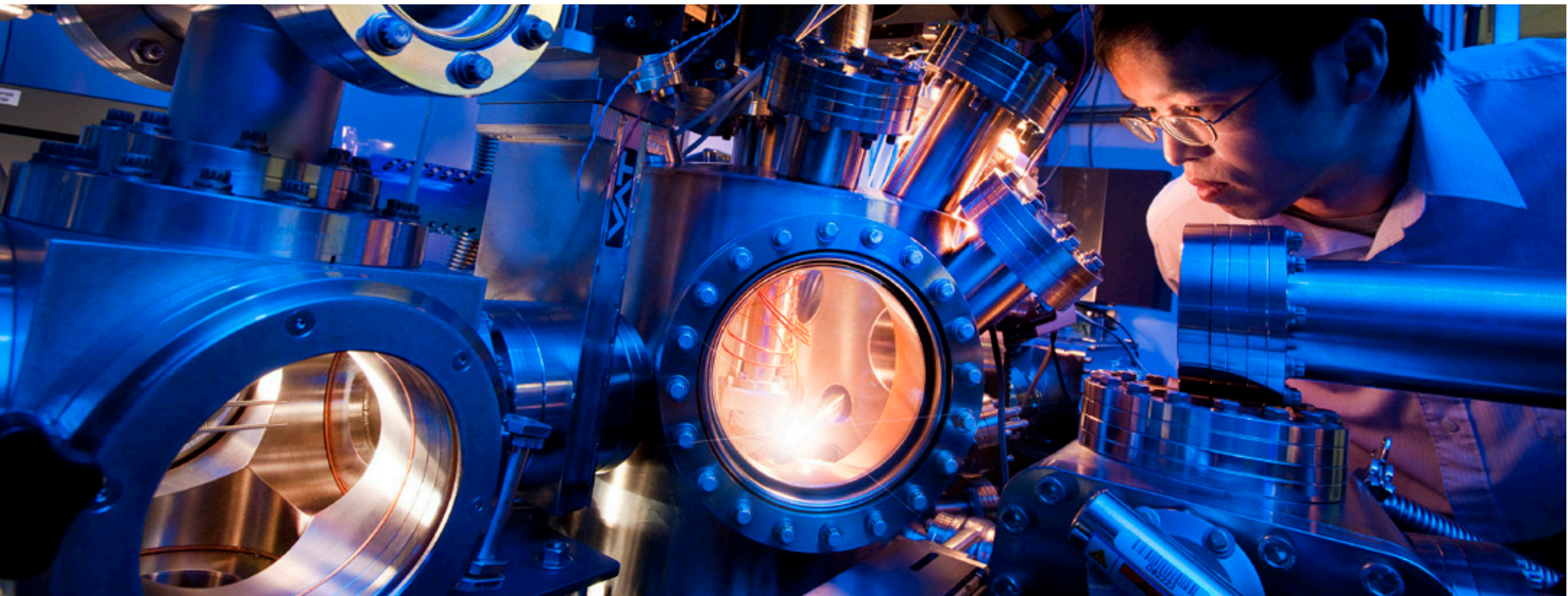
Enable access to sustainability curricula for diverse learners, including the ability to select the optimal mode of learning (in-person, synchronous or asynchronous online), being mindful that all trainees will need access to the appropriate equipment. And advance work on providing varied credential types to increase access and flexibility for diverse learners.

DEMONSTRATE & EXPERIENCE LEARNING

Enable students to work with local community leaders to explore how failure to achieve the SDGs is impacting their communities, and to create sustainability solutions through experiential learning programs involving projects, placements, and practicums, both within the institution and with the community.

CAPITALIZE ON STRENGTHS

Bring together the campus community to create knowledges focused on designing and implementing innovative and workable solutions to sustainability challenges.



One of the key strengths of any research-intensive university is its capacity for innovation. In the face of the 21st century’s challenges, we need to capitalize on our strengths and empower a “daring culture of innovation with the courage to confront humanity’s greatest challenges and opportunities” (University of Saskatchewan, n.d.). This culture of innovation will, “foster a problem-solving, entrepreneurial ethic, harnessing opportunities to apply our research, scholarly and artistic efforts” to co-create ideas and co-produce solutions within our communities (University of Saskatchewan, n.d.). This culture of innovation will focus on supporting people to create, diffuse, scale more effective solutions to entrenched social problems (McConnell Foundation, n.d.).

USask has designated six cutting-edge signature areas that recognize our research excellence in addressing the world’s most pressing and challenging problems. For more than a decade, these signature areas have shaped and guided institutional efforts and investments, fostering world-leading successes and enhancing the university’s reputation nationally and internationally. Most importantly, our strengths in the signature areas are not limited to a single discipline; their relevance across many disciplines has deepened the impact of our work locally, regionally, nationally, and internationally. Inherent in the execution of our signature areas is the understanding that solutions to contemporary challenges must enable a convergence of disciplines – where knowledges from different disciplines are integrated and novel frameworks are formed to catalyze

discovery and innovation, the “pinnacle of evolutionary integration across disciplines” (NSF, 2016). We will similarly use a whole-of-university response to achieve the SDGs, creating opportunities for every instructor and researcher to explore the relevance of their knowledges to the SDG and to put their knowledges to work to reduce the risk of climate catastrophe and to achieve the SDGs in a just and equitable way. Our whole-of-university response will include: instructors who create active learning environments; discoverers in use-inspired basic research; entrepreneurs that can move discoveries into action; artists who will translate discoveries to inspire communities to act; capacity builders that empower communities to act; and outstanding leaders capable of making national and global impact.

GOAL

Our goal is to seamlessly integrate learning, discovery, innovation and entrepreneurship, and thereby put our knowledge to work to achieve the SDGs.

ACTIONS

BUILD LEADERSHIP AND CAPACITY

Build leadership and capacity in innovation, including increasing, diversifying and enhancing convergence research in which every member of the university will be encouraged to focus some of their energy to solving sustainability challenges.

FACILITATE TECHNOLOGICAL INNOVATION

Create convergent innovation hubs, with the capacity to pilot and perfect technological innovations to solve local, regional, national, and global sustainability challenges, and to enable and facilitate social innovations such as the institutional changes that must accompany technological innovations.

ESTABLISH SUSTAINABILITY CONNECTIONS

Forge and lead unique multi-community, multi-partner and multi-sector collaborations to tackle the full spectrum of sustainability challenges, from idea germination to translation into real-life solutions.

BE WHAT THE WORLD NEEDS

CATALYZE SOCIAL CHANGE

Promote, engage, and support shared knowledges, expertise, and experiences to affect the change needed.

Confronting and tackling sustainability challenges requires a recognition of the local dimension of the problem while being cognizant of the global contexts. We must tap into both local and global pool of knowledges through partnerships to find new and unique opportunities to innovate and achieve the SDGs. This will require new forms of connecting spaces, where competing worldviews can converge and a cooperative spirit can emerge that will create new ways of thinking. This will also require new forms of, and an unprecedented level of, collaboration, where the focus is on outcomes that enhance society’s capacity to act and benefit society. Global dialogue will be an important tool for informing sustainability actions and translating lessons learned into policies, programmes and practices that can be disseminated and scaled up enabling global learning for all. By engaging in meaningful global dialogue, we can learn from one another, support each other, and chart a path for more ambitious action to tackle sustainability challenges.

GOAL

Our goal is to make sustainability personally relevant and to inspire and be agents of positive change for our local communities and the world. By learning how to solve sustainability challenges, we can become leaders in the demonstration of innovative solutions that are capable of being broadly diffused and scaled up.

ACTIONS

ENSURE EQUITY, DIVERSITY, AND INCLUSION

Ensure voices in our learning environments and in the research that we undertake is grounded in principles of equity, diversity and inclusion.

ENGAGE IN GLOBAL DIALOGUE

Engage in dialogue to develop a shared understanding of both the challenges and solutions to global sustainability challenges.

LEVERAGE NETWORKS FOR ACTION

Leverage networks and partnerships between universities and the private sector, public sector, not-for-profits and civil society here and abroad, to harness actions and opportunities for scalable social and technological sustainability solutions, and to influence political leaders to accept and act on these solutions.

BEING THE UNIVERSITY THE WORLD NEEDS

We owe the next generation the same opportunity that all previous generations have had – the hope for a bright and nurturing future. The university has a pivotal role to play in achieving the SDGs, as they sit at the nexus of local, regional, national, and international co-operation, ready to contribute courageous leadership and inspiring minds. To take on this role, however, universities must be willing to undergo a transformation. This means adopting responsive, flexible and agile governance structures; becoming living laboratories that foster creative, innovative and entrepreneurial campus spirits; establishing diverse partnerships to enact coordinated sustainability solutions across all spheres of influence; building reconciliation not only with Indigenous Peoples but the land we call home; and recognizing those individuals or groups who step up and show leadership in the transformation. Young people and young minds are perhaps the most powerful resource to achieve the SDGs; they need to be empowered through new teaching and learning methods and be given opportunities to embed themselves in communities where they can put their knowledge and enthusiasm to work to make meaningful change. Combining the powerful resource of young people with world-class researchers and facilities that universities provide, and with government, industry and community expertise and experience, the potential of achieving the SDGs can be realized. Through unapologetic ambition and appropriate impatience, we will be able to move swiftly towards achieving the SDGs, paving a path towards a resilient future for our university and our communities in which we are embedded.

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For more information,
please contact the Office of Sustainability at:
sustainability@usask.ca

To learn more about campus
sustainability, please visit:
sustainability.usask.ca



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Report for Information

PRESENTED BY: Debra Pozega Osburn
Vice-President, University Relations

DATE OF MEETING: April 24, 2021

SUBJECT: USask Post-Pandemic Shift Project Update

SENATE ACTION: For information only

BACKGROUND:

The COVID-19 pandemic has brought unprecedented change upon us all. We do not know exactly when we will move past the pandemic, but we do know we will all be changed when it is over. At USask, we have been responding well to the immediate and mid-term changes precipitated by the pandemic. We have done this swiftly and effectively and with the needs of students, faculty and staff at the forefront.

Although it is critical we focus attention on our immediate needs, it also behooves us to turn our thoughts and actions to understanding the ways the lives of our stakeholders have changed in order to be fully prepared to respond to the needs of the world when we emerge from the pandemic.

In order to meet our stated intention in our University Plan to be the university the world needs, we know we need to genuinely engage with our stakeholders to understand how *their* lives have changed and will continue to change in a post-pandemic environment.

The Post Pandemic Shift Project will create a pathway that will inform and support the future realities of the University of Saskatchewan. Grounded in the principles of wahkotowin, this Cree concept teaches us that, “everything is related”. Our shared kinship, our interdependence will shape our future. Aspirations of the communities will be honoured through extensive external and internal consultations.

The project links the genuine voice of the broad community with the critical thinking, pedagogic expertise, and informed experience of the USask academic community to inform our change process. Through thoughtful, wide-ranging discussions with citizens about how their lives have changed – their work, their communities, their families, their futures – we can better understand what the world needs.

To date we have met with many external stakeholders, include members of Senate, to learn how the pandemic has impacted them and their expectations of the future. We have also started to more formally engage with our internal campus community as well – staff, faculty, students, senior leaders,

elders – in order to understand what is worrying them about a post-pandemic world and what gets them excited about the future?

The goals of the project are simple:

- To genuinely listen to internal and external stakeholders in order to learn how the pandemic has impacted their lives;
- To reflect that voice in a concise written report that can be used as a resource for institutional decision-makers;
- To provide guidance based on the information collected that would allow USask to best adapt to the changes brought about by the pandemic.

The outcome of this process will be a report that combines the voices of our external stakeholders with our internal community to be used as a resource and guide for decisions made at a post-pandemic University of Saskatchewan.

On April 24, we hope to share our work to date on the project with senators, highlight some early themes from the project and hear thoughts and feedback from those present.

ATTACHMENT: NONE [Presentation at Senate]

Update for Senate on Enrolment for 2020-21 – April 24th, 2021

Briefing Note to accompany the (preliminary) Academic Year Snapshot

At the risk of serious understatement, this has been an extraordinary academic year. Moving into Fall 2020 it was impossible to know for certain what impact the pandemic and being in a remote teaching and learning environment would have on our enrolment. Due to the remarkable efforts of faculty and staff alongside commitment and perseverance of our students our enrolment emerged as favourable, overall.

At our Senate meeting at the end of April I will have a brief window of time and thought I would reserve that for questions members of Senate may wish to include. Ahead of the meeting, I am sending you a copy of our enrolment snapshot for this past academic year and I will provide some interpretations and thoughts below. As is always the case, I ask that you remember that the Academic Year Snapshot you are seeing has not been finalized and does not get finalized until the end of June. I will divide up my comments between “Reflections on the year” and “How are we positioned in terms of 2025 Enrolment Goals?”

Reflections on the Year

- Our total enrolment this year is up by 0.8%.
 - Despite moving through a pandemic, the increase in the number of undergraduate students over the last year was 1.4% (about 270 students).
 - We saw an increase 100 graduate students in the last academic year, representing 2.3% growth.
 - There was a substantive decrease in the number of students enrolled in non-degree study this year. It is important to note that we experienced a decline in the number of students attending the University of Saskatchewan Language Centre (non-degree). This decline in students coming to Canada to study English for academic purposes is happening across the country and was exacerbated markedly by the pandemic. There have been other predicted decreases in the non-degree activity driven by the move of some non-degree activity into degree-based activity.
- The infographic displays changes in undergraduate and graduate enrolment across colleges and schools.
 - For undergraduate enrolment, seven colleges showed progress towards Enrolment 2025 goals including four out of six of our direct entry colleges where much of our capacity to increase will reside. The remaining two direct entry colleges were either flat or very close to flat – suggesting that they held their own in enrolment over a very challenging period. For the health sciences colleges where enrolments are tightly controlled and carefully managed, small fluctuations up or down are not unexpected.
 - For graduate enrolment, approximately half of the colleges and schools have shown increases in the last year whereas approximately half have shown decreases. An additional two graduate programs were observed to be stable over this last year.
- Retention from 1st to 2nd year was up to 86.7% for students in direct entry programs, up 2% from last year. Indigenous student retention in direct entry colleges emerged as stable compared with last year and retention for international students was perhaps not surprisingly, down by 1%.

- Teaching activity was up by almost 3% over the last full academic year. In Fall term, the university provided 11.5% of students with at least some in-person instruction and this proportion grew to 14% in Winter term. Every student was engaged in remote learning.
- Convocation numbers grew overall by 3.3%, with growth observed in all types of degree programming except for doctorate level study (down by 4 students in this last year). The proportion of international graduates was stable whereas the proportion of Indigenous graduates grew by 1% as compared to the 2019 year.
- Information on student origin aggregated across undergraduate and graduate students – which is not the same as the number of students who are here with a study permit – shows a relatively stable pattern as compared to last year.
- The number of Indigenous students is up, overall, by just over half a percent and this is attributable largely to continuing Indigenous students as we saw declines in the number of Indigenous undergraduate students (direct entry) who began their studies at USask this past year. The number of Indigenous undergraduates grew almost 1% and the size of this group has been climbing steadily over at least the last seven years. There was a decline in Indigenous graduate students of almost 3% (7 students). This decrease is concerning and may be attributed, at least in part, to the pandemic circumstances.
- The overall number of international students was down by 6% this last year, driven largely by the decline in students enrolled at our University of Saskatchewan Language Centre and a decline in the number of international undergraduate students. This was a challenging year for international students to be able to continue their university studies in Canada and we are fortunate to have been able to recruit and retain those that we did. We were pleasantly surprised to see the number of international graduate students increase by 1%.
 - Top countries for international enrolment are displayed for both undergraduate and graduate enrolment. Of interest, the number of students from China decreased for both undergraduate and graduate programs. By contrast, undergraduate students from Nigeria grew as did the number of students from India, with Nigeria accelerating more rapidly and assuming the #2 position. The number of graduate students from Iran continued to grow keeping Iran in the #2 position.
- Although not something we report on our infographic, members of Senate may want to know that in this past academic year 1886 students received services from Access and Equity Services. This represents a 6% increase in the number of students receiving services as compared to the last academic year, reflecting a continued growth curve for these services.

How are we positioned in terms of Enrolment 2025 Goals?

- Our overall increase in enrolment for 2020-21 moves us in a positive direction towards our Enrolment 2025 goals (<https://plan.usask.ca/learning-teaching-student-experience/>)
- On a quarterly basis, when we assess enrolment we also take the opportunity to assess our progress towards the growth articulated in Enrolment 2025. The targets included in Enrolment 2025 are viewed as upper limits approved by all three USask governing bodies.
 - Average annual growth for undergraduate enrolment since the baseline year of 2017-18 is 2.0%.
 - Average annual growth for graduate enrolment since the baseline year of 2017-18 is 1.9%.

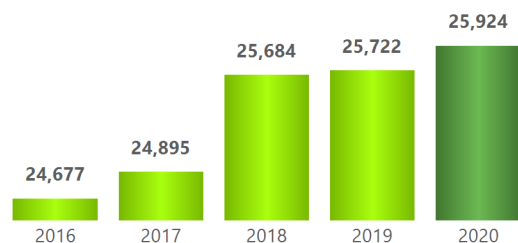
- Average annual growth rate for non-degree activity since the baseline year is -24.7% (due in large part to the conversion of some non-degree programming to undergraduate activity over the past couple years and the declines in international students pursuing the study of English for academic purposes).
- Based on current projections, we expect to be in and around 28,000 students by the 2024-25 academic year. This is underneath the upper limit enrolment level approved by USask governing bodies at approximately 29,000 students.
 - Our current projections suggest that we are likely to reach almost 22,400 undergraduate students and 4,750 graduate students by 2024-25.
 - At present, the bigger question surrounds what our student population will look like for non-degree offerings. As the university embarks on piloting micro credentials with a view to approving a USask framework there is a good likelihood that students numbers on the non-degree side of activity will increase substantially to well beyond our estimated 900 students.
- With regard to our Enrolment 2025 goals, the proportion of Indigenous students amongst the overall undergraduate population observed for 2020-21 is 15%, which aligns with the goal we set for the university. Although for the institution as a whole we see alignment with the goal, we still seek to increase the number of Indigenous undergraduate students across colleges. The proportion of Indigenous graduate students is 7%, which is lower than the goal of 10% that we have set out to achieve by 2025 and will require continued focus.
- With regard to our Enrolment 2025 goals, international undergraduate students made up 7% of our student body whereas our target is 10%. We have work to do here to grow these numbers. By contrast, the international graduate students constituted 38% of the overall graduate population where we have set our enrolment goal at 35%. Over this last year we have seen the number of new degree seeking international students has increased, but we have seen a decline (understandably) in short-term international student enrolment (e.g., exchange, visiting, visiting research). As progress is made by the government to address visa processing times, we are positioned to see enrolment growth.

Please feel free to send any questions you have more me (patti.mcdougall@usask.ca)

TOTAL ENROLMENT

25,924

↑ 0.8%



Undergrad 20,657 ↑ 1.4% **Grad Students** 4,405 ↑ 2.3%

Non-degree 289 ↓ 41% **Med Residents** 573 ↑ 2.7%

ENROLMENT BY COLLEGE/SCHOOL

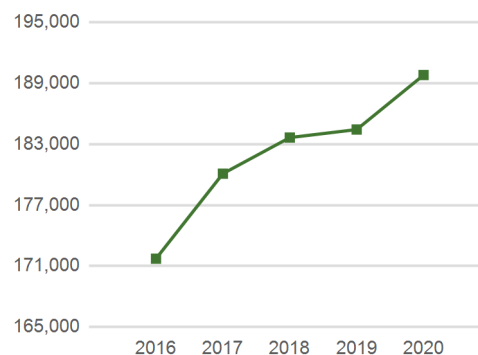
	Undergrad		Grad Students
Arts & Science	9,507 ↓ 0.1%	982	↓ 4.5%
Edwards School of Business	2,609 ↑ 9.1%	219	↓ 15.1%
Education	2,053 ↑ 5.1%	590	↑ 1.2%
Engineering	1,669 → 0.0%	501	↓ 1.2%
Agriculture & Bioresources	1,385 ↑ 1.7%	319	↓ 5.9%
Nursing	1,008 ↓ 2.2%	202	↑ 6.9%
Medicine	417 ↑ 0.2%	345	↓ 3.1%
Kinesiology	695 ↑ 4.4%	42	→ 0.0%
Veterinary Medicine	330 ↑ 0.6%	179	→ 0.0%
Pharmacy & Nutrition	432 ↓ 0.9%	63	↓ 7.4%
Law	409 ↓ 10.3%	23	↓ 4.2%
Interdisciplinary/Grad Other	- 0.0%	297	↑ 38.8%
Public Policy	- 0.0%	289	↑ 48.2%
Environment & Sustainability	- 0.0%	193	↑ 10.9%
Public Health	- 0.0%	154	↑ 6.2%
Dentistry	143 ↑ 5.9%	7	↑ 133%

RETENTION 86.7% UofS**Indigenous 77% UofS****International 87.4% UofS**

Retention rate for first to second year students in direct entry programs.

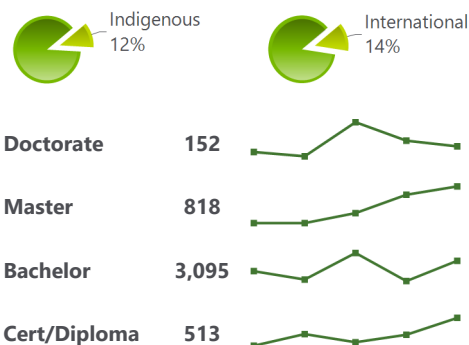
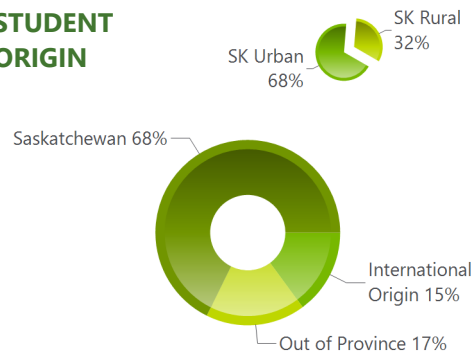
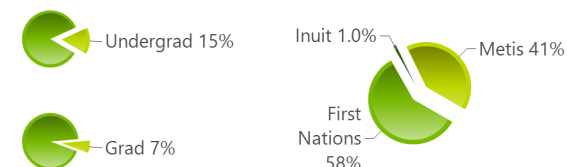
TEACHING ACTIVITY ↑ 2.9%

(3 Credit Unit Equivalent)

**CONVOCATION 2020**

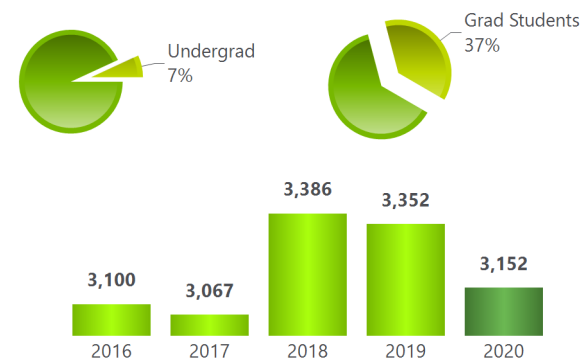
4,578

↑ 3.3%

**STUDENT ORIGIN****INDIGENOUS STUDENTS 3,466** ↑ 0.6%

Undergrad 3,114 ↑ 0.8% **Grad Students** 304 ↓ 2.9%

Non-degree 25 ↑ 38.9% **Med Residents** 23 ↓ 4.2%

INTERNATIONAL STUDENTS 3,152 ↓ 6.0%

Undergrad 1,417 ↓ 3.1% **Grad Students** 1,649 ↑ 1%

ESL 85 ↓ 66.9% **Med Residents** <5

TOP FIVE COUNTRIES

Undergraduate			Graduate Students		
China	429	30%	China	263	16%
Nigeria	230	16%	Iran	241	15%
India	228	16%	India	164	10%
Bangladesh	79	6%	Nigeria	113	7%
Vietnam	59	4%	Ghana	106	7%

Total Enrolment

Description A headcount metric that measures the distinct number of students registered in at least one class in the academic year. The percentage shown measures the change of enrolment from the previous year to current year.

Purpose To inform on the levels and trends of enrolment in the academic year.

Academic Year The time period from May 1 through April 31 in which student enrolment is reported. This includes spring, summer, fall and winter terms.

Enrolment By College/School

Description Headcount broken out by colleges and schools for undergraduate and graduate students. The percentage measures the change of enrolment from the previous year to current year.

Purpose To inform on enrolment headcounts and trends for colleges and schools.

Retention

Description First to second academic year retention measures the percentage of full time, direct entry, undergraduate students who were enrolled in the previous academic year in any term, and are still enrolled in the following academic year in any term.

Purpose This metric measures the university's success in retaining students from one academic year to the next.

Teaching Activity

Description Teaching activity measures the number of students in classes in the academic year. Students who withdraw from class after the last day to drop are included in the count. The percentage shown measures the change of teaching activity from the previous year to the current year.

Purpose To inform on teaching activity trends as an indicator of sustainability. The pie chart shows teaching activity across the four terms to inform on capacity.

Convocation

Description The number of credentials awarded in a calendar year for the successful completion of an approved University of Saskatchewan degree or non-degree level program. The number of credentials awarded is higher than the distinct number of students who graduate because students can be awarded multiple credentials in the calendar year.

Purpose Demonstrates student outcomes.

Calendar Year The time period from Jan 1 for Dec 31 in which student qualifications are reported. This includes the spring and fall convocations.

Student Origin

Description Student origin shows the percentage of students who came from Saskatchewan, other Canadian provinces or international countries based on students' high school, post-secondary, or admissions address.

Purpose To inform on the diversity of the student population based on origin.

Indigenous Students

Description Domestic students who self-declare as belonging to a recognized group of Indigenous people of Canada: First Nations, Metis and Inuit. The first pie charts shows the percentage of Indigenous students as compared to total student population. The second pie chart breaks out Indigenous enrolment by First Nations, Metis and Inuit. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of Indigenous students and the diversity of the student population.

International Students

Description International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students. The pie charts show the percentage of international students out of total students. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of international students and the diversity of the student population.

ESL English as a Second Language students did not meet the minimum language admission requirements and are enrolled in full time programs to meet these requirements.

Top Five Countries

Description A list of nations having the highest undergraduate and graduate international student enrolment as determined by the student's citizenship. The percentage shown measures the number of students from a particular nation as compared to the total number of international students.

Purpose To inform on the diversity of the international student population.