UNIVERSITY OF SASKATCHEWAN

Agenda for University Senate
9:30 a.m., Saturday, October 18, 2014
Exeter Room, Marquis Hall

1. Chair's opening remarks
2. Adoption of the agenda
3. Minutes of the meeting of April 26, 2014 pp. 1-71
4. Business from the minutes
5. President's report pp. 72-80
6. Report on Undergraduate Student Activities – Max FineDay, President, USSU (verbal)
7. Report on Graduate Student Activities – Izabela Vlahu, President, GSA (verbal)
8. Senate Election of Member of Board of Governors
    - 8.1 Executive Committee: Voting Procedures pp. 81-84
    - 8.2 Nominations Committee: Presentations from Candidates
        - 8.2.1 Joy Crawford
        - 8.2.2 Larry Kowalchuk
    - 8.3 Vote of Senate
9. Senate Committee Reports
    - 9.1 For Information: Executive Committee Report (Gordon Barnhart) pp. 85-86
    - 9.2 For Information: Education Committee Report (Russ McPherson) p. 87
    - 9.3 For Information: Nominations Committee Report (Mairin Loewen) pp. 88-90
    - 9.4 For Information: Membership Committee Report (Bob Krismer) pp. 91-92
    - 9.5 For Approval: *ad hoc* Bylaws Review Committee (Jim Pulfer) pp. 93-116

10. Items from University Council

    10.1 For Confirmation: Amendment to Admission Requirements of the Masters of Physical Therapy pp. 117-127

11. Presentations

    11.1 Great War Commemoration Committee

    11.2 New Discrimination and Harassment Prevention Policy Amendments on Gender Identity, Gender Expression and Two-spirit Identity pp. 128-136

12. Education Committee Topic

    Update on Considerations Regarding Possible School of Architecture (Ernie Barber, Colin Tennent, Representative from Saskatchewan Association of Architects)

13. Report on Non-academic Student Discipline Cases for 2013/2014 p. 137

14. Update to Policy Oversight Committee Year-End Report 2013/2014 pp. 138-139

15. Other Business

16. Question Period

17. Dates of Convocations and Future Senate Meetings

    Fall Convocation 2014: Saturday, October 25, 2014
    Honorary degrees to be awarded:
    - Chief Darcy Bear
    - Dr. Carl Zylak

    Spring Senate meeting 2015: Saturday, April 25, 2015

    Spring Convocation 2015: June 2 – 5, 2015

UNIVERSITY OF SASKATCHEWAN

Minutes of Senate
8:30 am, Saturday, April 26, 2014
Exeter Room, Marquis Hall

Attendance: See Appendix A for listing of members in attendance.

The chair called the meeting to order at 8:35 a.m., observing that quorum had been attained.

1. Opening remarks

The chair welcomed everyone and introductions were made by all senators present.

2. Adoption of the agenda

STROH/CRAWFORD: That the agenda be adopted as circulated.

CARRIED

3. Minutes of the meeting of October 19, 2013

ALEXANDER/AGEMA: That the minutes of the meeting of October 19, 2013 be approved as circulated.

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. President's report

President Busch-Vishniac reported on the *Vision 2025: From Spirit to Action* document. She noted the transformative documents that have been produced at the university in the past year including: College of Medicine's document, *The Way Forward*; reports from the TransformUS Academic and Support Services Task Forces; and now a new vision for the University. She noted that the Vision document honours the university's past, but focuses on its future.

The president described the consultative processes undertaken in gathering the information that informed her writing of the first draft of the Vision document and in developing further drafts. She advised that revisions focused on the values within the document – speaking to the university's history, collective experience, culture and what makes us unique in the post-secondary sector. The president elaborated on the six core values in the document, providing examples of all of the values in action. She noted that they reflect who we are as members of the university community and are a common thread for the people who come to study here.

Discussion of the motion to approve the *Vision 2025: From Spirit to Action* document ensued. A senator noted that he was disappointed with the writing style and drew attention to a very long sentence in the document.

Another senator advised that in her role as a window to the university from her community she had shared the Vision document with a number of members of her district and the community, who disagreed with the university's direction with respect to Aboriginal communities. She advised that feedback from some members of the English River First Nation was that the

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direction impacts the traditional territories of our First Nations peoples and places their cultural values under constant threat. Government funding to English River has been reduced while the government funds university training for uranium mine employees. Individuals from the community of Pinehouse have indicated that they would like to see the traditional land rights of Aboriginal peoples recognized. Members of the Métis community of Beauville expressed that the deception and secrecy with which businesses deal with the university is passed on in the dealings of these businesses with Aboriginal communities. She indicated that her concern was that the First Nations communities in Saskatchewan are being pushed to the sidelines and the university is aiding this through its increasing collaboration with businesses.

The chancellor replied noting that the English River community does receive money for post-secondary education as all First Nations communities receive money for post-secondary education. There is a conflict between Indigenous peoples and the users of the land as there is an impact on treaty rights of First Nations peoples; but the work that the university is doing is far ahead of the rest of the country in furthering the Aboriginal communities in Saskatchewan. The chancellor specifically noted the U15 conference he attended where he spoke about the work the University of Saskatchewan is doing with Aboriginal students. He also noted that he had met with leaders of both the Métis Nation and the Federation of Saskatchewan Indian Nations (FSIN) and they are happy with what is being done at the University of Saskatchewan.

A senator noted that materials were missing from the Senate meeting package. The secretary noted that this would be reviewed. [*Secretary's note: It was later determined that both the President's report and the submission regarding the Vision document were not included in the package. Copies of these documents were distributed to the senators at the meeting and copies are included as Appendix B to these minutes for future reference.]*

A senator referred to the discussion at the October 2013 Senate meeting of the Vision document and advised that although some of the feedback provided was reflected in the revised document, some important themes suggested were not incorporated into the new draft. He asked whether there would be an opportunity for members of Senate and others to provide further feedback on this draft of the document. The president explained that she personally spoke with over 700 people, met with organizations throughout the province, and received over 100 emails and letters offering feedback on the document. All of the comments received were considered. Sometimes the comments were diametrically opposed to each other. The president advised that Senate is not being asked to provide alternate wording suggestions or for additional comments as the version of the document before Senate has been approved by University Council. However, if there are any changes made by Senate the revised document would need to go back to Council for further approval. If the document is approved by Senate without amendment, it will then be submitted to the Board for consideration of approval.

A senator noted that it is important that we not only look at where we are at and going, but also where we came from. She noted many conversations and discussions regarding the university as she grew up, from 1940 until she left her parents' home and then received three degrees from the university. The University of Saskatchewan has been a prestigious university from its beginning. She noted that the university's plans for the future will continue to put the university in the forefront of education and research. She commented that she was proud of this university and it disturbed her to read in the *StarPhoenix* about the problems at present, and she specifically thanked Pauline Melis, assistant vice-provost, for the article she submitted to the *StarPhoenix* in response to criticisms. The senator also noted that there are now international students throughout the university and far more Aboriginal students than previously, and the university is benefiting as it becomes more diverse.

A senator noted that one of the items not incorporated from the Senate's feedback in October 2013 was wording around the university being a university of the people of Saskatchewan. Also, she did not see language around: students being stakeholders of the university; the incredible importance of fostering relationships between people and the land; and respect for people in the Indigenous ways of knowing and stewardship. She also wanted to echo some of the comments of previous senators regarding the importance of fostering a relationship between people and the land and the Aboriginal heritage of Saskatchewan and the treaties of Saskatchewan. Finally, she noted her concern that she did not see alumni reflected well in the Vision document as there were only two mentions of the important role alumni play— one as a source of revenue and the other to recognize that the university plays an important role in the lives of alumni.

The president responded to these comments advising that consultation had occurred in response to every issue that Senate raised. The president advised that follow-up meetings were held with alumni and the executive of the alumni association, and with the USSU and GSA student executives. These groups signaled their satisfaction with the changes made to the document. The Aboriginal portion was re-written by Aboriginal students, faculty, and staff. Regarding the mission belonging to someone, the president advised that this would be akin to a definition of slavery and that is not where we want to be. The president advised that given the diversity of opinion that exists, it would be impossible to present a document where every reader was satisfied with every word.

A senator noted that after a long career in education in Saskatchewan working alongside many elementary and high school students, she saw the voices and faces of Saskatchewan's young people in the words of the Vision statement. The senator advised that one critical piece of note was to make sure all of our students are flourishing, most particularly our First Nations, Métis and Inuit students. The school divisions have recently passed a sector strategic plan that places these students as a priority. The senator noted she sees this priority reflected in the words of the Vision document. She agreed that consultation and engagement with over 700 people is critical to this process and complimented all who had been part of this process. She thanked the university on behalf of the young people who have been served in the past and who will be served in the future.

A senator commented on the question of the ownership of the university noting that in today's world the tragedy of the commons is a tragedy about water, air and the earth. It is also about the knowledge base of the university, which is critical to sustainability and effective problem solving. The intent behind clarifying the ownership of the university is that it is part of the commons. The university is intended for the citizens and there is tension between this inherent intent and corporate ownership. The senator noted that once there is a knowledge economy, corporations will seek to take hold of that part of the commons. The university should belong to the people of Saskatchewan so that they may assert responsibility for the university's knowledge base.

The president responded noting that the operating budget of the university is funded 70% by the government, 23% by students, and most of the remainder through investments and philanthropic gifts. Where corporations have a chance to influence is through supporting research and there the university has a well-developed infrastructure to ensure corporations can fund research but not fund the answers that they want to have.

BUSCH-VISHNIAC/WHITTLES: It is recommended that Senate approve the document *Vision 2025: From Spirit to Action* as the new institutional vision document of the University of Saskatchewan.

CARRIED (8 opposed)

6. Report on undergraduate student activities

Max FineDay, president of the USSU, reported on the activities and accomplishments of the USSU and undergraduate students over the past year. He commended the work done on the Future Campaign to raise over $500,000 for students over a 24-hour period and thanked those senators who continued to support students. He reported that the USSU has focused its efforts in the area of student mental health resulting in the adoption by most colleges of a first-term reading week. Mr. FineDay advised that textbooks are one of the most significant costs to students so the USSU has been working on an Open Textbook approach whereby textbooks are made available online at no cost. Over the past year, the USSU has also focused on building relationships with campus clubs, working on expanding student space, and improving the teaching evaluation process. Mr. FineDay reported that the USSU has become nationally recognized as a student lobby group.

Regarding challenges, Mr. FineDay explained that the USSU is facing serious challenges particularly with retention rates for first-year Aboriginal students, as these students have a higher attrition rate than non-Aboriginal students. He also noted that a serious challenge has been TransformUS. The USSU has been vocal with its concerns regarding the implementation of TransformUS and provided the incoming USSU executive with direction as to how to proceed to carry its objections forward in the coming year.

Mr. FineDay thanked Ehimai Ohiozebau, the president of the Graduate Students' Association (GSA), for his guidance and support over the past year. Mr. FineDay also acknowledged the rest of his USSU executive, advising that he has had a solid team working for USSU members in the best possible way .

There were no questions or comments.

7. Report on graduate student activities

Ehimai Ohiozebau, president of the GSA, congratulated the president of the USSU on being elected for another year. He noted that collaboration with the USSU has improved.

Mr. Ohiozebau presented his report to Senate advising that he has been glad and proud to be a part of this wonderful institution and he looked forward to being an alumnus. He reported that areas of interest have been added in line with the GSA's mission statement and the executive identified five core values to continually represent. Mr. Ohiozebau listed the services, events, campaigns, effective student representation and liaison activities that the GSA executive had conducted over the past year. The services and events that they improved upon included: workshops; bursaries; orientation; health and dental plan; GSA Commons; and the GSA handbook. The services and events that were started included: talks with industry; the conference travel grant; the Halloween party; Upass; the childcare co-op; the awards gala and winter orientation. Mr. Ohiozebau noted that the additions made by the GSA have been both intellectually stimulating and improvements through social engagement.

Regarding campaigns, Mr. Ohiozebau reported that work continues in the following areas: review of graduate student funding; review of the university residence policies and procedures; inclusion of graduates with advanced degrees in Saskatchewan's Graduate Retention Program; and the creation of an ombudsperson position at the university.

Regarding academic research and integrity, Mr. Ohiozebau reported that the GSA has assisted students through 18 different academic and research integrity complaints. The GSA has also been effective in representing graduate students in many areas through attendance on several search committees, many Council committees and one Senate committee, as well as attendance at many conferences. Mr. Ohiozebau illustrated the increasing trend in GSA members' participation in elections, orientation, participation in the Upass referendum and the GSA awards gala. He thanked the Senate for its encouragement and asked that members continue to support the GSA and its members.

A senate member asked about the GSA's position on tuition fee increases. Mr. Ohiozebau replied that the graduate students understand that in order to have a quality education tuition fee increases are necessary at times. However, the GSA supports that any tuition increases be based upon clear principles and that the institution should not resort to balancing its budget through tuition fee increases.

8. Education/Discussion – Financial Sustainability

Lenore Swystun, chair and Russ McPherson, member of the education committee co-facilitated the discussion. They noted that the topic of financial sustainability is the inaugural topic to be brought forward by the new Senate education committee. Printouts of the updated version of further developed questions as emailed to Senators were distributed. Senators were advised that they would have an opportunity to look at financial sustainability from a general perspective and also to reflect on their own experiences.

Ms. Swystun and Mr. McPherson called upon Brett Fairbairn, provost and vice-president academic, and Greg Fowler, vice-president finance and resources, to provide comments on the questions directed to them.

Dr. Fairbairn and Mr. Fowler provided a presentation explaining TransformUS noting that in 2012 the university identified that if it continued without any changes it would be short 8.5% of its operating budget by 2016. Since then changes have been made to reduce this projected deficit by over one-third. Currently the university is not in a financial crisis as these are projections. Also, the university continues to make progress so there is the expectation of further savings.

Dr. Fairbairn and Mr. Fowler then addressed the questions as follows:

Why are universities concerned about financial sustainability?

Dr. Fairbairn advised that this is a major topic and preoccupation of every university across Canada and also a general North American trend. The provincial government is not increasing its grant to the university at the rate seen in the past. When the university's expenses increase at a rate greater than its revenues, financial sustainability into the future becomes a challenge.

What are the universities doing about it?

Universities are talking to colleagues across Canada and collecting research on what is being done in the USA. The following strategies are being considered: increasing levels of tuition fees; investing in student services to increase retention rates; providing more professional master's programs to tap into more markets; pursuing international students; implementing hiring freezes; employee layoffs; program prioritization; administrative efficiencies; introduction of new models of budgeting; and substitution of sessional lecturers for full-time faculty. The University of Saskatchewan has not been speculative in pursuing international students nor has the university been increasing levels of tuition fees to balance its budget. The university has been working on student services and pursuing some of the other items, such as: layoffs; program prioritization; administrative efficiencies; and introduction of a new budgeting model. The university has not been conducting across the board cuts, hiring freezes or replacing full-time faculty with part-time sessional lecturers.

What are the pressures on our university's budget?

Mr. Fowler advised that the top three growing line items in the budget are: growth in salaries, (for faculty, staff and leaders); going concern payments on pensions; and capital renewal. The university's operating grant is projected to increase at a much lower rate over the next four years than its expenses. A provincial government grant growth of 2% is projected. As salaries and benefits are growing at a rate of approximately 4%, the university is required to undergo permanent changes to ensure its financial sustainability.

What is the U of S currently doing and what are our future plans?

Dr. Fairbairn reported that there are seven strategies to bring the university's expenses in line with its revenues – and TransformUS is one of them. TransfromUS is a review of all programs and services in order to ensure the university aligns its limited resources with its priorities. Dr. Fairbairn reported that an action plan will be released next week outlining how the university will move forward in a coordinated manner. There will be four themes: simplifying and amalgamating structures; tighter focus on core mission (prioritization and context of learning and discovery mission of the university); prioritization as an ongoing process to identify ways to invest and use our resources to reflect our priorities; and shared services models, including identifying how to deliver services more efficiently and effectively. The six other strategies, in addition to TransformUS, include: review of total compensation and rewards strategies; workforce planning; maximizing the value of the university spend (e.g. finding efficiencies in procurement); examining revenue generation and diversification; reducing our footprint (both our space and environmental footprint); and organizational design improvements. Dr. Fairbairn advised that TransformUS has been the main focus during the past year, and the university is moving to the action phase of TransformUS in the next month.

What are some challenges we see for the future of the university?

Mr. Fowler noted that changes are transformative and by 2016 the university will look different than it does now. Change is not easy and has caused anxiety. Mr. Fowler advised of the need for the university to reduce its costs and produce new structures that are efficient and limit cost growth, while also funding its highest priorities. Mr. Fowler emphasized that financial sustainability is not an end in itself but allows the university to address its challenges, such as looking to a new vision. The university will continue the commitments of the integrated plan and make changes in order to differentiate itself among the best universities in Canada.

The senators then broke out into discussion groups and discussed the context of sustainability of the university from the budget perspective, in particular providing input on the revenue side as the university works to update its multi-year budget framework. The questions the breakout groups considered included:

- In recent years our university has seen approximately 2% annual increases in our basic operating grant from government. Would you recommend our university plan on the basis of greater, the same, or lesser increases over the next five to ten years?
- To what extent might our university look to generate increased revenue from academic programming (for example, by attracting more international students, offering more professional master's programs, etc.)?
- The University of Saskatchewan's current operating grant is approximately 70% of our operating budget, 25% is tuition revenue, and 5% is other revenue. The Canadian context is seeing a greater ratio of tuition revenue, as high as 50%. What might the U of S plan for in terms of this ratio?
- Other Canadian universities tend to have about 10% other revenues in their operating budget where the U of S has about 5%. Where might the university focus its efforts to increase this revenue? Land development? Donations? Ancillary operations? Other ideas?

The groups noted their comments on flipcharts and senators were able to walk around and review the comments. These comments have been included in the attached Appendix C. Comments were also delivered to the plenary by various senators verbally, and these have also been included in the attached Appendix C.

9. Items from University Council

9.1 Report to Senate on University Council Activities 2013/14

Jay Kalra, chair of University Council, advised that the University Council is responsible for the academic governance of the university. Council and its committees look at an array of programs of the institution as well as developing and overseeing policies on such matters as research, scholarships, teaching and learning, admissions, examinations and assessment of students, and student appeals and disciplinary action. Council also has a role in structural changes of departments, colleges, divisions, chairs and professorships, and centres.

Dr. Kalra noted that since the October 2013 Senate meeting, Council has approved the disestablishment of the Division of Environmental Engineering in addition to several revisions in admission qualifications for colleges, which are now being brought to the University Senate for confirmation pursuant to *The University of Saskatchewan Act*. Also, Council approved the new Vision document, *Vision 2025: From Spirit to Action*; the TransformUS program prioritization initiative has been keenly discussed; and in May Council will receive and discuss the TransformUS action plan. Dr. Kalra also noted that given the Senate's confirmation responsibility with respect to admission qualifications, the summary report of changes to selection criteria, which are under the authority of the colleges, has been attached to the report for Senate's information.

9.2 For Confirmation: Disestablishment of the Environmental Engineering Division

A senator asked whether the Environmental Engineering program is being rolled into another section. Dr. Trever Crowe, associate dean, College of Graduate Studies and Research, confirmed that the program will continue to exist although the structure of the division is dismantled. The program will be housed within a department in the College of Engineering.

OLFERT/FAIRBAIRN: That Senate confirm Council's decision to approve the disestablishment of the Division of Environmental Engineering.

CARRIED

9.3 For Confirmation: Dentistry admission qualifications changes

OLFERT/FAIRBAIRN: That Senate confirm the revision of the College of Dentistry admission qualifications to add a human physiology course (such as PHSI 208 Human Body Systems or its equivalent) as a required course for admission to the Doctor of Dental Medicine program (DMD), effective for admissions in August 2015.

CARRIED

The requirement for students to have three 30 credit-unit years of university completed before being admitted to the College of Dentistry was introduced. A senator asked whether this will make students who might otherwise enter the College of Dentistry not enter due to the cost of obtaining another full year of school. Dr. Garnet Packota, acting associate dean in the College of Dentistry, advised that the extra year will involve some cost, but an advantage of a third year is that those unsuccessful in admission would obtain another year in their bachelor's degree.

OLFERT/FAIRBAIRN: That Senate confirm the revision of the College of Dentistry admission qualifications to add an admission requirement for completion of three full-time (30-credit-unit) years of university course work completed between the September to April academic year leading to an undergraduate level degree as a condition of admission to the DMD, effective for admissions in August 2015.

CARRIED

The third motion relating to the College of Dentistry was introduced. The motion involves the admission requirement to add the implementation of a criminal record check prior to admission to the DMD. A senator asked whether other professional colleges also require a criminal record check, especially within a self-regulated profession. Dr. Packota confirmed that Nursing, Pharmacy, Nutrition, Physical Therapy, Education and Medicine all require a criminal record check. Another senator asked whether the fact that a student has a criminal record at all will disqualify them or are there certain crimes that will be considered less serious. Dr. Packota informed Senate that the College of Dentistry will develop a policy in conjunction with the College of Dental Surgeons of Saskatchewan to identify what in a criminal record would prevent a student from obtaining a license to practice, such as multiple offences.

OLFERT/FAIRBAIRN: That Senate confirm the revision of the College of Dentistry admission qualifications to add the implementation to add a criminal

record check as an admission requirement for admission to the DMD, effective for admission in August 2015.

CARRIED (one opposed)

9.4 For Confirmation: Medicine MCAT admission qualification changes

A senator referred to page 76 of the materials where it was mentioned that there is no difference in academic performance between students who have the prerequisites and those with the MCAT, and noted that some students might perform better in prerequisites and whether there was any concern of limiting applicants to the college. Dr. Barry Ziola, director of admissions, College of Medicine, replied that the college had the MCAT as a requirement until eight years ago, at which time it was removed. As of January 2015 the MCAT will have changed to become broader and cover areas of capability of applicants that are not currently covered. Courses are starting to diverge as to content, so this gives the college a standardized test for comparison purposes. It is important that the college's selection criteria are transparent and equal to all. The college is looking for a standardized system with a level playing field.

A senator asked about the cost in taking the MCAT and the preparatory courses students often complete prior to writing the MCAT. Dr. Ziola advised that the cost of writing the MCAT is approximately $325 US and an applicant can repeat the exam up to three times. The preparation course varies, but generally costs from $1500 to $2000. Generally students with a good background in Arts and Science do not need to complete a preparatory course.

OLFERT/FAIRBAIRN: That Senate confirm the revision to the College of Medicine admissions qualifications to include as an admissions requirement for the Medical College Admissions Test (MCAT) of all Saskatchewan residents who apply for entrance into medicine effective for applicants as of October 2015.

CARRIED (6 opposed)

9.5 For Confirmation: CGSR Nurse Practitioner qualification changes

OLFERT/FAIRBAIRN: That Senate confirm the changes in admission qualifications for the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner from the College of Graduate Studies and Research, effective September 2014.

CARRIED

Dr. Kalra thanked Senate for its careful consideration of the motions.

The meeting then recessed for lunch with senators returning to the meeting at 1:00 p.m.

10. Senate committee reports

10.1 Executive Committee Report

President Busch-Vishniac reported on behalf of the executive committee.

10.1.1 For Approval: Amendments to boundaries of the electoral districts

The senator from District 10 noted that where there are fewer alumni in the north there should be more outreach and engagement. She noted that there are very few alumni in District 10 and questioned whether another district should be created for the Athabasca region to allow more outreach and engagement in this district..

The university secretary advised that *The University of Saskatchewan Act* allows for only 14 districts. However, Senate does have the ability to reconfigure the district boundaries and this could go back to the executive committee for consideration of the boundaries. Heather Magotiaux, vice-president advancement and community engagement, also advised that there are other forms of outreach and engagement in the different areas and that she would take this question back for consideration. She noted that the ability to bring people together across the regional boundaries is a challenge.

CRAWFORD/WELLS: That Senate approve the proposed amendments to the Senate electoral district boundaries 10 and 11.

CARRIED (4 opposed)

10.1.2 For Approval: Nominations for members of Nominations Committee

BUSCH-VISHNIAC/WOOD: That Mairin Loewen, Lori Isinger, Vera Pezer and Colleen Toye be appointed to the nominations committee for 2014/15.

CARRIED

10.1.3 For Information: Special committee to review the *Standard of Student Conduct in Non-Academic Matters*

President Busch-Vishniac reported that the executive committee had created a special committee to review the *Standard of Student Conduct in Non-Academic Matters*. She advised that some issues had arisen that called into question some of the procedures. Furthermore that it was a good practice to review standards and regulations periodically to ensure they are relevant. This special committee will be chaired by Patti McDougall, vice-provost teaching and learning. The other members are yet to be named.

A senator noted that he sits on the provost's advisory committee on gender, and complaints had been received about homophobic comments by professors as well as questions about the university's appropriate conduct for processes that are in place. The senator asked what happens when a situation of misconduct such as this occurs. The president noted she was sorry to hear that there had been inappropriate comments in the classroom and referred the question for response from the provost. The provost advised that complaints about a faculty member should be directed to the dean of the college responsible, for either academic or non-academic complaints. If after that there are further questions then the student should contact the provost's office.

A senator asked why the vice-provost, teaching and learning, would be chairing this committee and what was the standard being referred to. President Busch-Vishniac advised that the vice-provost, teaching and learning, was broadly

responsible for students on campus so her portfolio was the most directly relevant to this review. The *Standard of Conduct in Student Matters* is a formal university document.

A senator asked why past experience on hearing boards would be valuable on this special committee. President Busch-Vishniac advised that as the committee will be reviewing the procedures used, populating the committee with individuals with experience in the application of the procedures would facilitate the review.

A senator referred to a recent student conduct issue that had been covered in the press and asked whether in this review a tightening of the procedures with respect to providing apologies and compensation for significant embarrassment and financial costs incurred by the student might be considered. President Busch-Vishniac advised that she could not speak to the specific case being referred to but could respond more broadly that there will be tightening of the procedures generally. The university has procedures that include a crisis management team that assesses whether a person is a risk to themselves or others, and there is an appeal process. Appropriate actions are taken in accordance with the process.

10.2 Nominations Committee Report

Ann March, chair of the nominations committee, presented the committee reports to Senate.

10.2.1 For Approval: Nominations for Standing Committees and Positions

Ms. March advised that in addition to presenting nominations for standing committees, the Senate nominations committee is also tasked to make appointments to other committees. As such the committee was asked in March to select the organization represented on Senate from which an individual should be sought to participate in the review committee of the dean of the Edwards School of Business.

Ms. March noted the nominations committee put forward names for all of the standing committees as set out in the written materials. The chancellor, as chair of the meeting, asked three times if there were any nominations from the floor and none were provided.

> AGEMA/PULFER: That Senate approve the nominations to Senate committees and positions as indicated in the attached schedule for 2014/15, effective July 1, 2014.

CARRIED

10.2.2 For Approval: Chair of Senate Hearing Board

Ms. March advised that the nominations committee was seeking Senate's confirmation to name the vice-provost, teaching and learning, or designate as interim chair of the Senate Hearing Board for non-academic student misconduct hearings until the Standard and regulations and procedures were revised.

A senator thanked the former associate vice-president, student affairs, David Hannah, who previously held the role of chair of Senate hearing boards for non-academic misconduct, for being a strong student advocate and instrumental in helping pass the gender changes to the Discrimination and Harassment Prevention policy.

> WELLS/ASHLEY: That Senate confirm the naming of the vice-provost, teaching and learning, or designate, as interim chair of the Senate Hearing Boards for non-academic student misconduct hearings from April 26, 2014 to and until the *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals* are revised.
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> CARRIED

10.2.3 For Approval: Re-election of Senate representative on the Board of Governors

The chair explained that two years ago there was a motion from Senate to not replace Susan Milburn on the Board of Governors to provide continuity on the Board and to provide time for the provincial government to amend the legislation to allow the Senate-elected member of the Board to sit a third three-year term. That legislation has gone through its third reading but has not yet received formal ascent. This morning Senate received a nomination from the floor for this position. The Senate Bylaws have two procedures which allow for both a nomination from the floor and also a process to have nominations from the nominations committee. Therefore, the chair recommended that the motion to ratify Susan Milburn not be brought forward.

After consulting with the president, university secretary and the dean of Law, the chair proposed that Senate move this forward to have a vote at the Senate meeting in October and to turn this process over to the nominations committee to review the candidates.

The chair advised that he had been serving on the Board of Governors and had learned that electing a member of the Board requires a special consideration of the candidates' skills and the skills required by the Board. He noted that he has a lot of financial experience and finds that the Board's financials are challenging.

Two senators sought clarification from the chair noting that the report in the materials stated that the position was open and the approved agenda included this item. The chair advised that it was his recommendation that the fairest process would be to allow Senate to fully consider the candidates and to put this forward for election in October. The university secretary advised that given the report provided in the meeting materials and the nomination received from the floor, and given that the chair has heard of the desire for a call for nominations and those nominations to be considered by the nominations committee, the chair is seeking a vote from the body to move the matter forward. It was noted that the motion provided in the written meeting materials had not been moved or seconded at the meeting. The following motion was moved and seconded:

PULFER/WELLS: To have nominations for the Senate-elected member of the Board of Governors put forward for elections at the Senate meeting in October 2014.

The chair of the nominations committee commented that the Senate Bylaws suggest that there is a responsibility for the nominations committee to review nominations for the candidate for the Board of Governors and this had not been done and was therefore a reason for the chair's recommendation.

A senator reviewed the actions of Senate over the past few years regarding the election of Susan Milburn originally in 2006 at a time when the Senate-elected member could serve a maximum of two three-year terms so that the conclusion of her two terms would have been in 2012. Then Senate voted to continue her presence on the Board of Governors. Then Ms. Milburn was named as chair for a term ending 2016 causing some dismay to some of the senators as they were concerned that Senate did not have the power to extend Ms. Milburn's term to that date. Then an overture was made to the government to amend the Act so that the Senate representative could serve three terms and such amendment has now received third reading. The senator noted that the person in this position is not the issue, but rather her concern was with going beyond what was available under the law as the current recommendation from the nominations committee was to re-elect Ms. Milburn for another three years until 2017 which would mean her total term would be extended five years beyond what is currently available under the law.

The president advised that as she reports to the Board she was not in a position to comment on the Board members but rather talk only to the process. She advised that the Board manages a budget of almost $1B and has an enormous amount of power. It is a relatively small Board of 11 individuals including five individuals appointed by the government. In electing a Board member the Senate consults the Board chair to find out what skills are needed and the Board members are asked to help identify their skill sets to determine the skills currently on the Board. The goal of the Board is to aid in the running of the university as an effective and efficient organization. The president advised that her concern was that there were two parts of the Bylaws – one that speaks to the executive committee looking at the skills required on the Board and recommending individuals to the nominations committee; and the other addressing how the nominations committee looks at these individuals. The process must be thoughtful and careful and not done at the last minute. The president advised that it is very important that in the next year these provisions in the Bylaws are no longer in tension.

The president explained that the current legislation states that a Board member continues until both their term is done and also someone has been appointed to take their place. The Board has had the experience of the government not naming new individuals to the Board promptly and therefore members appointed to the Board often serve longer than their term while they wait until the government either reappoints them or appoints their replacement. The president emphasized that Ms. Milburn is not on the Board illegally as her replacement has not yet been named. She noted that the history just presented by a senator was not exactly correct. It was true that the university had asked

the government to amend the Act to have the Senate appointees to the Board be able to serve three consecutive three-year terms, but this was done to align with the three-year terms that the government appointees are able to serve, as the distinction of number of terms between the government and Senate appointees is unacceptable.

A senator noted that she sat on the nominations committee in 2012 and was the mover of the motion to allow Ms. Milburn to continue on the Board of Governors as the Senate's representative. She asked that the senators approve the motion to have an election in October 2014.

The following amendment to the motion was then moved and seconded:

BINNIE/ROONIE: That a call for nominations be put forward for nominations to nominate a Senate representative to the Board of Governors for election at the October 2014 Senate meeting, and that the Board of Governors' skills matrix be provided to the senators in advance of the meeting.

A Senator suggested that a closure date be added to the amendment so that there was time following the close of nominations for the information to be sent to Senate, as there was a problem in the bylaws regarding what "from the floor" meant as opposed to the process in the bylaws.

A senator noted her concern with the process regarding nominations to this position that was followed in 2011. She questioned whether the nominations committee had the ability to call for nominations, and believed the bylaws provides that the executive committee names the candidates. She was also concerned that the Senate was not given the Board's skills matrix or any information regarding the Board of Governors. The chair responded that he could not apologize for the vote in the past but can attempt to have the best process in place going forward. He also noted that the university is a very large organization and he would want the best leaders to run this organization.

The vote to amend the motion was then called and carried with one opposition.

The amended motion was then passed:

BINNIE/ROONIE: That a call for nominations be put forward for nominations to nominate a Senate representative to the Board of Governors for election at the October 2014 Senate meeting, and that the Board of Governors' skills matrix be provided to the senators in advance of the meeting.

CARRIED

10.3 Membership Committee Report

Joy Crawford, member of the membership committee, presented these reports to Senate.

10.3.1 For Information: Membership committee report

Ms. Crawford noted that the committee had circulated a survey to all member organizations of Senate and although some responses had been received, the committee wanted to receive more so a report would be provided to Senate in October after all the surveys had been received. It was also noted that the membership committee had considered requests by new organizations to become members of Senate.

Ms. Crawford reported that in the survey response from the Saskatchewan Association of Speech-Language Pathologists and Audiologists (SALSPA) the committee received notification of their resignation as a participating member of Senate due to their limited resources and inability to send a representative. Therefore SALSPA is no longer a member of Senate.

10.3.2 For Approval: Recommendation on Organizations to join Senate

HAINES/HOBACK: That Senate approve the membership to Senate of the following organizations effective July 1, 2014:

- Metis Nation-Saskatchewan
- Nature Saskatchewan
- Saskatchewan Arts Board
- Saskatchewan Environmental Society
- Saskatchewan Federation of Labour
- Saskatchewan Urban Municipalities Association
- Saskatchewan Writer's Guild

Under *The University of Saskatchewan Act* there is the unique voting requirement for only the elected district members and members-at-large to vote on the membership of organizations to Senate. A senator asked that the Canadian Centre for Policy Alternatives Saskatchewan (CCPA) be added to the membership of Senate as the argument to not add them set out in the committee's recommendations did not seem to follow the other arguments regarding other organizations whose requests were not brought forward. She noted that according to their website, the Saskatchewan branch was established in 2002 and presents thoughtful alternatives and research policies, looks at issues such as healthcare and provincial budgets, and was a recent recipient of the Canadian Connections award. Therefore the senator believed that the organization contributed to the well-being and culture of the province and therefore met the requirements for a Senate organization under the Act.

The chair noted that there was a long debate at the membership committee regarding this organization and the committee did not support it as it represents a policy think tank and this would open up the Senate's membership for many other bodies focusing on issues external to the university.

A senator noted that the CCPA was the only such think tank that came forward and he thought that others could have done the same and as this is the only time in the next five years that organizations are considered for addition and given their published work, he thought they would make a valuable contribution to

Senate's deliberations and Senate would be making a mistake if they were not added.

Ms. Crawford noted that the addition of this organization was not part of the five-year review but rather arose from a call for member nominations by the committee. She also noted another consideration of the committee was that it favoured umbrella organizations that represent a number of organizations rather than one specific group. The question the committee considered was whether this was a representative association or a single association and it preferred representative organizations.

A senator noted that if Senate was concerned about the spectrum she thought that the CCPA would be as eligible as the Chamber of Commerce, which was already a member of Senate. A question arose regarding why student members were not eligible to vote even thought they were elected members. The university secretary advised that the Act specifically named only the elected district members and elected members-at-large as the people who can vote to add an organization as a member of Senate.

> HANDE/PULFER: Motion to amend the motion presented by the membership committee to include the Canadian Centre for Policy Alternatives Saskatchewan.

CARRIED (12 in favour, 8 opposed)

The motion as amended was then voted on:

> HANDE/PULFER: That Senate approve the membership to Senate of the following organizations effective July 1, 2014:
>
> - Metis Nation-Saskatchewan
> - Nature Saskatchewan
> - Saskatchewan Arts Board
> - Saskatchewan Environmental Society
> - Saskatchewan Federation of Labour
> - Saskatchewan Urban Municipalities Association
> - Saskatchewan Writer's Guild
> - Canadian Centre for Policy Alternatives Saskatchewan

CARRIED (1 opposed)

10.4 Roundtable on Outreach and Engagement Report

Heather Magotiaux, vice-president advancement and community engagement, presented this information item to Senate. She advised that in the recent task force review of all support programs on campus, three functions were recommended as being placed in the lowest quartile including: president's tour, regional advisory council and the Senate roundtable. Thereafter the roundtable met in January to discuss this and develop a response. For those members that were unable to attend the meeting, Ms.

Magotiaux contacted each and obtained their feedback. She advised that all perspectives had been incorporated into the document provided to Senate.

Ms. Magotiaux advised that the roundtable discussed the following three questions: How effective do you feel the Senate roundtable has been? Do you believe the objectives of the roundtable could be better met by another existing structure or function? What would you propose as a response to the TransformUS recommendation? Ms. Magotiaux advised that the discussion about the three questions was very interesting. The elected senators met in October to talk about the Regional Advisory Committees (RACs) and their comments, as well as the comments from the roundtable, were reflected in this report.

Ms. Magotiaux advised that the president's tour was very helpful and the RACs were helpful in bringing opinions together, but do not require a bureaucratic process to advance their opinions. There was also the question as to whether the Senate roundtable had outlived its usefulness.

One of the elected senators who had chaired a RAC for a number of years noted that in his opinion most of the struggle had been trying to get the university to ask the right questions of the community. He recommended that before we give up on engaging the community it would be useful to review what mechanisms worked to have an open dialogue so questions and answers go back and forth and people listen. He noted that for the RAC that he chaired, people said these are the issues we want to talk about and why but the advisory council was always squeezed back into the preconceived dialogue of the university.

Ms. Magotiaux responded that the Senate is the body where the discussion ought to take place as the Senate roundtable and RACs are creatures of the Senate, and suggested that a topic of interest to the RACs could form the discussion topic at a future Senate meeting.

10.5 CONFIDENTIAL - Honorary Degrees Committee Report

This item is confidential and not included in these minutes.

11. Items for Information

11.1 Update on Enrolment

Russell Isinger, university registrar and director of student services presented this information item to Senate. A copy of his PowerPoint presentation is attached as Appendix E for reference.

11.2 Update on Senate Elections

The university secretary presented this information item to Senate. She advised that the Senate elections will open on May 5th and close on June 20th. She read the names of the twelve candidates running for the five member-at-large positions and encouraged members to vote and ask other alumni to vote as voter turnout remains low.

11.3 Policy Oversight Committee Report September 2012 – March 2014

The university secretary presented this information item to Senate. A senator asked whether the Senate had a role with respect to the policies, especially in the area of seeking public input; or whether this was a report for information. The university secretary advised that this report was for information.

A senator congratulated the university for including gender identity, gender expression and two-spirit identity within the university's Discrimination and Harassment Prevention policy. He asked whether it would be possible to have someone come to speak to the Senate regarding these matters. The university secretary invited the senator to send her a request for Senate executive to consider having a presentation on these matters at a future Senate meeting.

A senator asked what was expected of Senate with respect to the policy oversight committee report. The university secretary replied that Senate had indicated they would like to be informed of new policies and revisions to policies at the university. The senator asked that the energy and conservation policy be redrafted to not only recognize the quantity of water but also that the quality of water was important as she was concerned some water draining from the university to the river may be harmful.

The senator also asked whether the university's Freedom of Information and Protection of Privacy policy posted on the website included the revisions approved in December 2013 to which the university secretary confirmed that it did.

12. Other Business

A retiring senator noted that he had enjoyed his time on Senate and recommended that senators be informed on how the Board of Governors of the University of Regina were chosen and the process in which that occurs. He also noted some confusion regarding how two items coming to Senate at this meeting were dealt with differently, one being the recommendation to add the Canadian Centre for Policy Alternatives which was voted on at the meeting and the other being a recommendation to revise a district boundary. He suggested that both should have been sent back to committee for discussion.

The chair noted the confusion regarding the proposed re-election of Susan Milburn to the Board of Governors and apologized on behalf of the university. He noted that the Senate Bylaws provide conflicting guidance and recommended that Senate strike an ad hoc committee to review the bylaws regarding the nominations process for the Senate-elected member of the Board of Governors.

> PULFER/CRAWFORD: Motion to strike an ad hoc committee to review the Senate Bylaws and report back as to how to resolve the issue of the election process to follow for the Senate-elected member on the Board of Governors for elections occurring following the October 2014 Senate meeting.
>
> CARRIED

A senator recommended that the Senate set a date for nominations to close regarding the election of a Board of Governors member at the October 2014 Senate meeting to allow the Senate committees to work through their processes prior to the Senate meeting.

A senator noted her concern that what Senate was approving was against Kerr & King's rules of procedure regarding accepting nominations from the floor.

> STUMBORG/MCKERCHER: Regarding the nominations for the election at the Senate meeting in October 2014, that nominations close on Friday, August 15, 2014 and no further nominations be allowed from the floor at the October 2014 meeting.
>
> CARRIED

13. Question Period

A senator asked that the Board skills matrix be provided to senators prior to the nominations process rather than just prior to the election. The senator also asked whether Senate would like to have the Senate representative on the Board of Governors attend Senate meetings. The chair noted that at present he believed there is no requirement for the Senate representative on the Board to attend Senate meetings and if they are representing Senate that might be a good idea and can be further clarified. The university secretary noted that her understanding was that the Senate was not a representative but rather similar to those appointees on the Board from the government who do not represent the government, they are only elected by Senate and do not represent Senate. The chair noted that this could be further considered.

The senator also asked for a copy of the Board's Conflict of Interest policy, and was particularly interested in how it addresses a Board member who is also on the Board of a corporation from which the university accepts money. The university secretary confirmed that the Board's Conflict of Interest policy is available and can be distributed. The chair also noted that there is a conflict of interest declaration that Board members sign annually.

A senator noted that with respect to the Board's conflict of interest document and the freedom of information and protection of privacy policy, and asked how they are connected. Her concern is that she has heard of a recent freedom of information request to the university related to the potential conflict regarding the appointment by the Board of Donald Deranger to the board of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation and whether a member of the Board of Governors who is also an executive at Cameco Corporation where Mr. Durange is a board member, was involved in the appointment. She noted that in that process a request has gone to the privacy commissioner to address whether the applicant can have access to the information. She drew a parallel to how similar concerns have been addressed regarding freedom of information requests to Cameco Corporation. She asked whether the university's freedom of information and protection of privacy policy clarifies where the university's responsibilities start and stop with the Board conflict of interest policy. The university secretary advised that under the FOIPOP Act someone can make a request and the organization is required to respond in accordance with the Act and if the person receiving the response is not satisfied they can raise their concerns with the privacy commissioner and it is the privacy commissioner who determines whether there are parallel rulings that they have made that will be applied in each case. The university's policy addresses how the university will respond to requests under the FOIPOP Act and the university has been following both the Act and its policy with respect to the request to which the senator referred.

A senator noted that she has heard that the university intends to close continuing education classes that have been very popular and asked for clarification. The provost and vice-president academic replied that the action plan for TransformUS will be released in the following week and it will map out what the provost's committee on integrated planning (PCIP) is proposing to

be done at the university in response to the task force reports. He encouraged all the senators to look at these reports but noted that there is little he can say in advance of their release. President Busch-Vishniac also noted that the university has heard from a great number of senior citizens that they would like the non-credit classes they have been attending to continue and she suspected that response would happen. She noted that the issue will be less whether the classes are provided and more regarding changing the process so it is offered on a cash-recovery basis, as the cost currently incurred exceeds the revenue brought in from the registration. She surmised that it was likely the classes would continue, but that the registration fee might increase.

A senator asked about the Conflict of Interest policy and how it is enforced. She noted that her concern is a trend of a number of conflicts of interest being identified with the most recent one being that a member of the Board of Governors, Grant Isaac, did in fact not recuse himself from the Board prior to the appointment of the Cameco board member to the Sylvia Fedoruk Canadian Centre for Nuclear Innovation. The senator asked whether it is the Board of Governors' decision as to who has a conflict on interest and asked whether this is subject to scrutiny. The university secretary reported that at each Board meeting the Board members personally identify any conflicts of interest they may have with respect to the items being considered at that meeting.

Another senator noted that she had sat on the previous ad hoc bylaw revision committee and wanted to clarify to the Senate that the committee discussed the idea as to whether the Senate representative on the Board of Governors is a true representative of Senate or not. This was discussed at length by the committee and it determined that if it was a true representative of Senate then they would have to be a senator and their term would have to end when their term on Senate ended and that would restrict a lot of people and would mean a lot of qualified people would not be able to serve on the Board. Their conclusion at that time was a recommendation to replace the term "representative" in the bylaws with respect to the Senate-elected member on the Board of Governors.

In response to a question for clarification regarding the Senate elections, the secretary advised that they were open May 5th and closed June 20th at 4:00 p.m. She noted that a notice has been sent to all alumni that elections open May 5th.

A senator directed a question to the provost noting that he has heard of a change with regard to the hiring policy at the university whereby all new hires are vetted by the provost's office to ensure they are aligned with the principles for TransformUS and asked for the provost to speak to this. The provost replied that what he had heard was not quite right but rather that academic appointments of faculty members can only be made by the provost's office and that has not changed. He advised that there had been a recent change in reviewing the process before administrative jobs are posted. The vice-president finance and resources added that administration has decided to set up some institutional oversight of staffing decisions so proposed postings are reviewed each week for the purpose of seeing if the roles can be filled by people who are already employed at the university. In response to this review there have been a few changes made but only to approximately one or two postings per month.

The senator also asked about the transparency within the Board of Governors and he noted that there was one public meeting. The university secretary clarified that the Board of Governors does hold an annual public meeting in March. This is not that the regular Board meeting at that time is open to the public, but rather a specific public meeting of the Board to report and address any questions that come forward.

The senator also noted the way employment positions have been eliminated at the university and encouraged the people responsible for this to be respectful of the commitment these people have made to the university over the years. He provided an example of a long-serving individual and noted that it is important for the university to consider ways to honour the commitments people have made. Vice-president Fowler advised that there have been reductions in positions and there will likely be more in the future. He agreed that the issue is the correct treatment for the individuals themselves and advised that this is our highest and greatest concern. He explained that there are professionals and counsellors who meet and speak with the people who are leaving and the university does work with them to leave that day, to avoid upsetting staff who are concerned about their future. He advised that the university spends a lot of resources and time to help these employees prepare for the future including good severance packages and out placement counselling. He agreed that the university wants to treat them as well as possible during the course of these difficult times. The senator noted that the termination of these employees can be demoralizing especially when others in the unit do not know what is happening.

A senator noted that she was surprised to learn in this meeting that the Board of Governors governs itself when it comes to conflicts of interest and asked what can be done about this as she believes there is something very wrong with this approach. President Busch-Vishniac advised that the Board does have a Conflict of Interest policy and that everyone on the Board regulates themselves as no one knows enough about each person to accurately identify all of their conflicts. She provided examples of members on the Board who are also members of bargaining units who remove themselves from the meetings when issues regarding these bargaining units are being discussed. She advised that her understanding is that Board members try to disclose not only real conflicts but also when there may be a perceived conflict.

A senator asked why Mr. Isaac did not leave the Board meeting when Donald Deranger was appointed to the board of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation. Karen Chad, vice-president research, offered to meet with senators who are raising this concern. She noted that earlier in the meeting people brought up good practices at looking at competencies and requirements of Board members. She advised that all of the research centres follow good board practice and part of that includes developing good skills matrices and to conduct due diligence. She advised that she would be pleased to share the skills matrices that have been developed for these boards.

A senator noted the discussion regarding the expectation of members of the Board meeting the skills matrix and asked why the matrices did not apply to the president of the USSU and the faculty member.

The chair commented that all are present at this meeting due to their belief in the importance of the institution. He advised that he believed all present are good ethical people and advised that this also stands for the Board of Governors and that the university has a good Board of Governors. As all present are in attendance because of their love of the university , he cautioned against making inappropriate innuendoes about those who volunteer their time to this institution by serving on its governing bodies.

14. Dates of Convocations and future Senate meetings

Spring Convocation 2014: June 3-6, 2014
Fall Senate 2014: Saturday, October 18, 2014

Fall Convocation 2014: Saturday, October 25, 2014
Spring Senate 2015: Saturday, April 25, 2015

STROH/TARAS: Motion to adjourn at 3:40 p.m.

CARRIED

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Agema, Deborah	P	Binnie, Sarah	P	Anand, Sanjeev	P
Albritton, William	P	Girardin, Theresa	P	Baxter-Jones, Adam	P
Ashley, Linda	P	Hoback, Jerri	P	Berry, Lois	R
Banda, Brent	P	Jonsson, Janice	P	Buhr, Mary	A
Bird, Simon	A	Kopp-McKay, Adelle	P	Busch-Vishaniac, Ilene	P
Braaten, Lee	P	Krismer, Robert	R	Calvert, Lorne	A
Christensen, Helen	A	McLeod, Tenielle	P	Chad, Karen	P
Danyliw, Adrienne	P	McPherson, Russ	P	Cram, Bob	R
Derdall, Michele	P	Michalenko, Richard	P	Downey, Terrence	R
Dutchak, Dave	A	Nicol, Jim	P	Fairbairn, Brett	P
Flaten, Patricia	P	Pulfer, Jim	P	Favel, Blaine	P
Forbes, Richard	R	Schriml, Ron	P	Fowler, Greg	P
Frondall, Doug	P	Stevenson, Corinna	A	Freeman, Douglas	P
Fyfe, Ryan	A	Stumborg, Mark	P	Greenberg, Louise	A
Gerwing, Karen	P			Harasmychuk, Robert	R
Glover, Nancy	P	**ELECTED MEMBERS-AT-LARGE**		Hill, David	P
Haines, Shirley	P	Alexander, Joanna	P	Isinger, Russell	P
Halmo, Joan	P	Docken, Doreen	P	Kirpouros, Georges	R
Hollick, Barry	P	Cole, Evan	P	Ladd, Ken	R
Isinger, Lori	P	Crawford, Joy	P	Magotiaux, Heather	P
Kies, Richard	P	Finley, Sandra	P	Martini, Jeromey	A
Lanigan, Dennis	P	Fortugno, Stefania	P	McCaffrey, Geordy	A
Lamontagne, Shelly	P	Hande, Mary Jean	P	McDougall, Patti	R
Lavoie, Armand	P	Mihalicz, Deborah	P	McKercher, Peggy	P
Loewen, Mairin	P	Miller, Jordan	P	Molloy, Tom	A
March, Ann	P	Rooney, Karen	P	Norris, Rob	A
Martin, Stephanie	A	Stroh, Peter	P	Ogilvie, Kevin	A
Mushinski, Valerie	P	Swystun, Lenore	P	Pawelke, Michael	R
Myers, Fay	P	Wells, Joyce	P	Pezer, Vera	P
Olfert, Ernest	P	Wickenhauser, Joe	P	Regnier, Robert	R
Panchuk, Orest	P	**STUDENTS**		Rodgers, Carol	P
Prisciak, Karen	P	Duke, Adam	A	Smith, Colum	A
Prokopchuk, Nadia	P	Franklin, Heather	P	Stoicheff, Peter	R
Thibodeau, Lisa	P	Heidel, Steven	R	Sutherland, Ken	P
Toye, Colleen	P	LeBlanc, Daniel	P	Taras, Daphne	P
Wiens, Rod	P	Ohiozebau, Ehimai	P	Turner,Ted	A
Walters, Jim	R	Robertson, Jordan	P	Williamson, Elizabeth	P
Whittles, Avon	P	Wood, Justin	P		

P=present

R=regrets

A=absent

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO SENATE

April 2014

Vision 2025

Over the last six months I've had an opportunity to present the draft of Vision 2025: From Spirit to Action and consider feedback from many different individuals and groups, internal and external to the University. I have been able to interact with over 700 people, face-to-face, through venues such as town halls, faculty council meetings, breakfast discussions and alumni gatherings. I have received formal written feedback from Council committees, student government, multiple faculty councils, departments, and administrative units, and directly from over 100 individuals online. I've also had the opportunity to connect externally with alumni, government and local community groups on their thoughts on a vision for the University of Saskatchewan. I have been pleased to see the passion that people have for the broad vision for our institution and am proud to have been able to connect with so many people on our future.

As you will see, I am presenting Vision 2025 all of our governing bodies, including Senate, for approval. Vision 2025 is the foundational document from which all other key documents will be derived and will inform integrated planning. It will serve to provide us a broad perspective, giving us flexibility while also serving as a practical touchstone of what we are and what we do.

College of Medicine Update

On November 15, 2013, the College of Medicine was officially placed on 'Accreditation with Probation' by its accrediting bodies, the Committee on Accreditation of Canadian Medical Schools (CACMS) and its American counterpart, the Liaison Committee on Medical Education (LCME). Since then, a detailed Action Plan designed to address the specific concerns of accreditors has been developed. This plan was submitted to CACMS/LCME at the end of December 2013 for their review.

The college has recently been informed by accreditors that the Action Plan has been accepted and that reviewers will return to the college to determine progress in a period of 12-15 months. The letter also requested an update to the Action Plan with additional information on two standards. Both standards are related to feedback received by students and the request for additional information is specific to the family medicine rotation in Saskatoon. These two new standards will now become part of the College's Action Plan.

A growing number of medical school graduates will be staying in the province this year. A total of 53 of our 84 medical grads will stay at the U of S to pursue their residency training – a 63% retention rate is significantly higher than the previous two years (50% in 2013, 54.5% in 2012). Retention of our own grads has been a key goal for the college. The vacancy rate in the residency programs is also much

lower than in previous years with residency programs in a number of areas filled entirely with U of S grads.

The university has reached an agreement with the Faculty Association (USFA) to take the Unified Heads out of scope. The Unified Headship positions are unique in that the individuals hold a province-wide Academic Headship in one of nine clinical departments in the college while jointly holding the clinical headship in their particular health region. They are key figures in ensuring the seamless integration of clinical and academic activities within their given department and are also key drivers of accountability. The current heads will move out of scope effective July 1, 2014 while any appointments made from November 19th 2013 onwards will be out of scope. This agreement represents a significant step forward in the CoM restructuring as the Unified Heads will play a key role in ensuring accountability under the proposed new Academic Clinical Funding Plan for the province, currently under development with the provincial government. As part of the agreement reached with USFA these Unified Headships will now come under the Search and Review Procedures for Senior Administrators (2011).

Update on Third Integrated Plan -- *Promise and Potential*

Highlights for 2013/14 include significant accomplishments in the area of Aboriginal engagement and in culture and community. In the former area, we completed the Aboriginal initiatives website, the development of a set of twelve symbols to represent Saskatchewan Aboriginal culture and launched further work on including Aboriginal elements within our institutional ceremonies. In addition, we developed and administered the first ever Campus Climate Survey, which over 25 per cent of students completed. Results will be provided to the campus community this spring.

It is important to note, as in 2012-13, operating budget adjustments initiatives in 2013-14 limited the advancement of some initiatives outlined in *Promise and Potential.* Institutional Planning and Assessment (IPA) is currently in the planning stages of a communication piece that will be distributed broadly this spring/summer which will outline in a more quantitative way our progress since plan approval. This communications piece is expected to include an update on metrics and the academic priorities fund, and direct readers to www.usask.ca/plan for several feature stories associated with progress over the two years since the plan was approved.

In addition to the implementation of institutional level commitments, there are actions and initiatives being undertaken at the college, school and administrative unit level that align with and support the key goals and priorities outlined in *Promise and Potential*. Highlights are available at www.usask.ca/plan.

Third integrated planning cycle extended to 2017

In February 2014, the Provost's Committee on Integrated Planning (PCIP) decided to extend the third integrated planning cycle to 2017 in order to ensure there is sufficient time to finalize the implementation of TransformUS within the current planning cycle (originally described as 2012-2016) and to complete the key initiatives outlined in *Promise and Potential*. As a result, planning for the various

components of the fourth integrated plan (IP4), including the multi - year budget framework, will shift to initial stages in mid-late 2015, rather than commencing during the 2014 calendar year.

As we move toward 2015, and following from the finalization and approval of TransformUS recommendations, we will finalize and formalize the planning expectations for colleges, schools and administrative units for this planning cycle. For now, these are the high-level key milestones:

- Presentation of TransformUS implementation recommendations by PCIP (May 2014)
- Finalization and approval of the University's new vision statement (May 2014)
- Finalization and approval of the budget/planning interface to create the new budget process for the university (June 2014)
- Confirmation of planning entities to be included in the fourth planning cycle (Spring 2015)
- Confirmation of the process for development of the fourth integrated plan and component parts (Spring 2015)
- Community planning event (or other combination of events) for the fourth integrated plan (Summer/Fall 2015)
- Confirmation of the template for college/school/administrative unit completion as part of the process (Fall 2015)
- Deadline date for submission of college/school plans (Fall 2016)
- Deadline date for submission of administrative unit plans (Fall 2016)
- Council and Board of Governors approval of the fourth university-wide integrated plan and component parts (plan document, multi-year budget framework, people plan) (Spring 2017)

It is expected there will be an announcement on the process for the development of our fourth integrated plan by no later than summer 2015.

Tuition

2014-15 tuition rates were announced to the campus community on March 10, 2014 after approval from the Board of Governors. Tuition rates will increase by an overall average of 4.5 per cent for both undergraduate and graduate students. Undergraduate students will see tuition rate increases ranging from 0 to 5.5 per cent. Standard graduate programs will see an average rate increase of 4 per cent. Tuition rates in the College of Arts and Science, where 40 per cent of students are enrolled, will increase by 4.15 per cent. This is projected to be 11 per cent below the median rate of comparable programs in Canada.

It is important to note that all additional funds raised by the 2014-15 rate increases will be allocated directly to the colleges and schools, providing additional funding to enhance the student experience.

Tuition rates are not set with the university budget in mind or in order to make up budget shortfalls. Instead, they are reviewed annually by the Board of Governors and set according to three principles: 1) comparability to similar programs at other Canadian U15 medical-doctoral universities; 2) accessibility and affordability for the majority of potential students; and, 3) the quality of our programs, and the need to ensure our students receive a high-quality education.

Our commitment to our students is to continue to offer high-quality programs that earn high levels of student satisfaction. Given that tuition rates remain below the median of peer programs across Canada, with the exception of dentistry, we believe we are offering terrific value to students for their education.

In addition to tuition, 2014-15 student fees have now been finalized. Fees for undergraduate students will be $785.95 and for graduate students will be $811.16.

University Finances – *Operating Budget Adjustments*

Reduce the institutional footprint

As part of International Polar Bear Day on February 27, the university announced that, beginning in May 2014, adjustments will be made to the cooling and heating temperatures in our buildings. Building temperatures will be raised two degrees in the spring and summer and lowered one degree in the fall and winter, resulting in an estimated savings of $200,000 annually in utilities costs and a reduction of an estimated 2,000 tonnes yearly in carbon emissions. We are pledging to take this responsible action without compromising our learning and working environment. Over the next two months, our Facilities Management Division (FMD) will be working with facility building managers to identify areas where controlled temperatures are required for research, animal care, technology and other special operational needs.

TransformUS

On Dec. 9th, the final reports of the two task forces were released to the university community. In January, public meetings were held along with individual meetings with senior leaders and students to discuss the recommendations as laid out by the task forces. February began the analysis phase undertaken by the Provost's Committee on Integrated Planning (PCIP).

A 48-page analytical and thematic summary of the commentary was released in February by PCIP. In addition, preliminary analysis has been provided on select aspects of the report. The Provost and Vice-President Finance and Resources have been actively engaged in dialogue with the campus community through their online blog. It can be accessed at transformUS.usask.ca

PCIP's work is currently focused on reviewing possible actions, modeling their consequences, the time frame for their completion, the level of complexity and interconnection with other programs/ services, and the potential savings and improvements in efficiency and effectiveness. It is expected recommendations will be announced in late April/Early May and will:

- keep our university's teaching and research missions uppermost in mind along with our university values and vision;
- be a relatively brief, high-level overview of a set of recommended actions and, where relevant, descriptions of these actions;
- outline a list of projects, each of which the university can consider through the appropriate decision-making and governing bodies over the next couple of years;

- indicate which bodies and offices in the university are responsible for decision-making or implementation; and
- be developed with decisions for individual units, both academic and administrative, and for governing bodies.

The final phase of the prioritization process, a period of coordinated decisions and implementation – will begin on May 1, 2014. Decisions will be implemented through the regular governance processes as outlined in *The University of Saskatchewan Act (1995),* and will follow processes outlined in university policies, including all employment agreements.

It is anticipated that some decisions will begin in the 2014/15 fiscal year if they are within the decision-making authority of the unit leader, while others may take much longer to be implemented as they work their way through the university's governance processes as described in the *University of Saskatchewan Act*. Throughout the process, regular updates will be provided to the campus community at transformus.usask.ca.

A Note of PSE Budgets across Canada

At the time of writing preliminary indications suggest that postsecondary education received moderate support in the British Columbia, Alberta and Manitoba 2014-15 provincial budgets delivered in February and March, with respective changes of -0.9, 0.0 and 2.5 percent to operating funding from 2013-14. There appear to be trends towards targeted funding, continued capping of tuition fees (prior year in BC, 1.0 percent in AB, and rate of inflation in MB) and greater ministerial control. We will continue to monitor provincial budget impacts on PSE as they unfold.

The BC government tabled its provincial budget on February 18 and announced ongoing funding cuts to PSE of $50 million per year, as announced in last year's budget. The implication is a decrease to operating of 0.9 percent in 2014-15. BC has also committed to provide $10.5 million to 17 PSE institutions that provide ESL programs in response to the annulment of the Canada-BC Immigration Agreement.

Alberta's 2014-15 budget saw no increase in base operating grants to institutions, but a 5.9% increase in the total postsecondary budget. After significant cuts in 2013-14, $50 million was put back into the system part-way through last year and will be maintained on a permanent basis. Alberta also restored the Access to the Future Fund (an endowment in the Heritage Savings Trust) whereby the province matches donations to colleges and universities. A new Social Innovation Endowment was also announced for funding in the social sciences and humanities. An additional $32 million was targeted for enrolment in programs, not yet identified.

Manitoba made investments to base PSE operating grants of 2.5 per cent for 2014-15: universities were allocated a 2.5 percent economic increase similar to last year, and colleges received a 2 percent increase. Manitoba's budget also established a Research Manitoba initiative "to target funding to strategic priorities under the guidance of researchers and entrepreneurs." The province's council on PSE was disbanded, and functions rolled into the ministry of education.

Aboriginal Initiatives

Aboriginal Student Population

Aboriginal students now make up 10 per cent of the total student population at the University of Saskatchewan. Recently collected data reveals that 1,999 students voluntarily self-declared their Aboriginal ancestry this academic term. When you consider that Aboriginal people make up 15 per cent of the province's total population the University of Saskatchewan is well positioned to close this gap, and quickly.

Statistics Canada reported that in 2011 Aboriginal people accounted for 15 per cent of the total population of Saskatchewan, and with this number expected to rise to somewhere between 21 and 24 per cent by 2031. As an institution we want to be able to say we're a destination of choice for Aboriginal students, and this needs to be supported by statistics. Having the right data goes hand in hand with having the right supports and services. How we decide to support 1,000 Aboriginal students might look very different from how we support 3,000.

Gordon Oakes-Red Bear Student Centre

As of the writing of this report construction is about one-third complete on the new $17 million Gordon Oakes – Red Bear Student Centre. The colder than expected winter did have an effect on the construction schedule but it is anticipated the Centre will open up before the end of 2014.

The building, designed by architect Douglas Cardinal, will have a Tyndall stone exterior to co-ordinate with other campus buildings, but also bear colourful limestones and fieldstones to appear like beads on a blanket. The Centre will house student services and programs, serve as a gathering place aimed at welcoming First Nations, Métis and Inuit students, and have specially ventilated spaces to host smudge and pipe ceremonies.

Kainai Nation, Federal Announcement

I had the pleasure of being one of only four university Presidents who attended the Prime Minister's announcement of the First Nations Control of First Nations Education Act and dedication of additional resources for First Nations education across Canada. It was nothing short of historic to be a part of this announcement. This investment in K-12 First Nations education will no doubt have an impact on all Universities but as the province with the highest proportion of Aboriginal people this will impact Saskatchewan greatly. A highlight of the trip was participating in a roundtable discussion of a dozen people with the Prime Minister, Minister of AANDC, and National Chief of the AFN regarding how we might help achieve goals of a revamped education controlled by First Nations communities.

Partnership Agreement with Saskatchewan Indian Institute of Technology

Our university and the Saskatchewan Indian Institute of Technologies (SIIT) signed an agreement in March pledging to work together in the coming years to benefit educational outcomes for Aboriginal learners.

The agreement means that our two institutions will work collaboratively, to create programs, initiatives and services that benefit the Indigenous people of Saskatchewan. The memorandum of understanding between our two institutions is an example of collaboration and commitment to support First Nation students and improve accessibility for students interested in pursuing higher education.

In February, the U of S and SIIT signed a similar agreement that enables students who have completed two years of SIIT's business diploma program to enrol in the four-year bachelor of commerce program at the university's Edwards School of Business.

Partnership Agreement with Buffy Sainte-Marie's Nihewin Foundation Canada

We also signed a memorandum of understanding (MOU) to support Aboriginal education in Saskatchewan with the founder of the Cradleboard Teaching Project, Buffy Sainte-Marie.
The Saskatchewan Cradleboard Initiative (SCI) is a cross-cultural educational resource project to support Kindergarten through Grade 8 students in science, technology, engineering and math (STEM).

Curriculum for the program will be developed by U of S students, Buffy Sainte-Marie's Nihewin Foundation Canada and Aboriginal educators to support the provincial science curriculum's explicit mandate to co-present Indigenous and western perspectives on science at all levels of learning.

In the spirit of the Cradleboard Teaching Project, the Saskatchewan Cradleboard Initiative will highlight the contributions and diversity of Aboriginal peoples in our province, respond to community priorities for STEM education, and encourage cultural and scientific literacy. Resources will be hosted on an open-access website, which will include learning challenges for youth, as well as news stories featuring Aboriginal youth taking a leadership role in shaping their education.

Aboriginal Achievement Week

Each year in March the University of Saskatchewan hosts Aboriginal Achievement Week to celebrate Aboriginal achievement, reflect on traditions and ceremonies, and connect with the community and I am pleased and impressed with its continued evolution and growth. This year offered 33 different sessions and a number of activities for the campus community coordinated largely by our students and student organizations.

Highlights of the week included workshops on language, discussions on issues affecting Aboriginal peoples today, speakers such as Shawn Atleo, and a feast and round dance.

Government Relations

Federal Budget

One of the key announcements in the recent federal budget is a significant investment of $1.5 billion over 10 years for the new Canada First Research Excellence Fund. The Research Excellence Fund – which will escalate to $200-million per year from 2018 onward – will be flexible, with universities competing for funds to spend in targeted areas. Details remain incomplete at this point but it is clear that the funding will go to institutions rather than to specific individuals. This could permit universities to hire new talent, buy new equipment, improve library holdings and cement international partnerships.

The Canada First Research Excellence Fund, administered by the Social Sciences and Humanities Research Council on behalf of all the granting councils, will be available to all post-secondary institutions on a competitive, peer-reviewed basis. I am confident in saying that this funding is a direct result of relationship building through the combined efforts of the U15 and the Association of Universities and Colleges of Canada (AUCC).

The federal budget also brought with it the government's investment of $46 million in new money for the Tri-Council granting agencies, starting in 2014, $224 million for TRIUMF, $15 million over three years for the Institute of Quantum Computing (IQC) and $8 million for Mitacs Industrial R&D fellowships.

Provincial Budget

We were satisfied with the provincial government's continued support for post-secondary education, given realities of the 2014-15 provincial budget. The U of S received a 2 per cent increase to its base operating budget and targeted funding to support initiatives in the College of Medicine, the Health Sciences Building, VIDO-InterVac and support for students.

This budget has sent a clear message that government recognizes the value of post-secondary education to Saskatchewan. We appreciate the continued support for the U of S. The increase to our budget and allocations to specific initiatives allows us to continue to build a stronger university, one that will continue to serve the people of Saskatchewan.

The university's allocation for 2014-15 is consistent with the university's request to the province and its projections in its multi-year budget framework. This budget is welcome news, but our work towards building a financially sustainable university remains. We are committed to using our resources carefully and strategically, and this budget allows us to continue with the important work of transforming the university into a strong, U15 university.

We have been analyzing the impact of the provincial funding and will announce its 2014-15 budget in early June after it is approved by the U of S Board of Governors.

Community Engagement

Community engagement is a critical element of the presidential portfolio and of a university in general. I am pleased to be continuing the tradition of the "President's Tour", visiting locations within Saskatchewan and beyond, connecting with our alumni, donors, and stakeholders. This year our travel plans have us in Yorkton, Ile-à-la-Crosse, Swift Current, North Battleford, Prince Albert and of course Regina. Extra-provincially we are in Vancouver/Victoria, Calgary, Winnipeg, Toronto and Ottawa.

Community engagement is more than simply visiting a community though, it's intertwining the work of the university and the needs of the community. The following are some examples of university-community connections over the past few months:

Medication Assessment Centre

A new program in the College of Pharmacy and Nutrition is bringing students and patients together for mutual benefit. The Medication Assessment Centre in the College of Pharmacy and Nutrition offers pharmacy students the chance to interact with real patients and free comprehensive medication assessments for patients.

The Centre is one of only two programs of its kind in Canada. In the Centre, students will have interactions with real patients in a controlled, supervised environment, where faculty can evaluate students and provide feedback for improvement. By inviting real patients from the community, students get the benefit of interacting early and often which will help them be better prepared to quickly integrate into the health system upon graduation. Practicing pharmacists can also refine their medication assessment skills by participating in the Centre's services.

The Global Institute for Water Security (GIWS) Student Outreach Team

The Global Institute for Water Security (GIWS) Student Outreach Team was established last year to bring together U of S graduate students working on water-related research. Now in its second active year, the team has started to increase its presence on and off campus by collaborating with other groups and engaging a greater number people in their activities.

In September, the team promoted sustainable water use by participating in World Rivers Day. The event, held in Saskatoon alongside the South Saskatchewan River, served to remind attendees of the importance of rivers in local and global ecosystems. The group also recently collaborated with the School of Environment and Sustainability Students' Association (SENSSA) in Sustainability Week activities on campus. The 'Better Than Bottled' event focused on reducing and eliminating bottled water use and promoting Saskatoon's water by offering a blind taste test of both tap water and bottled water.

Community Engagement and Outreach Recipients

The University is funding community-engaged projects that aim to strengthen Saskatoon's core neighborhoods, keep aging populations healthy and active, and give elementary school students hands-on learning opportunities. These funds support innovative activities that offer the potential to change and improve lives through community-university partnerships — an important objective for the university.

The recipients in the five funding categories are working with communities across the province to make a difference. A total of $70, 000 was awarded to U of S faculty and students who are finding innovative ways of looking at challenges and, with community partners, form collaborative relationships that support creative solutions.

Community Engaged Scholarship Research Seed Funding:

- Christy Morrissey, Connecting migratory birds with the community
- Lalita Bharadwaj, Our nation, our water
- Scott Butcher, High-intensity functional interval training in older adults
- Janet McCabe, Exploring the effect of peer mentoring for children and youth with disabilities
- Megan O'Connell, Development and evaluation of a telehealth facilitated support group for caregivers of individuals diagnosed with atypical dementias

Support for Community Engaged Experiential Learning:

- Ken Coates, Policy issues in a northern community – community-engaged learning in La Ronge
- MJ Barrett, Transdisciplinary advancement of the partnership with Redberry Lake Biosphere Reserve
- Hope Bilinski, Engaging rural communities in advancing interprofessional education of health science students
- Bill Waiser and Jim Miller, Okanese experiential research/learning

K-12 School Outreach Initiatives:

- Michelle Delorme, PLSNP K-12 school outreach initiatives project
- Lana Elias, PotashCorp Kamskénow science and mathematics outreach program
- Jordan Woodsworth, develop and teach a new clinical program to senior veterinary students within the Veterinary Medical Centre (VMC)
-

Engagement Communications:

- Maureen Reed, design and deliver a video production to illustrates SENS's experiential and community-engaged teaching and research

Engaged Scholar Mobilization Graduate Student Catalyst Award:

- Lorna Butler and Maxine Watt, Linking learners with Leaders for life where they Live (L4)
- Sandra Bassendowski and Shauna Davies, iNurse, iTeach: using mobile applications in client education
- Rachel Engler-Stringer and Scott Mantyka, Community food assessments
- Robin Hansen and Penelope Sanz, Human rights impact assessments of mining investments: questions of methodology in Indigenous community participation

Research Highlights

Patient-Oriented Research

Saskatoon Health Region (SHR) and University of Saskatchewan celebrated a milestone last fall regarding patient-oriented research. SHR ranked 35th in the list of top 40 research hospitals published by Research Infosource. The Region was also recognized for leading the country in growth in health research income.

This is the first time Saskatoon Health Region has made the list and is the result of a collaborative approach adopted with the University of Saskatchewan in creating a joint research and innovation office. The office has provided support to initiatives examining new patient care programs, technologies and drugs, generating evidence to improve health outcomes. Some of these improvements include best practices to reduce MRSA bacterial infections in hospitals and long term care homes and development of evaluation tools for programs such as the Hospitalist initiative at St. Paul's Hospital.

Canada Research Chairs

Four U of S researchers were appointed or renewed as **Canada Research Chairs** (CRC) since the last Senate meeting:

- **Dwight Newman** (Law) was appointed as a Tier 2 CRC in Indigenous Rights in Constitutional and International Law.
- **Ingrid Pickering** (Geological Sciences) was promoted to a Tier 1 CRC in Molecular Environmental Science.
- **John Giesy** (Veterinary Biomedical Sciences/Toxicology Centre) was renewed as a Tier 1 CRC in Environmental Toxicology.
- **Erika Dyck** (History of Medicine) was renewed as a Tier 2 Chair.

These four CRCs will bring a total of $3.8M in federal funding to the U of S over seven years.

Agreements Signed with International Partners

The U of S signed five agreements with four international partners in December:

- A Memorandum of Understanding was signed on December 9 with the **Shiraz University of Medicine** in Iran.
- An exchange agreement was signed on December 9 with the **University of Bologna** in Italy.
- A Memorandum of Understanding was signed on December 11th with the **China Scholarship Council** in China.
- An Agreement on Academic Exchange and an Addendum to the Agreement on Student Exchange were signed on December 18 with **Osaka University** in Japan.

Update on Cyclotron Facility

The Cyclotron Facility capital project, a multi-purpose facility on campus for advanced research, training and production of medical imaging agents for PET-CT scanner use, is more than 60 per cent complete and on budget.

On January 13th, the facility received its License to Construct from the Canadian Nuclear Safety Commission without any comments or questions– demonstrating the high quality of work that has gone into the project.

Construction, delayed four weeks due to cold weather, is slated to be completed in late September. Upon completion, operational responsibility will be turned over to the Fedoruk Centre which will undertake regulatory commissioning and manage the facility under a recently approved agreement between the U of S and the Fedoruk Centre. The first isotopes for clinical use are anticipated in 2015.

Fostering undergraduate research

A U of S Undergraduate Research Program has been launched to ensure that the majority of undergraduate students have opportunities to experience research and discovery. This program includes curricular innovations, one-on-one research-mentored opportunities, and more internships and co-operative placements.

Water institute has global reach

The Global Institute for Water Security (GIWS) is building international links and networks to help solve water issues in Canada and around the world. Among them:

- GIWS director Howard Wheater served as a member of the Permanent Court of Arbitration, an interngovernmental organization that last December decided the Indust Waters Kishenganga dispute between Pakistan and India.
- A major GIWS research program focused on the Saskatchewan River Basin has been approved as the only regional hydroclimate project in North America by the Global Energy and Water Exchanges, an initiative of the World Climate Research program.
- GIWS has funding from the Canadian and Brazilian governments that will enable four Brazilian students to study water quality and quantity in the headwater catchments of the Canadian Rockies and four Canadian students to examine headwater regions in the mountains of Brazil.

Health research success

In a highly competitive Canadian Institutes of Health Research (CIHR) competition announced early this year, the U of S achieved a 20-per-cent success exceeding the national success rate of 15.7 per cent. Total funding awarded to U of S was $1.53 million for four projects that ranged from basic immunology and biochemistry projects to an historical look at reproductive politics and a project looking at how to create active urban communities. Of the four successful U of S grant applications, all but one went through the U of S internal review process set up by the Research Office. There is also evidence that the internal review process is leading to greater success for researchers applying to the federal research granting councils, SSHRC and NSERC.

Other Items of Note

Top 100 Influential Women

Karen Chad, vice-president of research at the University of Saskatchewan and Nancy Hopkins, past U of S board chair and U of S alumnus, have both earned spots on 2013 Canada's Most Powerful Women: Top 100 Awards in the public sector leaders' and Accenture corporate directors' categories. The list of winners was announced by Women's Executive Network (WXN).

The WXN Top 100 Awards recognize the highest-achieving female leaders in the private, public and not-for-profit sectors in Canada. Recipients were celebrated at a Dec. 4 leadership summit and gala dinner in Toronto, and will be featured in the *Financial Post* magazine. Winners are selected on their strategic vision and leadership, their organization's financial performance and their commitment to their communities.

TOOCs and MOOCs

Massive Open Online Courses (MOOCs) took the educational world by storm last year. The prevailing model for most MOOCs involves the course being housed in a closed platform (Coursera, Udacity). Although the price for registrations is free, participants must register to view the course content and any use of course materials outside of that course is prohibited. Participants usually communicate only with registered members in the course and sometimes not even with them. Yet the first "O" in MOOC stands for "Open", something most are not.

The Gwenna Moss Centre recently launched a course that we consider to be a Truly Open Online Course or TOOC. The course is built on the open source blogging platform, WordPress and all materials developed by the GMCTE carry Creative Commons licenses, allowing anyone to use, remix and share them. Participants are encouraged to register to make it easier to collaborate with others interested in completing the course as a cohort. Registration is not required to access the course materials. Other universities may use the resources of the TOOC or even embed (or "wrap") the TOOC into one of their own courses. The open nature of the TOOC not only benefits students through their ability to learn from a variety of perspectives, but also benefits the designers and course facilitators who receive feedback from others in the education world about the design and content of their course.

The Introduction to Learning Technologies TOOC from the Gwenna Moss Centre has 290 registered participants representing 15 different countries.

Another 3M National Student Fellowship

Shannon McAvoy, a student at St. Thomas More College was named as one of 10 recipients of the 2014 3M National Student Fellowship.

The prestigious 3M National Student Fellowship was introduced in 2012 to honour undergraduate students in Canada who have demonstrated qualities of outstanding leadership and who embrace a vision where the quality of their educational experience can be enhanced in academia and beyond.

Shannon has demonstrated leadership in campus academic support, student organizations and off-campus community-based social advocacy groups. Her self-direction, maturity, passion, and engagement are reflected in her commitment to improving the quality of the student experience through innovative ideas. She models leadership that is inclusive and seeks to foster and promote understanding among disparate groups.

The Fellowship is open to undergraduates enrolled full time in a college or university in Canada, and in neither the first nor the final year of their program. Each member of the cohort receives a $5,000 award, registration, accommodation and travel associated with STLHE 2014, hosted by Queen's University, and participation in a day-long retreat held in Kingston, Ontario. The Student Fellows will work on a collaborative project related to post-secondary education.

AGENDA ITEM NO:

UNIVERSITY SENATE

REQUEST FOR DECISION

PRESENTED BY: Ilene Busch-Vishniac, President

DATE OF MEETING: April 26, 2014

SUBJECT: ***Vision 2025: From Spirit to Action***

SENATE ACTION: For decision

DECISION REQUESTED:

It is recommended that Senate approve the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.

PURPOSE:

President Busch-Vishniac submits to Senate the document, *Vision 2025: From Spirit to Action* for approval. In approving the document, Senate signals its approval of a new vision document for the University of Saskatchewan.

CONSULTATION:

An extensive period of consultation has informed the document as outlined in the attached summary. The draft discussion document was first released to the university community on October 9, 2013. The document was discussed by the three governing bodies in the fall and specifically by Senate at the October 19th meeting.

Following presentation of the draft vision statement to the university's governing bodies, input and feedback was sought through town halls, public meetings, and meetings with student organizations, alumni and administrative units, and discussion with government representatives. A number of colleges and departments also invited the president to present the draft statement to their faculty, students and staff.

At last count, President Busch-Vishniac presented the draft statement to over 700 individuals at face-to-face meetings, and received over 100 online submissions. In response, substantive revisions to the document included an expansion of the values expressed, the incorporation of language from *The Learning Charter* and an entirely new section on Aboriginal engagement. The themes of advanced learning and discovery, enhancing Aboriginal engagement and inspiring lifelong citizenship were identified and highlighted in the document. A section on guiding principles was added to articulate how

the university will express its chosen principles through actions. In terms of format, the document was reorganized to articulate the themes and eliminate overlapping sections.

On March 19, 2013, the planning and priorities committee considered the revised document and l suggested wording changes. On April 2, 2013, the committee received a further revised version of the document and carried a motion to recommend to Council approval of the Vision 2025 document as the new institutional vision statement of the University of Saskatchewan.

The document is slated to be presented to University Council on April 17th. The document submitted to Council is identical to the document submitted to Senate. Any recommended changes made at University Council on April 17th will be identified and circulated at the Senate meeting on April 26th.

SUMMARY:

The *Vision 2025* document is intended to become an institutional statement of the university's broadest goals and objectives and lay the foundation for the university's future integrated plans. The document speaks to the university's collective mission, vision, values and guiding principles. As such, it is appropriate that Senate be asked to approve the Vision 2025 document to voice its support of this collective vision and direction of the university.

FURTHER ACTION REQUIRED:

Approval by Council will be sought at the April 17 Council meeting; approval by the Board of Governors will be sought at the May 27 Board meeting.

ATTACHMENTS:

1. Vision 2025: *From Spirit to Action*

APPENDIX C
Senate Education Committee Break Out Notes and Comments Provided by Senators to Plenary - April 26, 2014

Group 1

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?

- We would like to see commitment by government to a 3-5 year plan (ie. A longer-term plan) at a minimum of 2% increase)
- Keep U of S as much as possible "the people's university" especially in light of threat to natural resources (eg. Water) by the extractive industries whom the university is increasingly looking towards for funding.

2. Increased revenue from academic programming?

- Does the U of S have the capacity to expand this programming for international student/masters' programs (i.e. Human resources, expertise of existing faculty
- Would increase $ be eaten up by addressing lack of capacity?

3. Budget ratio

- Just raising tuition is likely not feasible
- Question: is the university able to economize the delivery of services so that tuition does not increase, while the ration of funding coming from tuition can then increase. Eg. Delivery those saving of administration costs, which increase at higher rates than other salaries (eg. 5-6X)

4. Increase revenue by…

- Lease land as opposed to sell
- Take advantage of potential land-lease availability on campus by decreasing physical footprint.

Group 2

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?

- Same or less increase in basic operating grant from government.
- General question: What collaborative opportunities are there between post secondary institutions eg. SIAST and U of S that could create cost saving structures for both. In particular, academic programs for undergraduate needs.
- Recommend government look at cost of living increase and population growth.

2. Increased revenue from academic programming?

- Look at increasing international students and offer more professional Master's programs but can't compromise quality of education at their expense. Increase with caution; don't compromise programming or Sask. students at the expense.

3. Budget ratio
- Small percent of tuition increase only 1-2% - look at increasing other revenue more first.

4. Increase revenue by…
- Land developments with consultation should be looked at. Increase donations. Contact Alumni – plan to donate an amount over a period of time to fund a first year student's tuition amount. Ancillary operations. Convention Centre – central location for Canada. Use hotels in land development. Electronic increases possibility for global conferences.

Group 3

First Nations funding – are we competing for dollars? There may be some overlap – needs to be reviewed. Eg. Nursing

What things/strategies could we utilize to retain students? Eg. Online or first year classes offered in more communities may improve success rate. Re-entry classes for students that leave for whatever reasons.

Don't assume we'll receive more 2% annual increases from government.

Based on increase of costs (reality) 4% annual increase will occur – needs to be considered.

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?
Should be economy based

Deans more internal based – suggest that Deans concentrate/focus more on externally based.

Stay involved in communities.

Group 4

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?
- It's contingent on government. Hard to answer. If we plan for a 2% increase or more, we have to plan accurately to apply pressure. What can we do to make the number different? Absolutely if we want more we need to work for that. Lobby for increased government revenue. Education tax % on resource extraction and capital transfers out of province.

- It's not actually clear where the funds are going. How can we project operations when we don't know where it's going.

- Answer? Prudent to plan for 2% and advocate for 5%, or more (Active role)

- Funding will probably decrease in terms of government funding…or at least won't do it above inflation.

- Perhaps a direction away from government and towards other funding strategies.

2. Increased revenue from academic programming?

   For particular degrees, it may be important to increase revenue from academic programming.

   Differential tuition? (side note: to have a substantive discussion about this we need more time. We need more time – what is it about revenue, restructuring, and TransformUS?) Expand the time slot to do this.

3. Focused on tuition revenue and should be focused on other revenue (approx. 5%)

   Students bear the brunt of the increases.

   Access to equipment, changes to technology, etc….take a huge chunk and is well above inflation. What is the right balance? Information in advance is key.

   Online programs cost about the same. Usually given to sessional lecturers ie. Other programs don't cost much for university, but students pay more and not a lot of benefit.

   What is the business case for that? If we want to expand programs we have to think about it.

   Differential tuition? A LOT of push pack.

   What is the appropriate ratio? Keeping tuition down is what we want to do.

<u>Group 6</u>

1. Government grants
   - Encourage responsible investment in our future ie. Advocate for more, plan for less
   - Efficient responsible use of $$ by U of S
   - Society has a responsibility for providing education at all levels)

2. Programming revenue
- Retain core mission – don't sacrifice , also don't shy away from opportunity
- Increase international students
- Yes, prof masters program with appropriate tuition, competitive, cost recovery

3. Tuition revenue
- Increased on annual basis by C.O.L. %
- Competitive with Canadian universities
- Consider European models, American, international models
- Teach what we' good at and what we need
- Reduce redundancy in Saskatchewan institutions

4. Other revenues
- Planned endowment/estates
- I.P.
- Reflecting core values
- Sustainable investments in building retrofits – cost benefits – thermal/solar
- $$ benefits to individual researchers fairly shared with university
  Public/private partnerships with our land developments.

Group 7

1. Timing of operations, Monday – Thursday, September – April
   Max capacity opportunities, Friday and Saturday, May – August

2. Income opportunity from residences

3. Product offerings
   - Huskie clothing – accessibility
   - Rider swag – cross merchandising

4. Procurement opportunities

5. Review benefits provider

6. Program review

7. International students recruitment and differential tuition

8. Revenue generation opportunity
   - Synchrotron
   - VIDO-INTERVAC

9. Administration rationalization

10. Quality of tenure

11. Program prioritization

12. Voluntary departures

Group 8

1. Plan on greater, lesser or same government grants?
    - Should expect variances each year
    - Expect that administration advocate at government level to request increases
    - For "planning" purposes we should look at grants remaining the same
    - As we plan for less, honesty and transparency is key to communicate specifically by and from administration - increase level of trust, decrease level of frustration
    - Process is important to communicate in order to manage expectations
    - Evidence based information is needed
    - Need to craft the message to be transparent yet maintain privacy as well

2. If/when staff/personnel cuts happen that they are recognized in a respectful manner – recognition of the contribution these individuals have made – use industry appropriate models – treat people with dignity.

3. Tuition Revenue Ratio

- Need to consider maximum amounts of tuition and amount of student loans as well – accessibility
- Appropriate tax incentives
- Important to also examine other alternatives
- Tuition is a 'good deal' in terms of the return on investment
- If increased admissions, need to balance with the quality of education
- Explore increased 'online' courses = increased students and tuition, etc.

International Students

- Increasing the numbers of international students can also increase support costs so not always a revenue generator – models need to be examined carefully.
- Need to examine accessibility issues in relation to tuition increases as a revenue generator.

4. Donations
    - Need to explore other fundraising models to encourage alumni to donate

- Education
- Need to be clearer on where your donated funds are going towards – perhaps have choices to direct your funds towards – needs to be streamlined, easy to donate
- Examine the associate tax breaks
- Examine other ways to increase revenue from ancillary services – Huskie gear, increase food services and quality/variety

Group 9

- Can interdisciplinary research become a source of revenue
- Can capital renewal be a one-time government investment (ie for building maintenance and growth)
- "greening" campus with solar/wind may decrease costs of utilities, increase revenue (by selling excess back to grid), can secure government funding, innovative and distinguishes the campus. Could be a drive for research.
- Any organization that relies 70% on government funding is at risk – something to be said for becoming more self-sustaining
- Increase revenue from land holdings and leases
- Look at ways to increase donations (monetary or land donations)
- Communication issue identified around grad students and international students (ie. International tuition cost of education, local students are subsidized – not international tuition, more expensive)
- What is capacity to expand within colleges?
- As long as university able to expand, pursuing more international students should be prioritized.
- Prof. masters seen as valuable approach
- Increase distance education technology and opportunities
- Tap into online course offerings like ed ex (free courses, pay for recognition of completion)
- U of S currently has a high tuition already
- Good time to investigate all pension plan alternatives/structures
- If tuition increases necessary, it should be coupled with increase in graduate retention plan in province.
- Education already an inequitable opportunity (low income students pay more in loan interest, therefore more for their degrees)
- Lot of people concerned about 'top heaviness' – ex p of administration
- If people saddled with debt on graduation, how likely will they be to donate in the future?

Group 10

1. Basic Operating Grant

- Plan on the same
- Dangerous to plan for less, then you invite less
- Tied to your planning for expenditures, you need to see whole picture

2. Generate Revenue from Academic Programming
    - Every university wants International students
    - Is there an opportunity for more creative innovative learning and programming? To set up apart.
    - Access programming for Skype (etc) in a flexible package for remote/greater community
    - More partnerships
    - Make sure existing programs don't get pared back too much. Keep them vigorous.

3. Revenue Ratio
    - Please don't raise tuition, don't want to lose students
    - Ration at 25% acceptable, but good to make it less than 25% by revenue elsewhere.
    - More students at lower tuition is good in long run.

4. Revenue Generation
    - Don't approach new graduates for money right after they graduate. Give them time to a get a job, pay off loans, etc. Let them get settled.
    - Be sensitive, but still keep them involved and stay in touch. (Alumni)
    - Approach Edwards School of Business with this as research project.
    - University sharing space/renting space to business/community for conferences, continuing education, etc.
    - Be careful that ancillary development/land developments mesh with university vision (ie Preston Crossing)
    - Don't take resources away from other goals

Other points/questions
- If looking at finances and budgets, why can't we see the finances at some level of detail? We need to know where we are before we can discuss changes
- Where are other universities getting the 10% 'other revenue' vs. the U of S having 5%
- If looking at generating revenue, how is money generated from commercial research allocated/shared with general university revenue? Is there a ratio or % that goes to general university funds? And then at what point does it become a conflict of interest?
- Why are senior administration salaries immune from consideration in TransformUS process? Are they?

General comments:
- Compare our university $ to European universities not North American (eg. US) *divided opinion – North American comparison important
- Endowments: we are under-endowed
- Exam stewardship of endowments

- Increase emphasis on endowment portfolio
- Provide further forums to discuss financial savings
- How do we assess/monitor/improve current process

Comments provided by verbally from Senators to Plenary:

- Actively seek more funding from government

- Look to land endowments and suggestions about land development and stewardship as there is a lot of potential there

- The public perception of what is happening is that professors are being fired but administration has never been touched so recommendation to make things more transparent and work on better communications to the public. Recommendation of perhaps providing a chart showing the percent of administration being downsized and the percent of other groups being downsized so people see it as being balanced. If there is a lack of true information then untrue information will come forward.

- Suggestions were provided for ways the university could become more self-sufficient in creating its own revenue: making the campus more green as environmental sustainability plays into financial sustainability (i.e. solar panels on campus and sell excess energy back to the grid). Look to be innovative.

- There was a wide-ranging discussion regarding tuition increases and recommendations that it should be indexed to inflation and a perception that tuition has been going up quite substantially. The question was asked as to what is tuition paying for and why are tuition fees increasing as much as they are (i.e. Are there more costs to run facilities in some of the colleges?). There was a view that those who are receiving distributed learning are paying much more than the costs of their program. Also the tuition question revolves around getting accessibility to education and if tuition increases are necessary the university should campaign the government aggressively to increase the graduate retention program so students can recoup tuition costs down the road. There was an indication that we do not want people with increasing amounts of debt partially because the likelihood of future donations down the road is less.

- There was the observation that the university may start to become things that are not in the Vision statement (i.e. Land developers; and holders of IT rights).

- Regarding seeking more money from alumni and individuals, it was noted that a number of years ago there were enhanced tax write-offs for donations to political parties and would it be possible to lobby governments for enhanced tax write-offs for donations to post-secondary education institutions.

- Recommendation to retain the concept of this being the people's university and therefore the provincial government should be funding 2% or more.

- Regarding tuition being a larger percentage of revenues, it was recommended that it be indexed to the total amount allowable in student loans.

- It was noted that a lot of people see the government providing a growth of 2-3% per year and they asked whether the university had undertaken a worst case scenario regarding what would happen when exponential growth stops? Has the university determined what are its core programs that will continue to be funded if government funding is reduced to a total of 15-20% at some point in the future? Mr. Fowler explained that the rationale behind the planned 2% increase from the provincial government aligns with the inflation targets from the federal government of 2%, so the 2% increases are keeping the university funded at approximately the same level as the prior year. Dr. Fairbairn answered that part of the Board of Governors' responsibility is to manage risk of the institution and we do not deal with that by developing contingency plans. We project into the future the risks to our expenditures and revenue structures and discussions continue all of the time. To be able to discuss this we need to know what our priorities are and that is determined through our Vision document, in our planning documents, and the new information we have received from the task forces through the more refined level by program. Dr. Fairbairn advised that universities are remarkably stable and they do not fluctuate widely. We can accurately predict student numbers in the next year and salaries into the future. If there is an imbalance there is a structural problem, but we do not have wild fluctuations. A serious setback in government funding, which has been seen in the United States, at the moment is hypothetical in the current situation in Saskatchewan.

- The idea of thinking outside the box is very important and there is a powerful intellectual group in the Senate and it is interesting that administration and the Board of Governors is seeking Senate's ideas regarding these questions. It was noted that USSU president's ideas of less expensive textbooks is an interesting idea and it is good to get all of us thinking about ideas such as that.

- The chancellor noted that the provincial government receives money from natural resources and there has to be a connection between these resources to financing of our universities. We have to be mindful of the depletion rates on our energy resources as they have a direct impact here because we live in a resource-based province.

SENATE NOMINATIONS COMMITTEE REPORT

April 2014

Senate committee membership - July 1, 2014 to June 30, 2015

New members are indicated in bold type.

Executive Committee

Chancellor (Chair): Blaine Favel
President or designate: Ilene Busch-Vishniac
Two ex officio members: Daphne Taras, **Peggy McKercher**
Three appointed members: Simon Bird, **Lee Braaten, Karen Prisciak**
Three elected members: **Jim Nicol, Bob Krismer, Mark Stumborg**
One student member: TBA
Secretary: Elizabeth Williamson

Honorary Degrees Committee

President (Chair): Ilene Busch-Vishniac
Chancellor (Vice Chair): Blaine Favel
Provost and Vice President (Academic): Brett Fairbairn
Two ex officio members: Lorne Calvert, Peter Stoicheff
Two appointed members: Helen Christensen**,** Mairin Loewen
Two elected members: **Tenielle McLeod, Richard Michalenko**
One student member: TBA
Secretary (non-voting): Elizabeth Williamson

Membership Committee

Chair of committee: Bob Krismer
Chair of executive committee or designate: Blaine Favel
Four elected members of Senate: Lenore Swystun, Bob Krismer, Ron Schriml, **Jerri Hoback**

Education Committee

Two ex-officio members: Blaine Favel, Sanjeev Anand
Two appointed members: **Doug Frondall**, David Dutchak
Two elected members: Lenore Swystun, Russ McPherson
One student elected by student members of Senate: TBA

Round Table on Outreach and Engagement

Four district Senators: Adelle Kopp-McKay, Corinna Stevenson, Janice Jonsson, **Theresa Girardin**

University Council

Sarah Binnie and **Jim Pulfer**

Senate Hearing Board for Non-academic Student Discipline and Appeals (3-year terms)

Six members of Senate: Armand Lavoie, Ernest Olfter, Nadia Prokopchuk, **Jerri Hoback, Lenore Swystun, Valerie Mushinski**

Enrolment report

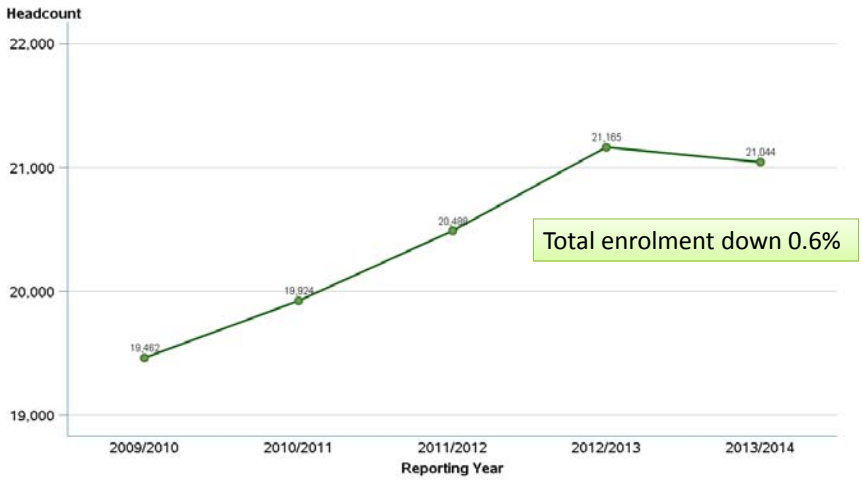
Fall 2013 and Winter 2014 Terms

UNIVERSITY OF SASKATCHEWAN

UNIVERSITY OF SASKATCHEWAN

Total Enrolment

Fall Term

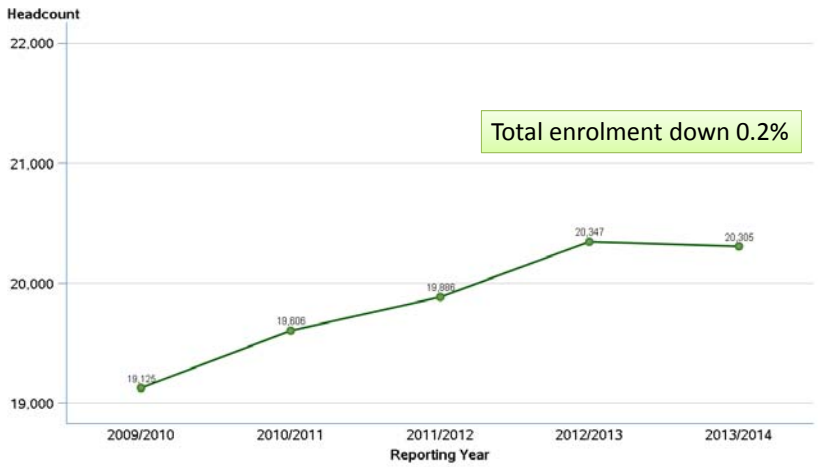


Total enrolment down 0.6%

UNIVERSITY OF SASKATCHEWAN

Total Enrolment

Winter Term

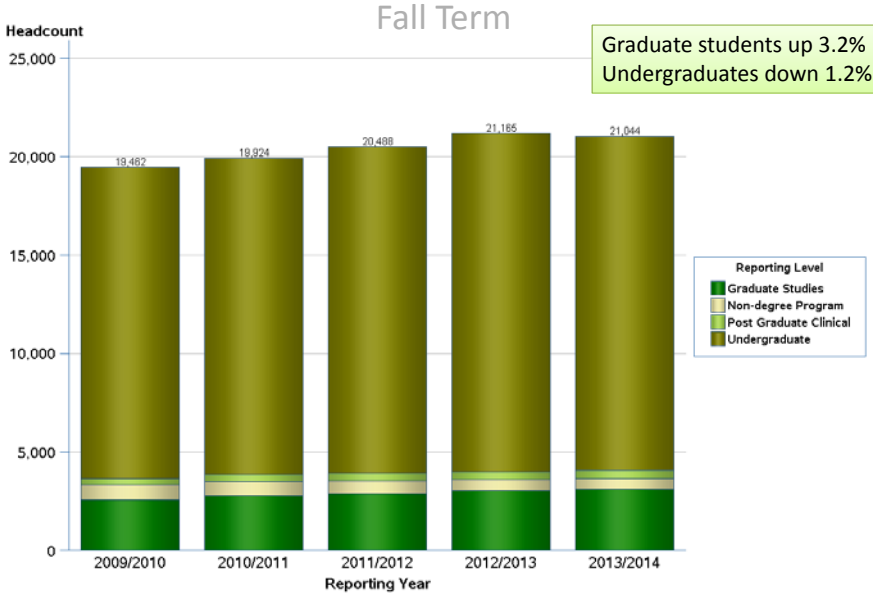


Total enrolment down 0.2%

UNIVERSITY OF SASKATCHEWAN

Total Enrolment

Fall Term



Graduate students up 3.2%
Undergraduates down 1.2%

UNIVERSITY OF SASKATCHEWAN

Total Enrolment

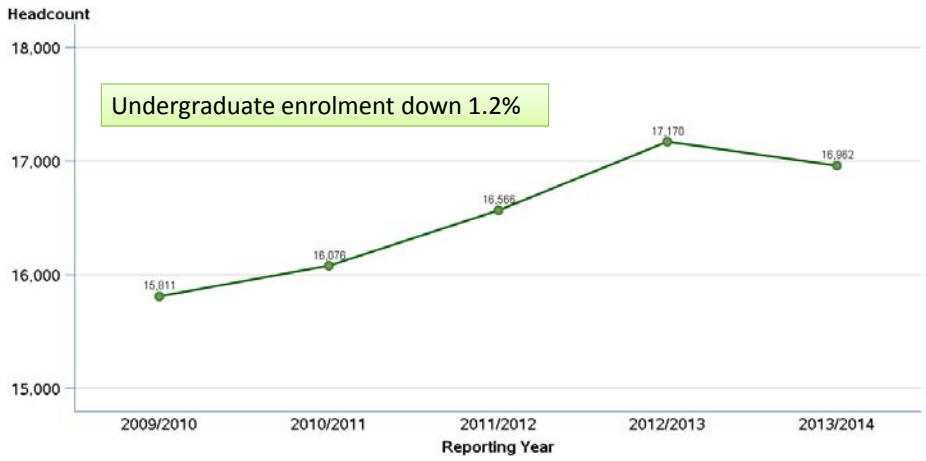
Winter Term

Graduate students up 1.3%
Undergraduates down 0.4%

UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment

Undergraduate

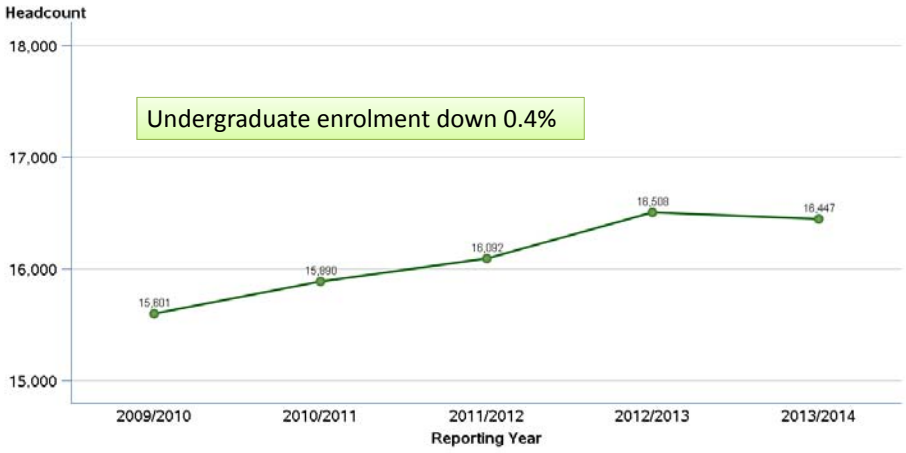


Undergraduate enrolment down 1.2%

UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment

Undergraduate



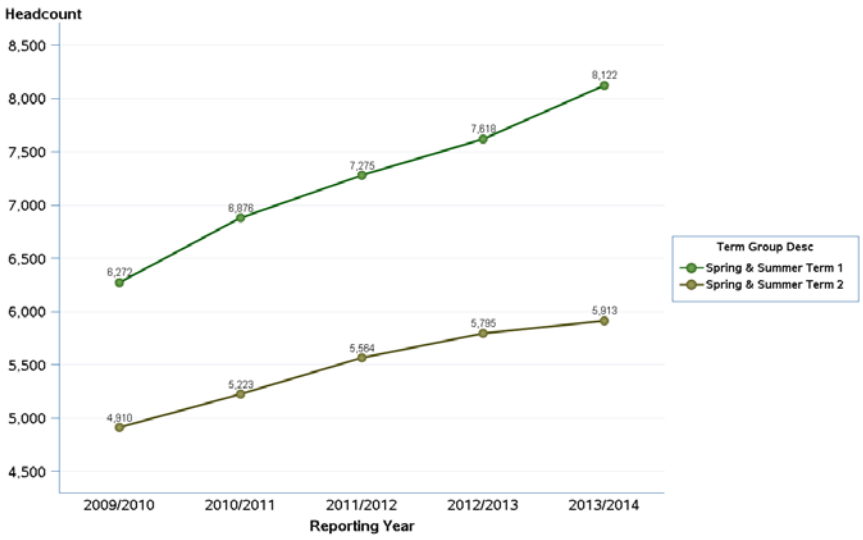
UNIVERSITY OF SASKATCHEWAN

Why is undergraduate enrolment down?

- Canadians 18-21 peaked 2011, 10% decline by 2020.
- decline in number of Saskatchewan high school graduates (-1.6% provincially, -2.6% in Saskatoon).
- number of new undergraduate students is relatively stable, but 1st to 2nd year retention rate in direct entry programs declined.
- elimination of Open Studies led to loss of some RTD students during transition of OS students to colleges (mostly A & S).
- decline in continuing Nursing students due to graduation of larger NEPS cohort and fewer students entering new BSN program.
- PAFSO job action negatively affected some incoming international students (about 50 students deferred admission to either January or next year).

UNIVERSITY OF SASKATCHEWAN

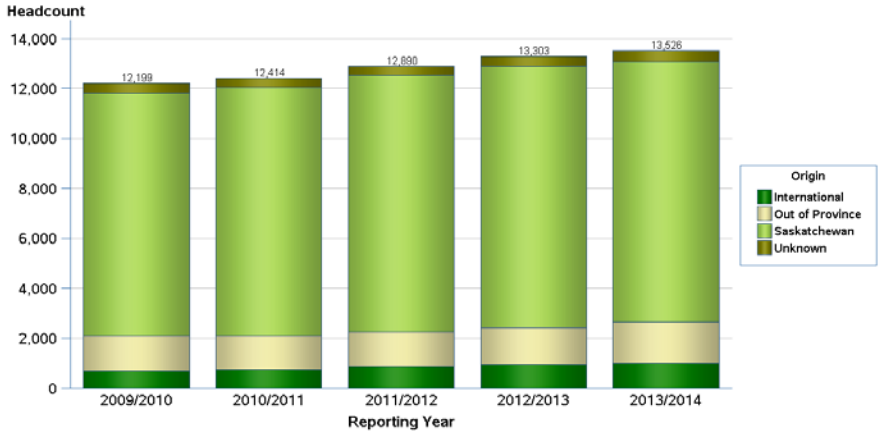
Spring and Summer Term Enrolment



UNIVERSITY OF SASKATCHEWAN

Fall Term
Undergraduates By Origin

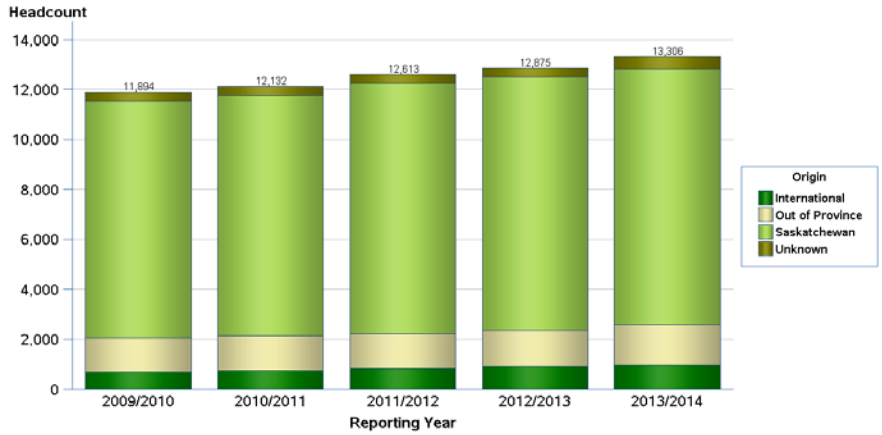
Direct Entry Programs



UNIVERSITY OF SASKATCHEWAN

Winter Term
Undergraduates By Origin

Direct Entry Programs



UNIVERSITY OF SASKATCHEWAN

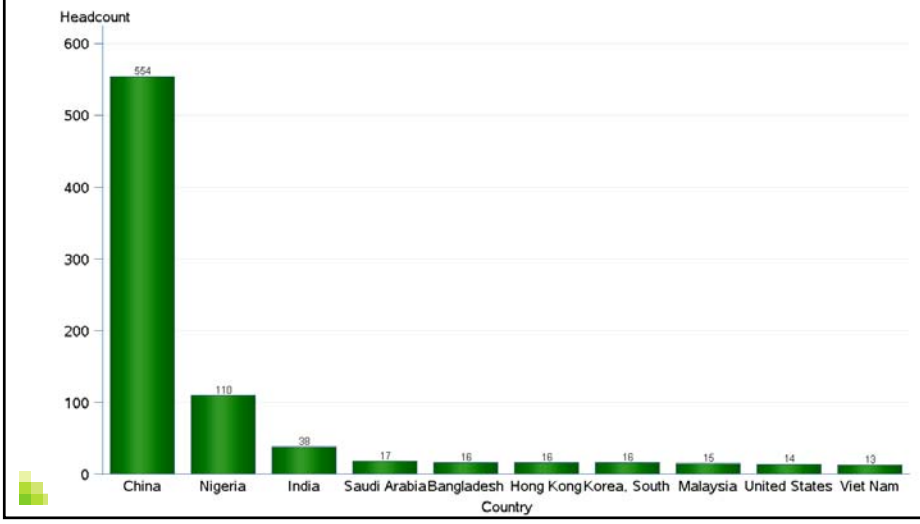
Fall Term Enrolment
International Undergraduates

By Country

UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment
International Undergraduates

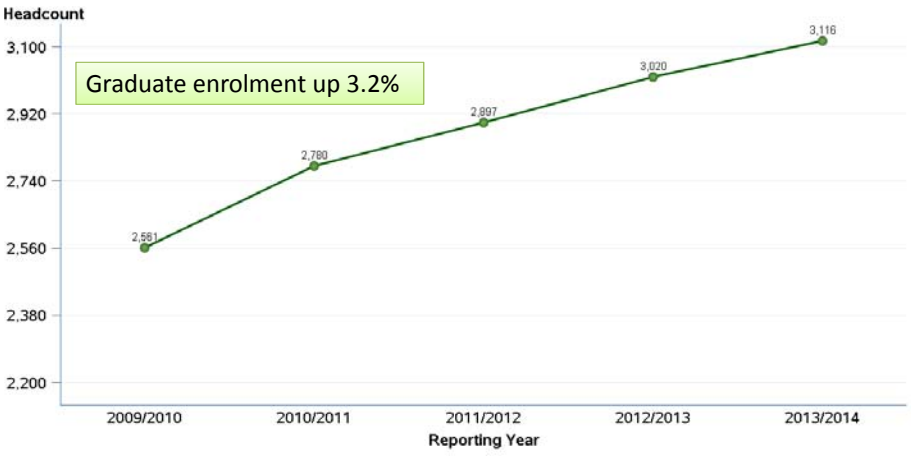
By Country



UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment

Graduate

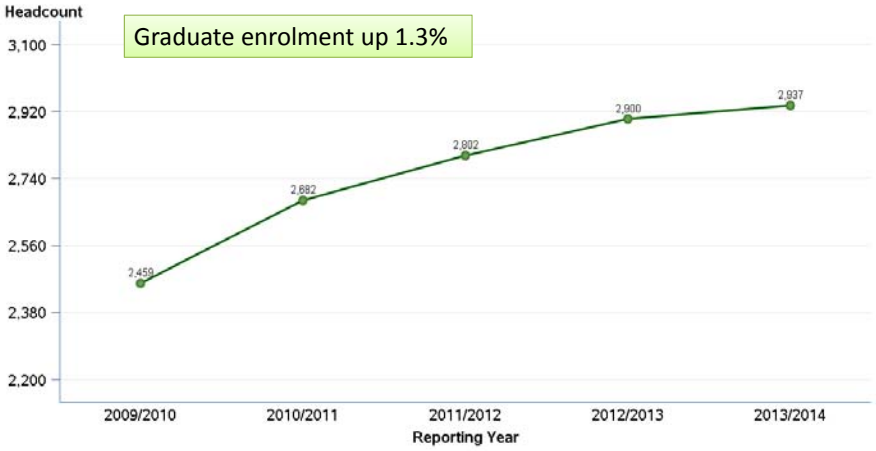


UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment

Graduate

Graduate enrolment up 1.3%



UNIVERSITY OF SASKATCHEWAN

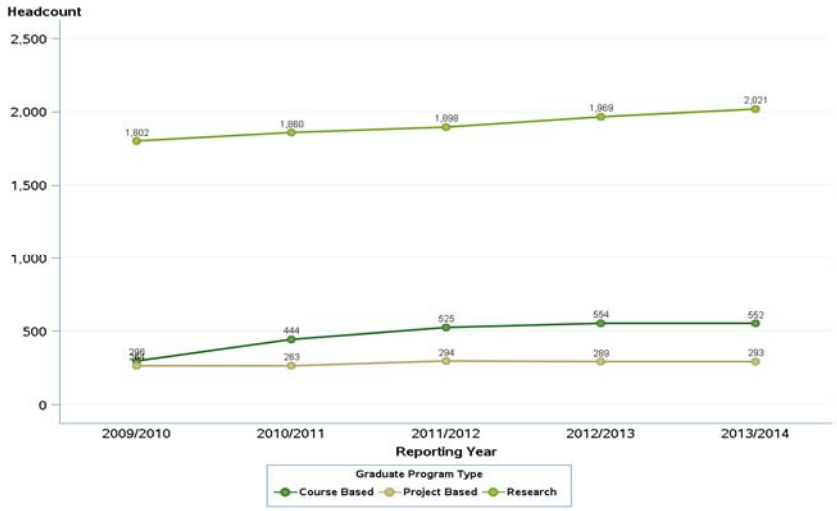
Fall Term Enrolment

Graduate, By Program Type

UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment

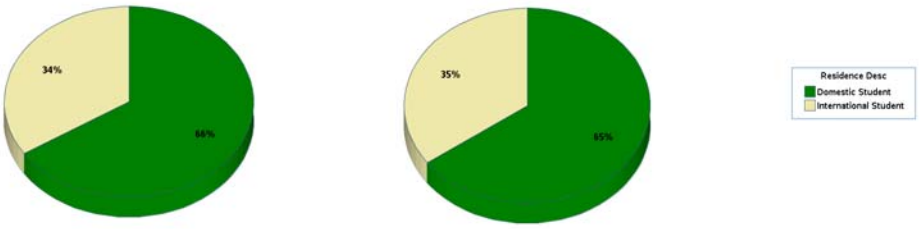
Graduate, By Program Type



UNIVERSITY OF SASKATCHEWAN

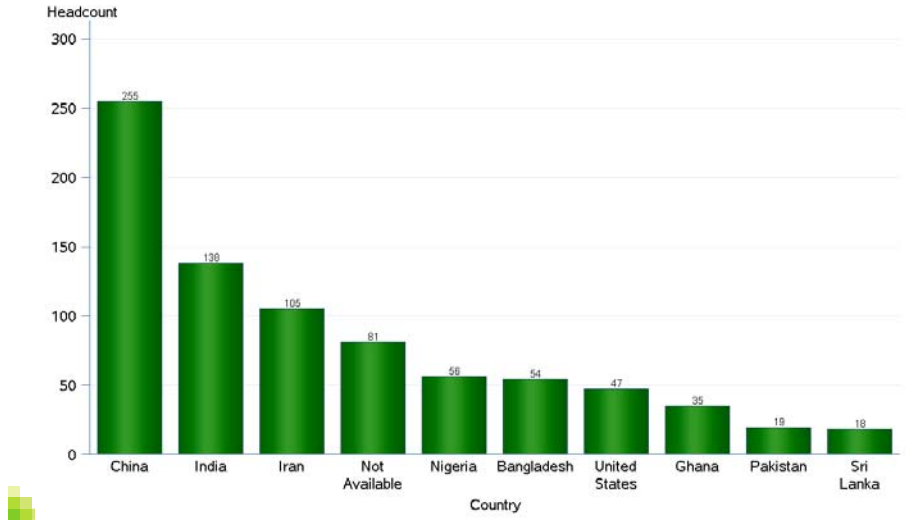
Fall and Winter Term Enrolment

Graduate Students (Domestic and International)



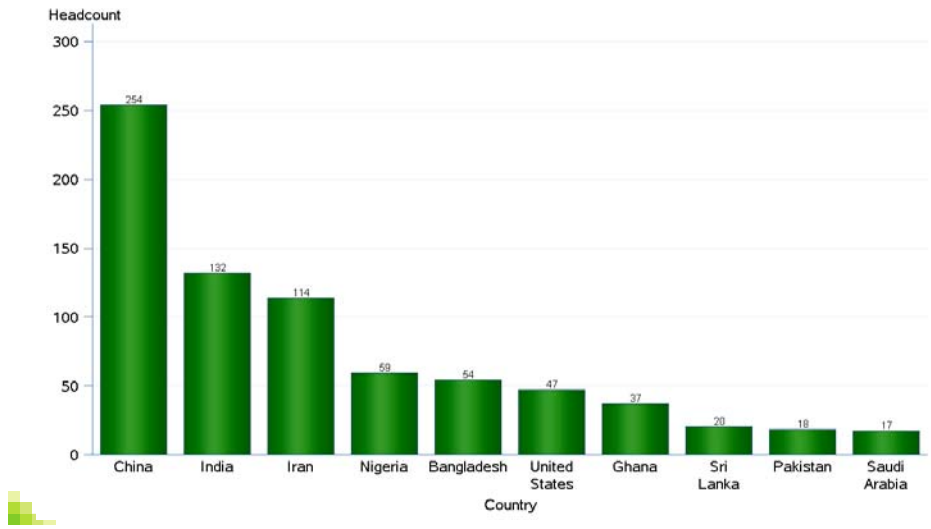
UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment
International Graduate Students
By Country



UNIVERSITY OF SASKATCHEWAN

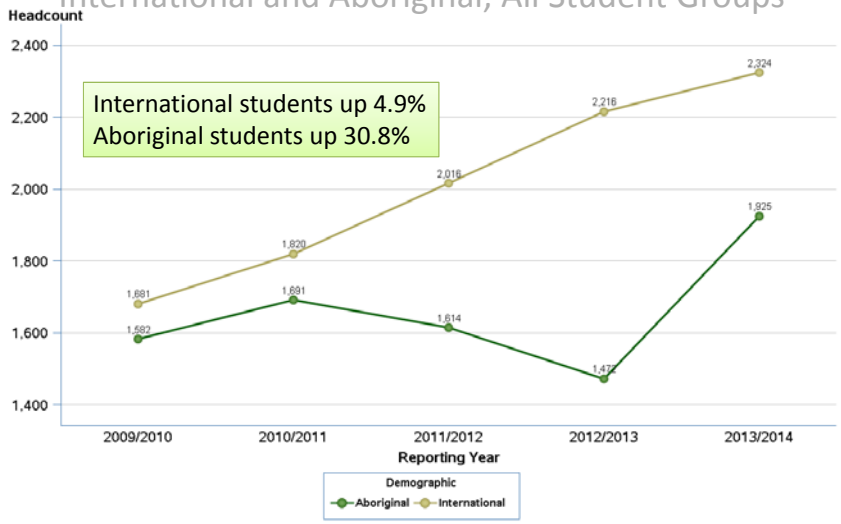
Winter Term Enrolment
International Graduate Students
By Country



UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment

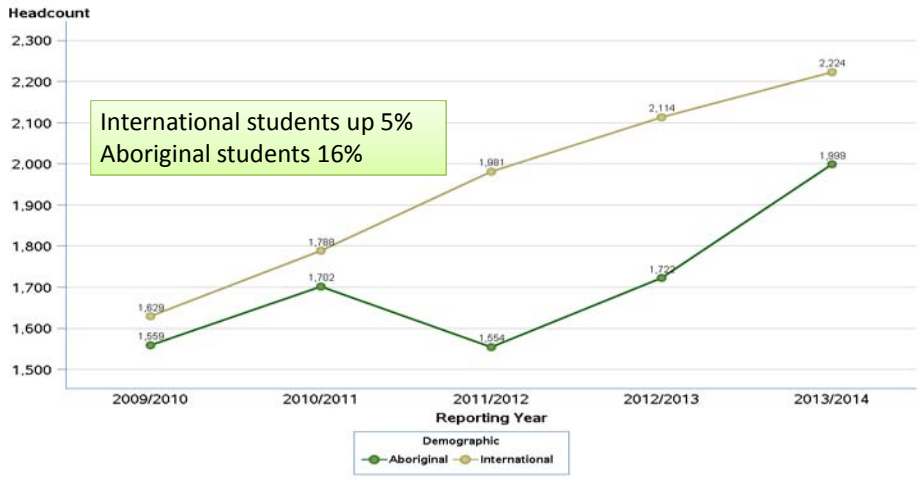
International and Aboriginal, All Student Groups



UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment

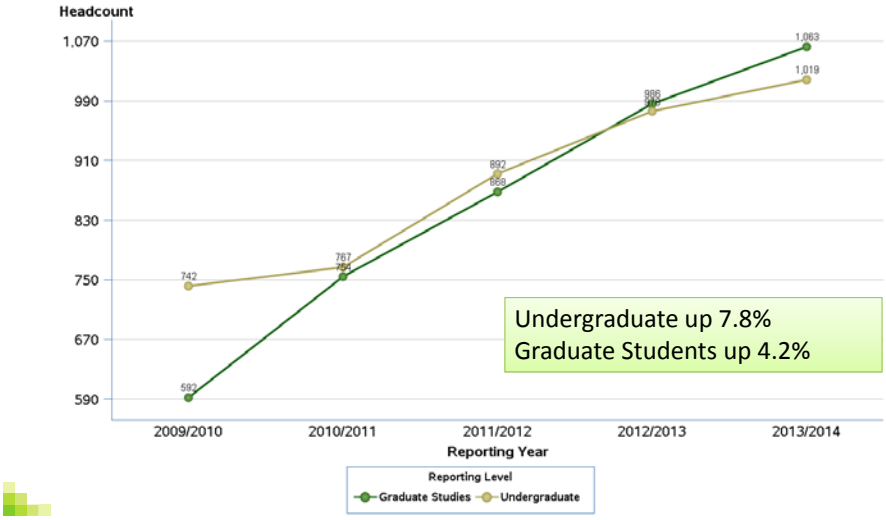
International and Aboriginal, All Student Groups



UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment

International Students (Undergraduate and Graduate)

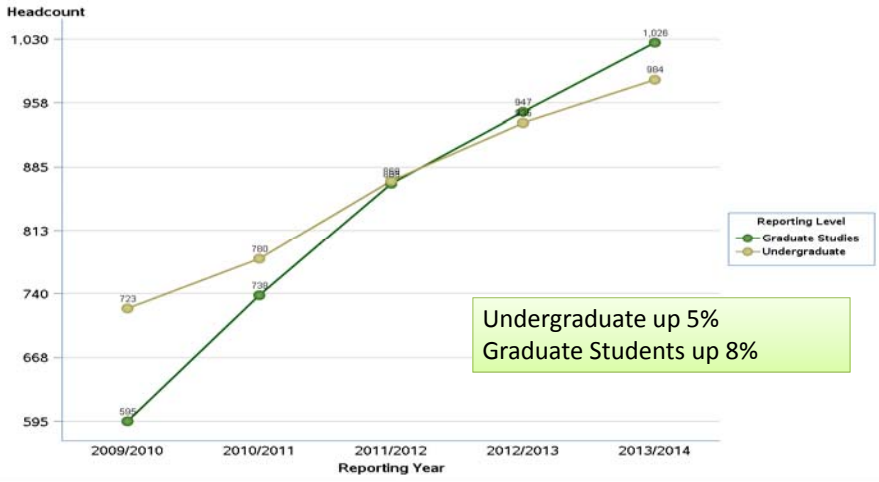


Undergraduate up 7.8%
Graduate Students up 4.2%

UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment

International Students (Undergraduate and Graduate)

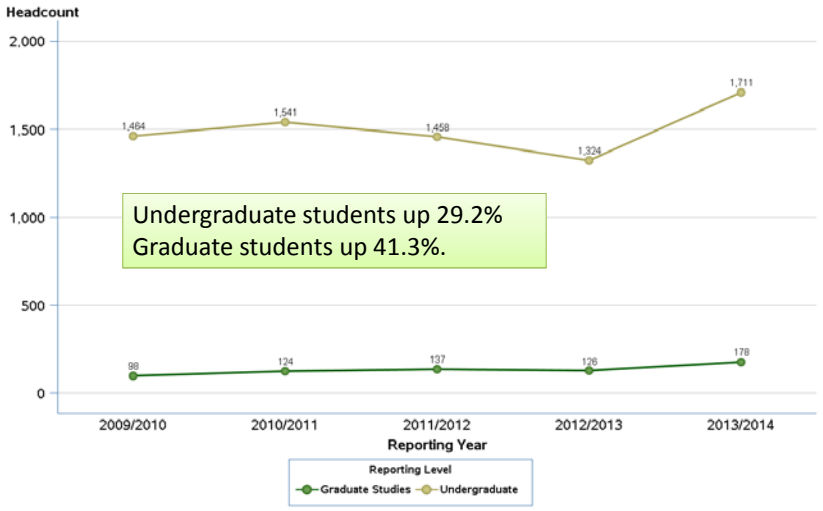


Undergraduate up 5%
Graduate Students up 8%

UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment

Aboriginal Students (Undergraduate and Graduate)

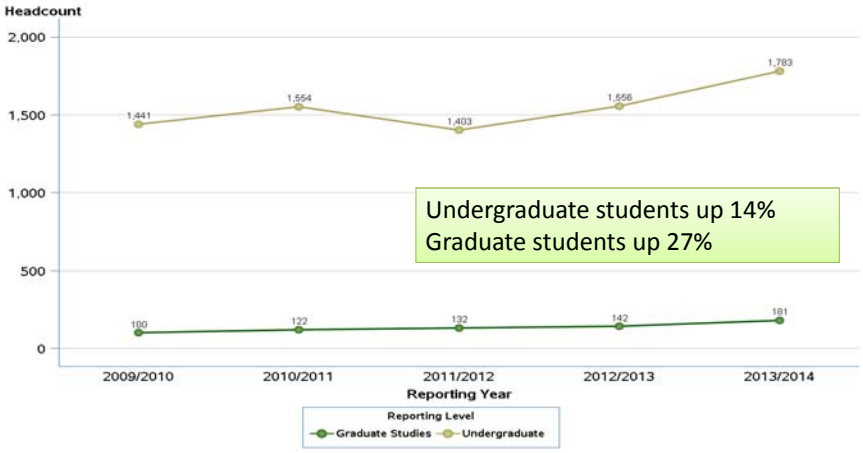


Undergraduate students up 29.2%
Graduate students up 41.3%.

UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment

Aboriginal Students (Undergraduate and Graduate)

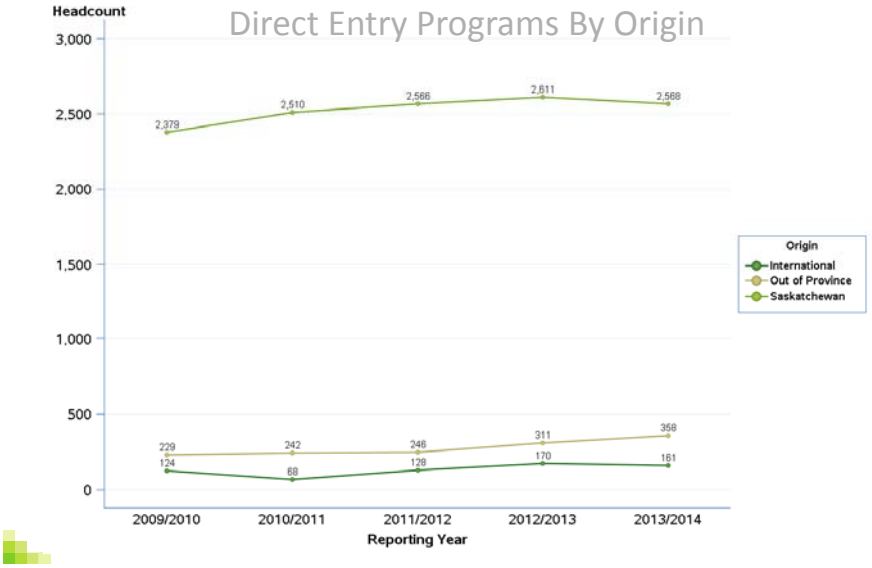


Undergraduate students up 14%
Graduate students up 27%

UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment
New First Time Undergraduate

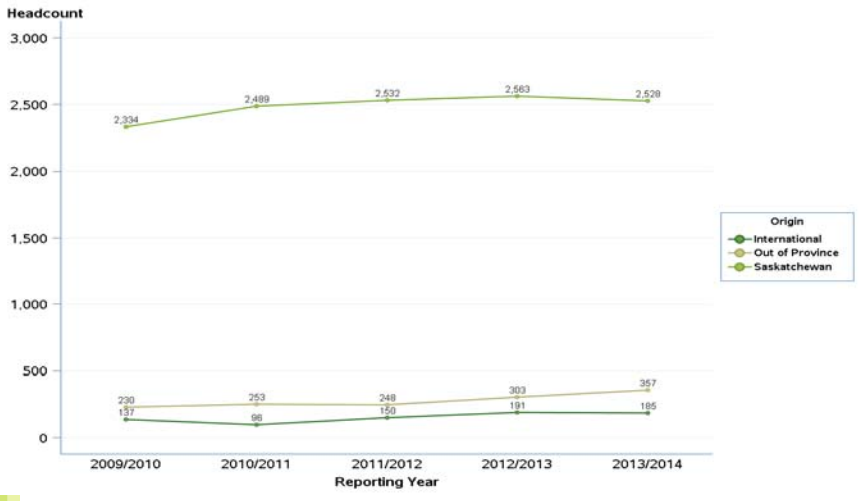
Direct Entry Programs By Origin



UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment
New First Time Undergraduate

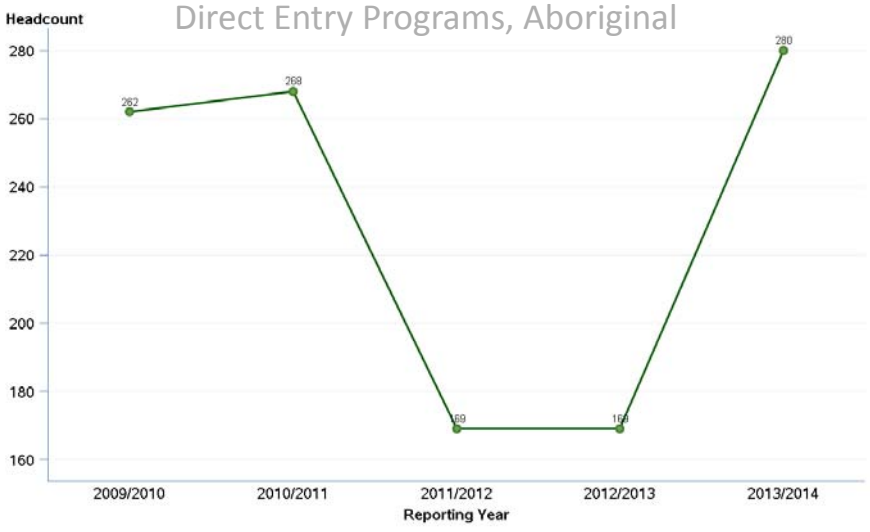
Direct Entry Programs By Origin



UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment
New First Time Undergraduate

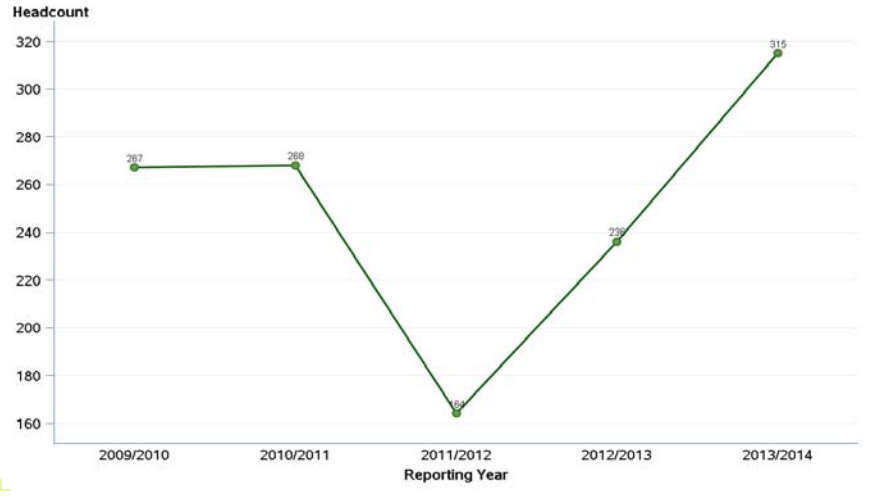
Direct Entry Programs, Aboriginal



UNIVERSITY OF SASKATCHEWAN

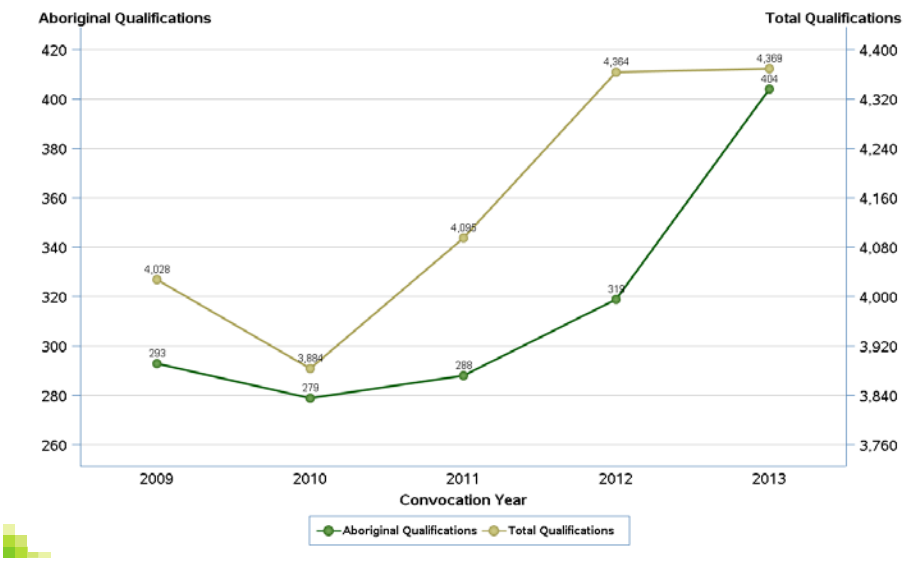
Winter Term Enrolment
New First Time Undergraduate

Direct Entry Programs, Aboriginal



UNIVERSITY OF SASKATCHEWAN

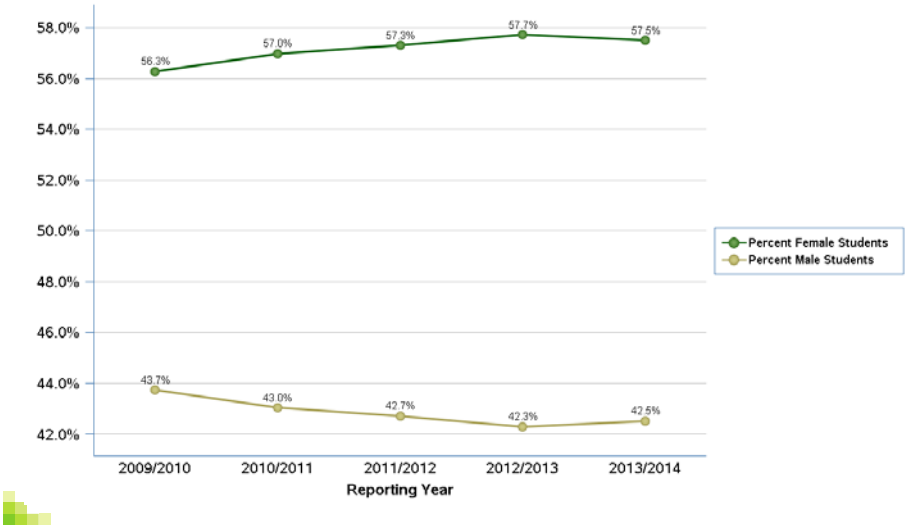
Fall and Spring Convocation



UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment

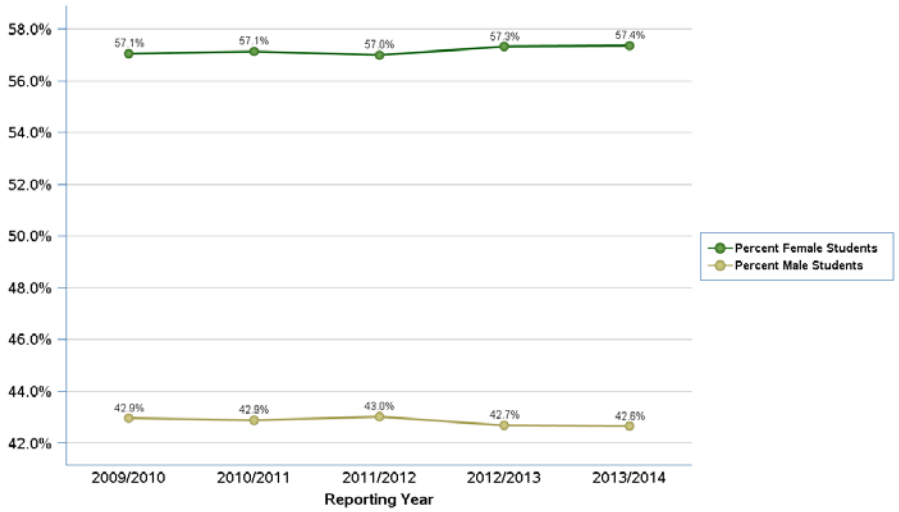
By Gender, All Student Groups



UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment

By Gender, All Student Groups

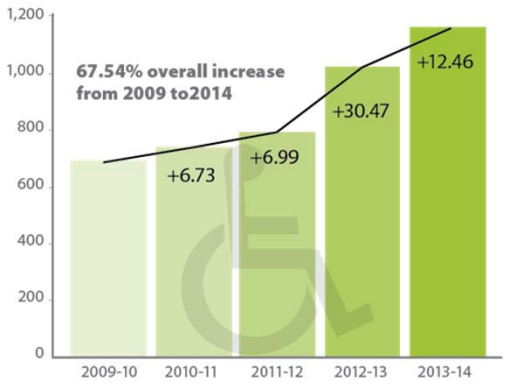


UNIVERSITY OF SASKATCHEWAN

Fall and Winter Term Enrolment

Disability, All Student Groups

STUDENTS REGISTERED WITH DSS

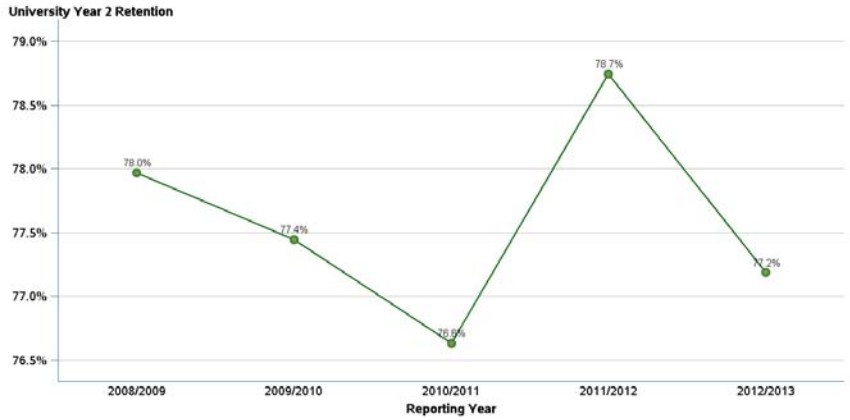


1,146 2013-14
1,019 2012-13
781 2011-12
730 2010-11
684 2009-10

UNIVERSITY OF SASKATCHEWAN

Fall Term Enrolment
1st to 2nd Year Retention Rate

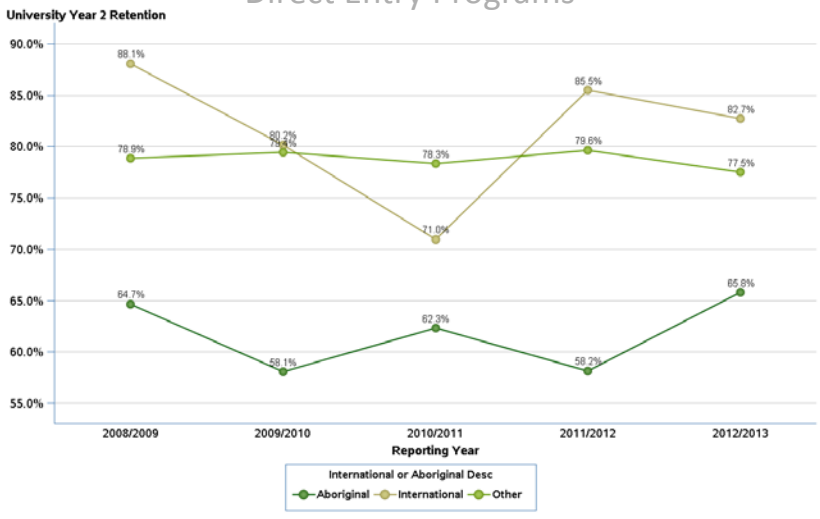
Direct Entry Programs



UNIVERSITY OF SASKATCHEWAN

Fall Term
1st to 2nd Year Retention Rate

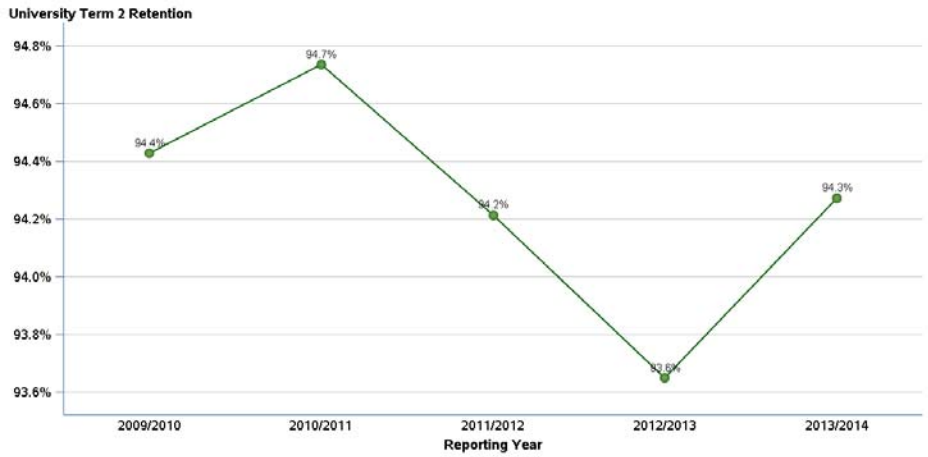
Direct Entry Programs



UNIVERSITY OF SASKATCHEWAN

Winter Term Enrolment
1st to 2nd Term Retention Rate

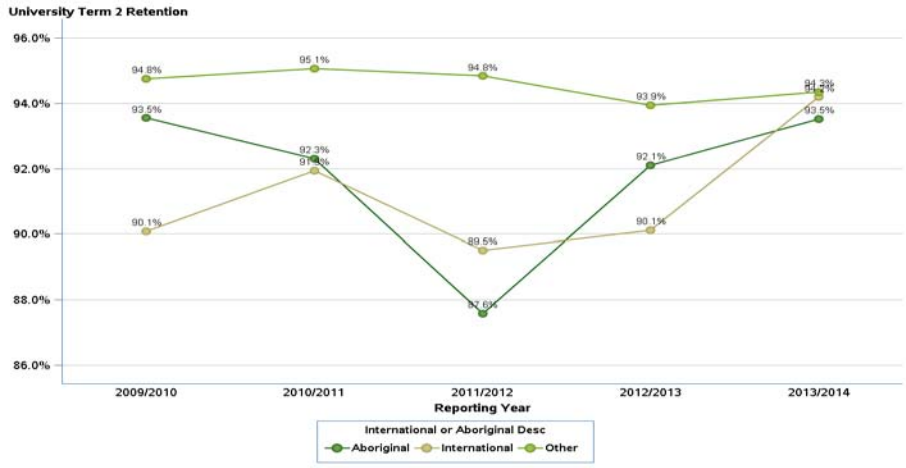
Direct Entry Programs



UNIVERSITY OF SASKATCHEWAN

Winter Term
1st to 2nd Term Retention Rate

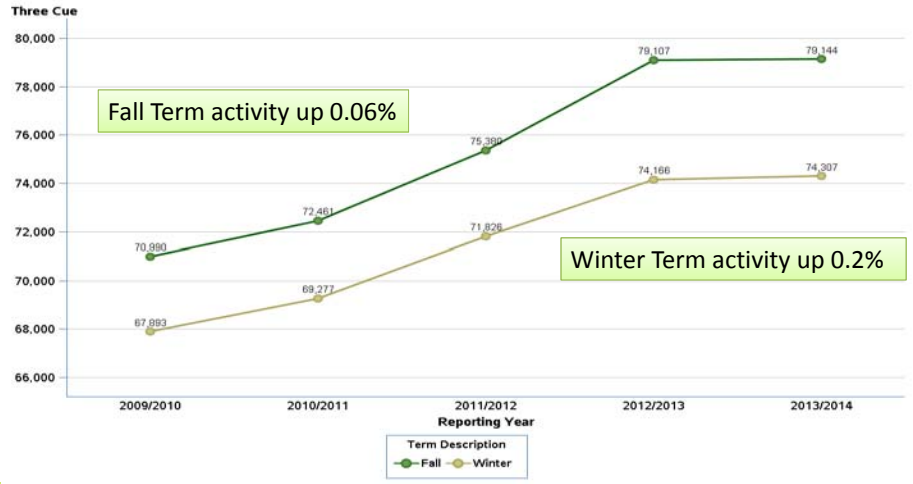
Direct Entry Programs



UNIVERSITY OF SASKATCHEWAN

Three Credit Unit Activity

All Student Groups



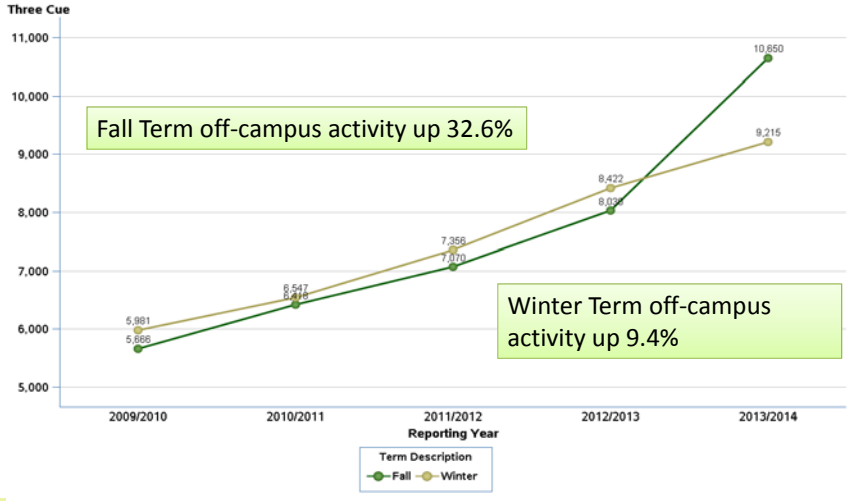
Fall Term activity up 0.06%

Winter Term activity up 0.2%

UNIVERSITY OF SASKATCHEWAN

Three Credit Unit Activity

Off Campus, All Student Groups



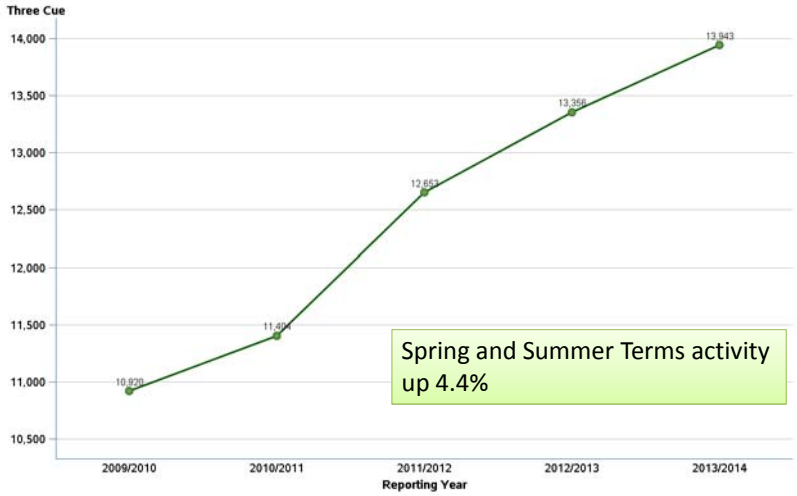
Fall Term off-campus activity up 32.6%

Winter Term off-campus activity up 9.4%

UNIVERSITY OF SASKATCHEWAN

Three Credit Unit Activity

Spring and Summer Terms, All Student Groups



Spring and Summer Terms activity up 4.4%

UNIVERSITY OF SASKATCHEWAN

Strategic Enrolment Management Targets

College	Academic Year (May-April) 2012-13	PCIP 2015/16 SEM Targets (annualized)
AgBio	885	828
Arts & Science	8601	8679
Dentistry	113	112
Education	1488	1389
Edwards School of Business	1822	1827
Engineering	1664	2063
Graduate Studies	3850	4445
Kinesiology	533	523
Law	385	370
Medicine	354	400
Nursing	1140	995
Pharmacy & Nutrition	460	460
Vet Med	316	320

UNIVERSITY OF SASKATCHEWAN

Enrolment Reporting

- Completed move to term-based reporting
- Preliminary, high level data released in early September
- Reporting to University Council in November and March and to Senate in April
- Enrolment Report now replaced by highlight sheet and presentation
- Detailed enrolment data now provided through uView (www.usask.ca/isa), with further functionality being added
- Strategic Enrolment Management (SEM) plan against which enrolment reporting will be measured

UNIVERSITY OF SASKATCHEWAN

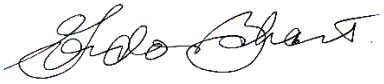
Thank you

Questions?

PRESIDENT'S REPORT TO SENATE – October 2014

Senators, I am so pleased to be able to address you as Interim President of the University of Saskatchewan. Although much change has occurred since the last time this body met, it is important to remember that despite what has transpired at our leadership levels, we still continue to meet the daily objectives of our mission – teaching and research. Enrolment levels remain steady, classes carry on, and research continues, due in no small part to the resiliency of our university and its people.

Since I took office a little less than five months ago, there has been much activity and renewal on campus. In my report I will touch upon the work we have undertaken towards this renewal, but I will also highlight the amazing accomplishments of our students, staff and faculty in that time. I look forward to addressing you during our meeting and elaborating on these highlights even more.



Gordon Barnhart, C.M., S.O.M., Ph.D.
Interim President and Vice Chancellor

Renewal and Focus

The summer afforded the campus community time to take a combined breath over June, July and August to recover from the pace of activity in the late spring. My team and I spent this time making meaningful connections with members of the campus community and beyond. Over the summer we met with students, staff, faculty, alumni, donors and virtually every academic leader. Our goals were to garner feedback on the past events and to seek guidance from them on how best to move forward.

It was clear from our discussions that in order to move forward, we would need to do so with the collective support of the entire senior leadership team. A retreat of senior academic and administrative leaders provided the opportunity to have much needed collective discussions about our future. This three-day facilitated session allowed for some tough, but necessary, conversations and allowed all present to collectively create the framework for how we would begin to move forward as an institution.

The retreat outcomes were organized around five key themes:

- Commitment to mission
- Lessons learned
- Our key principles
- Priorities for action in the coming year
- Financial sustainability

This framework was used to prepare an address to the campus community that took place on September 9. Although the campus took a collective breath over the summer, once September returned it was clear that the community was looking for indicators of "what was next?" The address included me providing a high-level overview, and our provost providing information on our top eight

institutional priorities for the coming year and laying out our current financial situation. We spoke to a crowd of over 400 people, and the address was recorded for others to view online.

Key Messages

In the address, we stated that over the past year, it was clear that we tried to do too much, too quickly, with too few people truly engaged in the process. The initiative that was responsible for introducing much of this change, TransformUS, would be halted in name and in process. We communicated that we are still committed to a change agenda at the university, but we will move forward more incrementally and with the support of the colleges and units responsible for carrying out that change. Many people put many hours of hard work into reviewing what we do at our university and that work will not have been done in vain.

Key Priorities

Drawing on the prodigious work of the past several months, and surveying the current environment, we have identified a set of priorities for intensive work during the period of our leadership transition.

The TransformUS action plan has been replaced by this smaller set of priorities that have been determined collegially among the senior leadership including deans, executive directors and administrative unit leaders. The task force reports and the completed templates remain relevant as vitally important sources of information, along with other relevant data and evidence, to inform decisions and action at the unit and university levels.

In pursuing these priorities we will begin the task of selective reinvestment in the academic mission of the university to shore up areas of strength, to support strategic change, and to pursue the objectives outlined here. Those priorities are as follows:

1. **Accelerate the delivery on our commitment to Aboriginal achievement.**

Representative university workforce; student success; indigenous knowledge in curricular offerings; signature research area; strengthened university-community relationships; aligning institutional resources with our priorities; coordination and leadership.

2. **Continue the restructuring of the College of Medicine**

Rationalizing financial support and governance of teaching, research and clinical services; securing accreditation of the undergraduate medical program; achieving significant improvement in research productivity; supports for faculty success; becoming a national leader in health innovation.

3. **Deliver on the promise of inter-professional health education and inter-disciplinary health research**

Shared resources through the academic health sciences infrastructure; inter-professional health education; inter-disciplinary health research; governance and operations of the Council of Health Science Deans.

4. **Advance the reorganization and strengthening of graduate studies and support for graduate students**

Choose best alternative for university-level leadership and oversight of graduate studies; strategies for increased financial support for graduate students; integration of student services.

5. **Continue the capital project for the transformation of our library collections, facilities, capital and services**

Strategic development of campus library system; responding to changes in scholarly communications and publishing; capturing opportunities provided by new and emerging technologies; meeting growing demands for differently configured learning spaces; consolidating low-use print collections.

6. **Complete the re-organization and revitalization of centrally organized teaching and learning activities and functions**

Migration of functions and functional employee groups to better meet organizational goals for education and research (CCDE, eMAP, ULC).

7. **Focus on the creation of inter-disciplinary and cross-college academic programming**

Capture opportunities to make better use of faculty resources and to establish collaborations among academic units.

8. **Align our administrative services culture to support and facilitate our academic mission**

Principles and values for the design and delivery of administrative services.

In addition to these priorities, the deans, executive directors and administrative heads will use the work undertaken in the past year to make internal changes to college and school programming and to administration, consistent with the need to achieve efficiencies and to position colleges and schools as peers among their U15 counterparts.

Fiscal Sustainability

We have learned that we can handle a fiscal challenge which has put us in a better place due to the hard work by many people working together over the last two years.

Permanent operating fund expenditures were reduced by approximately $25 million per annum through approximately equal reductions in the staff complement, the faculty complement and central non-salary operating expenses. In addition, ongoing investment revenues have increased by approximately $7 million per annum as a result of policy changes and the return to more historically normal investment returns.

The planning period financial goal to trim $44.5 million in annual expenditures from the operating fund of the university is replaced now by a commitment shared across the senior leadership team to take appropriate smaller interventions to continue balancing expenditures and revenues amidst a series of financial pressures.

While the university has averted a financial crisis, longer term financial risks continue to exist. We will continue to take measures as necessary to ensure financial sustainability and to put our resources (human, financial and capital) behind our priorities.

I will continue to update Senators throughout the year as we make progress on our priorities and our fiscal sustainability.

Highlights of Success: Award Winning Students

Student Convocation
Close to 3,500 students graduated this spring from the University of Saskatchewan (U of S). These graduates join a community of more than 141,000 graduates who, year after year, continue to build upon the success of those before them. Of particular note was that 350 Aboriginal students, over 10% of the convocation, received their degrees this spring.

U of S students awarded Vanier scholarships
Four University of Saskatchewan students were each awarded a $150,000 Vanier Canada Graduate Scholarship which recognizes world-class Ph.D. students who demonstrate both academic excellence and remarkable leadership skills. U of S recipients of the 2013-2014 Vanier scholarships are:

- **Adam Crane**, a biology student from the United States
- **Jennifer McRuer**, an education student from Nova Scotia
- **Oluwafemi Oluwole**, a student in community and population health from Nigeria
- **David Saunders**, a Canadian toxicology student

Max FineDay returned for second term as USSU president
Max FineDay was re-elected for a second term as USSU President, the second consecutive Aboriginal person to be elected to the post.

New University of Saskatchewan students awarded $60,000 and $80,000
Teah Zielinski and Tushita Patel have been named the University of Saskatchewan recipients of Schulich Leader Scholarships which are awarded to highly successful students who are entering undergraduate studies in science, technology, engineering or mathematics.

Where the wild horses are
Sarah Medill is a Ph.D. student at the University of Saskatchewan who is part of a research group on Sable Island focusing on the feral horse population. She spoke with many media outlets this fall about her third consecutive summer living on Sable and what life on the island is like with the horses.

Highlights of Success: Celebrating Faculty and Staff Achievements

Three University of Saskatchewan health scientists receive national honour
Three University of Saskatchewan researchers have been elected as fellows in the Canadian Academy of Health Sciences. The newest fellows are: kinesiologist Lawrence (Larry) Brawley, microbiologist Jo- Anne Dillon and neurosurgeon Dr. Ivar Mendez. They were among 50 health-science experts from across Canada who were elected for their leadership, innovation and commitment to their fields.

New Royal Society of Canada College welcomes three University of Saskatchewan researchers
Three of the University of Saskatchewan's most promising young researchers have been selected as inaugural members of the Royal Society of Canada's College of New Scholars, Artists and Scientists.

Historian Erika Dyck, computer scientist Regan Mandryk, and political sociologist Daniel Béland will represent the U of S in the inaugural cohort for this prestigious college.

U of S professor receives Desire2Learn's innovation award in teaching and learning
University of Saskatchewan's Ken Van Rees, professor in the Department of Soil Science, was awarded the Society for Teaching and Learning in Higher Education and Desire2Learn's Innovation Award in Teaching and Learning for 2014. Van Rees is one of five award winners across Canada being recognized for his exceptional dedication to teaching and learning and his innovative practices.

Graeme Joseph is dedicated to supporting Aboriginal students
Joseph assumed the position of team leader of First Nations, Métis and Inuit Student Success in the Aboriginal Student Centre May 15, having spent the previous 14 years engaging with Aboriginal students at the University of British Columbia in Vancouver. He views his new role at the U of S as a continuation and expansion of that work.

Highlights of Success: Achievement in our Six Signature Areas

1. Aboriginal Peoples: Engagement and Scholarship

U of S researcher brings farmland moose study into Aboriginal classrooms
Aboriginal youth from across southern Saskatchewan will apply both traditional knowledge and western science to a hands-on study of farmland moose through the University of Saskatchewan. The program sets out to deliver meaningful science experiences in the field and in the classroom to Aboriginal youth in our province.

Federation of Saskatchewan Indian Nations partners with U of S researchers to improve mental health services for youth
University of Saskatchewan researchers are partnering with members of the Federation of Saskatchewan Indian Nations as part of a $25 million national effort to find ways to improve mental health services for vulnerable young people.

University of Saskatchewan's student artwork showcased by the national Truth and Reconciliation Commission
A group of U of S art students had the opportunity to showcase their work at the national Truth and Reconciliation Commission this summer. Their creations are part of the Child Taken Project, meant to raise awareness about the history and effect of residential schools on Aboriginal youth through art.

University of Saskatchewan welcomes highest number of Aboriginal students ever
Aboriginal students now make up 10 per cent of the total student population at the University of Saskatchewan. Recently collected data reveals that 1,999 students voluntarily self-declared their Aboriginal ancestry this academic term.

TD Bank of Canada donates $500,000 to U of S Indigenous Land Management Institute
TD Bank of Canada invested in the future of the Indigenous Land Management Institute (IMLI) with a $500,000 gift to University of Saskatchewan in support of education, scholarships and research in the area of indigenous economic development. This gift will support the work of the ILMI with half of the funding going directly toward internships that support student work and research in Saskatchewan.

2. Agriculture: Food and Bioproducts for a Sustainable Future

Canadian Canola Growers Association invests $5 million in agricultural policy research
Agricultural policy research at the University of Saskatchewan received a $5-million boost on September 17, 2014, from the Canadian Canola Growers Association to examine areas including international trade, transportation, labour, crop innovations and issues specific to the canola sector.

U of S researchers contribute to first draft of wheat genome
University of Saskatchewan researchers are part of an international team who published the first chromosome-based draft sequence of the wheat genome, a development that promises wheat breeders powerful new tools in developing varieties to meet the challenges of world population growth and climate change.

U of S researcher warns of growing wild boar infestation in Saskatchewan
Wild boar are more widespread in Saskatchewan than commonly believed, and the need to control numbers of the destructive animals is becoming urgent, according to research by University of Saskatchewan biologist Ryan Brook.

Viterra and the U of S Crop Development Centre announce $5-million research agreement
Viterra and the Crop Development Centre at the University of Saskatchewan announced a $5-million Viterra investment to enhance the CDC's success in wheat research and breeding. The five-year agreement continues to build on a long-standing partnership between Viterra and the College of Agriculture and Bioresources, focusing on the development of wheat and durum varieties with enhanced yield, improved resistance to disease and insect pests, and improved quality characteristics for the marketplace.

3. Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment

Breakthroughs in Mining
U of S researchers Robert Kerrich and Derek Syman are pioneers in applying new detection methods for base-precious metals, with the potential for giving Canadian mining companies a decided advantage. The team uses state-of-the-art mass spectrometry to analyze chemicals in rock samples, with detection levels as low as one part per billion.

New U of S research chair will help reclaim oil sands mine sites
University of Saskatchewan geoscientist Matt Lindsay will help Canada's oil sands industry make sustainable mine closure decisions through a new $1.4-million industrial research chair funded jointly by the federal Natural Sciences and Engineering Research Council (NSERC) and Syncrude.

International Minerals Innovation Institute, Mitacs and U of S partner to lead minerals industry innovation in Canada
Saskatchewan's International Minerals Innovation Institute (IMII), the national research and training organization Mitacs, and University of Saskatchewan are partnering on a novel research and training initiative through an investment valued at more than $600,000.

U of S researchers awarded funding for water, fusion power and sustainable mining projects
Safe drinking water, clean fusion energy and sustainable mining are the goals of University of Saskatchewan researchers who have been awarded $1.3 million from the Natural Sciences and Engineering Research Council (NSERC) to support their projects. The U of S projects were among the 75 NSERC Strategic Projects grants and two Strategic Network grants awarded nation-wide.

4. One Health: Solutions at the Animal-Human-Environment Interface

U of S research aims at chewable plants to prevent cavities in teeth
Ron Geyer, a professor of pathology in the College of Medicine, is researching how therapeutic antibodies in plants could help people in the developing world simply chew their way to better dental health thanks to therapeutic antibodies in plants. The idea is to create plants engineered to express antibodies that, when you chew them, release these antibodies into the mouth where they inhibit the bacteria that cause tooth decay.

One Health event unites University of Saskatchewan health-science students
Nearly 200 health-science students at the University of Saskatchewan spent a weekend learning how to work together at the third annual One Health Leadership Experience. The three-day conference aimed to introduce students from all health-science disciplines to the concept of One Health, a global initiative that encourages collaboration between health professions to attain optimal health for all people, animals and the environment.

U of S researchers treating dogs with cancer in the hopes of finding treatment for people
Researchers at the University of Saskatchewan are hoping to learn more about extending the lives of people with drug resistant cancer by extending the lives of dogs.

Meshing One Health, community outreach
When Drs. Kate Hodgson and Michelle Lem visit Saskatoon, the two practitioners share the stage as well as their combined experiences in the world of One Health with audiences at the university. The program provides preventive health care to pets of the homeless.

5. Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies

New synchrotron imaging technique reveals how cystic fibrosis makes lungs vulnerable to infection
University of Saskatchewan researchers working at the Canadian Light Source synchrotron in Saskatoon have developed a new imaging technique that reveals a hitherto unknown component of the immune system in the lungs, one that promises insights that could benefit cystic fibrosis patients. Their findings are published in the Proceedings of the National Academy of Sciences.

New Executive Director appointed at the Canadian Light Source
Following an extensive international search, Australian scientist Robert Lamb has been selected to lead Canada's national synchrotron, the Canadian Light Source (CLS) at the University of Saskatchewan, effective August 1, 2014. Lamb succeeded CLS Executive Director Josef Hormes, who left the position to focus on leading-edge research projects.

Can the CLS address a looming shortage of medical isotopes?
Imagine having heart disease and being told the test your cardiologist needs in order to identify a possible obstruction is delayed. Or having cancer and being told you will have to wait for the test that will show whether your treatment is working because of the recurrent shortages of the medical isotopes used in diagnostic imaging scans, particularly one called technetium-99m.

Researchers at the U of S are hoping to prove the value of the Canadian Light Source as a safe, reliable and cost-effective means of producing medical isotopes.

6. Water Security: Stewardship of the World's Freshwater Resources

A "smart" switch for clean water.
Deep in the recesses of the Thorvaldson Building, chemists are developing materials that could soon be used to improve water quality worldwide. Alongside her supervisors, Ph.D. student Rui Guo has developed biopolymer materials with enhanced adsorbent properties. Referred to in scientific circles as smart materials, one of her supervisors said Guo's synthetically-engineered biopolymers hold enormous potential in various applications, with water remediation being the most notable. More on this story can be found in the *Green and White.*

Real-time water quality data aims to improve Regina and Moose Jaw drinking water
Residents of Regina and Moose Jaw who rely on Buffalo Pound Lake for their water supply will soon have a better understanding of their water source thanks to researchers from the University of Saskatchewan and the staff at the Buffalo Pound Water Treatment Plant.

Re-establishing wetlands may decrease flood damage
Saving wetlands, which include potholes, sloughs, ponds and marshes, helps a lot more than ducks: it may save roads and communities from flooding and reduce damage to one of Canada's great lakes, according to a multi-year measurement and computer modelling study by the University of Saskatchewan Centre for Hydrology.

U of S research report first step in developing groundwater strategy for the province
A report by the University of Saskatchewan Global Institute for Water Security presented the first comprehensive survey of the state of groundwater and hydrogeological research in Saskatchewan and outlines the steps required to develop and protect this resource.

Global Institute for Water Security
University of Saskatchewan toxicologist John Giesy has been awarded one of Canada's top honours for contributions to environmental science. The Miroslaw Romanowski Medal was established in 1994 and is given annually for significant contributions to the resolution of scientific aspects of environmental problems.

AGENDA ITEM NO: 8.1

UNIVERSITY SENATE

SENATE EXECUTIVE COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Gordon Barnhart

DATE OF MEETING: **October 18, 2014**

SUBJECT: **Election Procedures**

SENATE ACTION: For information only

SUMMARY:

The Senate Executive Committee has provided election procedures to be followed on October 18, 2014, which are in accordance with Kerr and King. The committee has also developed questions for the candidates to address in their presentations.

CONTEXT AND BACKGROUND:

The Senate Bylaws indicate in Section IV 1 (c) that "For procedural matters not addressed by these bylaws, the meetings of the Senate will be conducted in accordance with the rules of order contained in the most recent edition of *Procedures for Meetings and Organizations* by Kerr and King." Senate Executive asked David Stack of McKerchers LLP to compile election procedures that are in accordance with Kerr and King for purposes of the Senate's election of a member to the Board of Governors on October 18, 2014. The attached election procedures were provided to Senate Executive who reviewed them and agreed to their use for the election on October 18th.

It should be noted that the attached election procedures are for this election at the October Senate meeting only. The *ad hoc* Senate Bylaws Committee has being working concurrently to recommend amendments to the Senate Bylaws and propose election procedures for future Senate elections of members to the Board of Governors.

Presentations by Candidates:

Senate Executive Committee determined that to enable Senate to vote in an informed manner, it would be best if the candidates could be given an opportunity to speak to Senate. The candidates have been invited to speak for ten minutes each. The Committee developed a list of questions for the candidates to address in their presentations. This questions have been provided to the candidates in advance, and are attached to this report.

ATTACHMENTS:

Attachment 1: Procedures for the Election of a Candidate to the Board of Governors at the October 18, 2014 Senate Meeting

Attachment 2: Questions for Candidates

UNVERSITY OF SASKATCHEWAN SENATE

PROCEDURE FOR THE ELECTION OF A CANDIDATE TO THE BOARD OF GOVERNORS AT THE OCTOBER 18, 2014 SENATE MEETING

The following procedure shall govern the conduct of the portion of the meeting at which the Senate elects a Candidate to the Board of Governors:

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 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 office of the University Secretary to be responsible to distribute, collect, and count the written ballots.

2.2 Each candidate may appoint an observer to monitor the administration of the vote.

3. Type of Ballot and Voting Method

3.1 The ballot shall be secret and 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 the votes for the Candidates.

4.2 The results of the votes will be presented by the University Secretary to the meeting after the count is complete.

4.3 The Candidate with the most votes shall be considered the elected member to the Board of Governors, and the election shall be considered ended.

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).

Questions for Candidates, October 18, 2014:

1. The Board has identified a list of 18 different skills and areas of experience that it seeks to cover through its full complement of Board members. The list is provided below. Governance experience is essential given the complex nature of the University. Individuals considered for membership on the Board of Governors must also have a deep and abiding commitment to the University and a strong interest in its material advancement. Please elaborate on the itemized areas in which you have skills and/or experience, your governance experience and commitment to the University, and how you can contribute to the workings of the Board.

   The Board has specifically identified that given its current complement of Board members it would benefit most by the addition of someone with professional accounting, and that it would also benefit from a candidate with experience in oversight of financing of large capital projects and/or fundraising in the arts. Do you have any specific skills or experience in the area of accounting and these other areas, and if so, please describe how you will be able to assist the Board in these areas?

Skills & Experience	
University Administration	Access to funding sources
Investment and Finance	Human Resources/Pensions
Corporate/Business	Oversight and financing of large capital projects
Governance	Community Involvement
Policy	Teaching
Accounting	Research
Legal	Cross-cultural experience
Government Relations	Arts
Philanthropy	Aboriginal community experience

2. Please explain why you are interested in serving on the Board and discuss other experiences or interests you have that may assist the Board and the University to move forward.

3. What issues and areas of the University are you most interested in?

4. Are you able to work collaboratively and do you work well in groups? Please provide an example of working in a collaborative, board or team environment.

5. The Board has six regularly scheduled meetings throughout the year; each board member is on at least two committees and each committee meets approximately six times a year; and there are special meetings called from time to time. The meeting time is equivalent to approximately 12 full days. The materials for each regular Board meeting are often in excess of 500 pages. Do you have the time to commit to reading the meeting materials, attending all meetings, attending various events at the university and participating in other roles requested from time to time by the Board, such as on Search and Review committees for Senior Administrators?

AGENDA ITEM NO: 9.1

UNIVERSITY SENATE

SENATE EXECUTIVE COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Gordon Barnhart

DATE OF MEETING: **October 18, 2014**

SUBJECT: **Work of the Senate Executive Committee**

SENATE ACTION: For information only

CONTEXT AND BACKGROUND:

The following information is a report on the work of the Senate Executive Committee**.**

DISCUSSION SUMMARY:

Election Procedures:
As per agenda item 8.1 *Executive Committee: Voting Procedures*, following the Senate Executive's August meeting, the election procedures presented to Senate today were drafted, discussed and finalized at the September 26, 2014 meeting.

District Boundaries:
At the April 26 meeting of Senate, the question was raised whether the Senate Executive would consider a review of the district boundaries, especially in the north. After a careful review and examination of the map of the 14 districts and the number of alumni in each of the 14 districts, along with relevant excerpts from *The University of Saskatchewan Act , 1995* and Senate's Bylaws, the committee concluded that it will not conduct a review of the boundaries at this time.

Requests Received by Senate Executive:
The committee received and approved a request by a senate member to provide a presentation to Fall Senate on gender identity, gender expression and two-spirt identity in light of the recent revisions to add these three areas as prohibited grounds to the Discrimination and Harassment Prevention Policy.

The committee also received a request from a senate member regarding the formation of a task force to consider ways of increasing Senate participation in governance at the university. The committee discussed the matter and decided not to form a task force. The committee asked that the Senate orientation be updated to include information on: the powers and responsibilities of the Senate, Board and Council; and the role of a senator. The committee also discussed how to improve communication to and from senators and it was agreed that Heather Magotiaux's suggestions from the last Senate meeting regarding the

RACs needed to be pursued. The committee also agreed to begin offering campus tours of interest to Senate members, on the Friday prior to the Senate meeting, followed by the reception at the President's Residence. The tours, along with attendance at the President's Reception will remain optional. It was also suggested that beginning with the Spring 2015 Senate meeting, a Dean or Executive Director will be invited to provide a presentation at each Senate meeting, offering information about the initiatives their students and faculty are participating in, updates on important events, research, etc.

Review and Approval of Senate Agenda:
The committee reviewed and approved the Senate agenda for the October 18, 2014 Senate meeting.

AGENDA ITEM NO: 9.2

UNIVERSITY SENATE

SENATE EDUCATION COMMITTEE

FOR INFORMATION

PRESENTED BY: Russ McPherson

DATE OF MEETING: **October 18, 2014**

SUBJECT: **Education Topic for Fall Senate Meeting**

SENATE ACTION: For information only

CONTEXT AND BACKGROUND:
The education committee is to provide at each Senate meeting an opportunity for education or exploration of issues relating to the University. This is to be done by first polling Senators and then consulting with the executive committee respecting formation of the agenda.

The committee polled Senators and received the following six responses:

- A discussion related to checks and balances at the university.
- A discussion around creating an open, transparent and democratic approach to decision making, and how students and Senate might be involved.
- Current and future plans at the university for technology-enhanced learning.
- Presentation from Dr. Mendez, College of Medicine, and his work around the delivery of healthcare nationally and internationally.
- Examination of the role and function of the archives, the art collection, and Antiquities, and how they might be brought forward in teaching.
- An update on the university's School of Architecture initiative.

The committee unanimously agreed to consider an update on the university's School of Architecture initiative, and communicated the proposed topic and format of discussion to Senate's Executive Committee at its meeting of September 26, 2014.

SUMMARY REPORT:

Following is the education topic and format for the upcoming Spring Senate meeting:

Topic: An update on the School of Architecture

Format of discussion:

- A presentation providing an update on the university's School of Architecture initiative to be presented by Ernie Barber, Provost and Vice President; Colin Tennent, Associate Vice President, Facilities Management; and a representative from the Saskatchewan Association of Architects.

AGENDA ITEM NO: 9.3

UNIVERSITY SENATE

SENATE NOMINATIONS COMMITTEE

FOR INFORMATION

PRESENTED BY: Mairin Loewen
Chair, Nominations Committee

DATE OF MEETING: October 18, 2014

SUBJECT: **Update on the work of the Senate Nominations Committee**

BACKGROUND AND SUMMARY:

The Senate Nominations Committee met on June 9, 2014 to discuss the process to be used and the information to be included on the nomination form for candidates to the Senate-elected position on the Board of Governors, to appoint a member of Senate to the Presidential Search Committee, and to appoint members to the Senate *ad hoc* Bylaws Review Committee. They also met September 10, 2014 to discuss the background information that should be provided to Senate with the nomination form for candidates to the Senate-elected position on the Board of Governors, to appoint a member to the Senate Executive to fill a vacancy created by a resignation, and to select a senator to serve on the search committee for the Executive Director of the School of Public Health.

In accordance with the *Search and Review Procedures for Senior Administrators*, the membership for the search committee for the president requires "One member of the Senate selected by Senate Nominations Committee". The Nominations Committee selected Chancellor Blaine Favel and he has accepted this position. This appointment does not require Senate approval.

A vacancy occurred on the Senate Executive Committee with the resignation in June 2014 of Simon Bird, organization representative from the Federation of Saskatchewan Indian Nations. Mr. Bird was on the Senate Executive committee as one of "three appointed members of Senate". It was necessary to fill the position with another appointed member of Senate. The Senate Nominations Committee selected Mr. Charles Olfert from the Saskatchewan Association of Architects. He has been contacted and accepted this appointment to the Senate Executive committee for a one-year term ending June 30, 2015.

The Senate Nominations Committee was asked to appoint a member of Senate to serve on the search committee for the Executive Director of the School of Public Health. In accordance with the *Search and Review Procedures for Senior Administrators*, the search committee for the Executive Director of the School of Public Health requires in its membership "a member of Senate appointed by the Senate nominations committee". The committee recommended that the nominee be a senator with community involvement who is also from an interdisciplinary health field. The committee selected Michele Derdall from the Saskatchewan Society of Occupational Therapists. Ms. Derdall has been contacted and has accepted this appointment.

The Senate bylaws state that the Senate Nominations Committee is also tasked "to receive nominations from the Executive Committee for Senate representatives on the Board of Governors,

and to present the nominees for election by the Senate, and to establish procedures for presenting background information on the nominees to Senators prior to the election." At the June meeting, the committee discussed the process to be used and the information that should be included on the nomination form. It also set the date for opening nominations, recognizing that Senate had already set the date for nominations to close August 15, 2014. At the September meeting, the committee discussed the nominations and reviewed the information that was submitted by the candidates. They then approved the background information that was to be provided to Senate. It was also decided that information on the candidates would be sent to Senate confidentially.

The Senate Nominations Committee appointed Sarah Binnie, Lorne Calvert, Pat Flaten, Lori Isinger and Jim Pulfer to the *ad hoc* Senate Bylaws Review Committee.

ATTACHMENT:

Current membership of the Senate Executive Committee

Terms - July 1, 2014 to June 30, 2015

Executive Committee

Chancellor (Chair): Blaine Favel
President or designate: Gordon Barnhart
Two ex officio members: Daphne Taras, Peggy McKercher
Three appointed members: Charles Olfert, Lee Braaten, Karen Prisciak
Three elected members: Jim Nicol, Bob Krismer, Mark Stumborg
One student member: Dan LeBlanc
Secretary: Elizabeth Williamson

AGENDA ITEM NO: 9.4

UNIVERSITY SENATE

SENATE MEMBERSHIP COMMITTEE

FOR INFORMATION

PRESENTED BY: Bob Krismer
Chair, Membership Committee

DATE OF MEETING: October 18, 2014

SUBJECT: Senate organization member survey responses

BACKGROUND AND SUMMARY:

Pursuant to section 24(4) of *The University of Saskatchewan Act*, *1995,* once every five years, the elected district members and elected members-at-large of the Senate are to review the status of professional societies or other organizations having representatives in the Senate to determine whether they should continue to send a representative to be a member of the Senate. The Senate Membership Committee is responsible for completing this review according to its terms of reference.

The Senate Membership Committee reported to Senate on April 26, 2014 regarding the status of this review. At that time, all surveys sent to organization members had not been returned and the committee was to report at the next meeting of Senate.

The Senate Membership Committee met on September 19, 2014 to review all returned surveys. There were only two organizations that did not return surveys. Referring to the criteria for assessing eligibility for membership of organizations on Senate, the committee did not recognize any current organization members that required removal from the Senate membership. The committee noted that the Certified General Accountants, the Institute of Chartered Accountants and the Society of Management Accountants will be replaced by a new organization, Chartered Professional Accountants of Saskatchewan as they are in the midst of an amalgamation that has not yet been approved by the provincial government. Upon notification from the new amalgamated organization, the three current organizations will be replaced with the Chartered Professional Accountants of Saskatchewan in the Senate membership.

The Senate Membership Committee does not recommend further additions or deletions of organization members to Senate at this time.

ATTACHMENT:

1. Criteria for assessing eligibility for membership of organizations on the University of Saskatchewan Senate

Attachment 1

CRITERIA FOR ASSESSING ELIGIBILITY FOR MEMBERSHIP OF ORGANIZATIONS ON THE UNIVERSITY OF SASKATCHEWAN SENATE

Excerpts from the *University of Saskatchewan Act 1995*

24(1) The senate is composed of:
…
(f) one representative from each professional society or other organization designated pursuant to subsection (3).

24(3) For the purposes of clause (1)(f) the members of the senate mentioned in clauses (1)(b) and (c) may designate professional societies or other organizations that, in the opinion of those members:

- *(a) contribute in a significant way to the social, economic and cultural welfare of Saskatchewan; and*
- *(b) have a demonstrated interest in furthering the goals of higher education and research at the university.*

24(4) At least once every five years, the members of the senate mentioned in clauses (1)(b) and (c) shall:

- *(a) review the status of professional societies or other organizations having representatives in the senate to determine whether they should continue to send a representative to be a member of the senate; and*
- *(b) consider applications by professional societies or other organizations wishing to have representatives in the senate to determine whether they should be allowed to send a representative to be a member of the senate.*

Criteria for membership and continued membership

1. Licensing and professional bodies for professions that are taught at the University, or for professions for which the University provides preparatory study, should be invited to send a representative to Senate, on the advice of the relevant dean(s). In general where there is both a national or international and a provincial association, the provincial association will be invited to send the representative.
2. The alumni associations for the University of Saskatchewan and the University of Regina will each be invited to send a representative.
3. Educational institutions are not themselves eligible for membership but may be represented by associations such as the Association of Regional Colleges or the Saskatchewan School Boards Association.
4. Cultural and business organizations may be considered for membership if they meet the criteria in the act and
   - **a.** Their members represent a significant constituency of stakeholders within Saskatchewan, and
   - **b.** The goals and aims of the organization are consistent with the strategic directions of the university.
5. An organization whose delegate misses two consecutive senate meetings or whose delegate position remains vacant for two consecutive senate meetings will be notified by the chancellor, with a copy to the delegate, that should their delegate miss the next meeting following, their membership be revoked. Organizations may designate an alternate in accordance with Bylaw XII.3 if their delegate will be unable to attend a meeting. Any organization whose membership is revoked may re-apply for membership after one year.

Approved April 18, 2009
With revisions April 2010

AGENDA ITEM NO: 9.5

UNIVERSITY SENATE

AD HOC BYLAWS REVIEW COMMITTEE

FOR DECISION

PRESENTED BY: Dr. Jim Pulfer, chair

DATE OF MEETING: October 18, 2014

SUBJECT: Proposed Bylaw Amendments

DECISION REQUESTED:

It is recommended: That Senate approve the amendments to Senate's bylaws as recommended by the ad hoc Senate Bylaws Review Committee and set out on the attached bylaws, effective as of October 19, 2014.

CONTEXT AND BACKGROUND:

The *ad hoc* Bylaws Review Committee was formed in response to Senate's request at its meeting of April 26, 2014. The Committee consisted of five Senators: Sarah Binnie, Lorne Calvert, Pat Flaten, Lori Isinger and Jim Pulfer. The Committee was supported by Beth Williamson, university secretary, as resource person, and Lesley Leonhardt as recording secretary.

The Senate tasked the Committee to review and suggest changes to the election procedures and bylaws that govern the two positions that Senate elects to the Board of Governors.

The Committee first met on August 21, 2014; established its terms of reference and elected Dr. Jim Pulfer to Chair the meetings. It was agreed by all that the Committee should proceed by consensus. Also, it was agreed that the Committee should strive to meet the relatively stringent condition that the deliberations should be concluded in time for their recommendations to be presented to Senate at its October meeting, but to be effective following the meeting. Members committed themselves to being available for several meetings, to be held within a relatively short period of time.

DISCUSSION SUMMARY:

This report sets before Senate the Committee's considered and unanimous deliberations for reforming the bylaws for Senate elections to the Board of Governors. These encompass several notable achievements:

(i) We have established a comprehensive, definitive general election mechanism that fairly takes into account both vacant positions and those coming up for renewal.

(ii) The role of the Senate Executive Committee is strengthened to require that they provide at least one nomination that they will put forward to the Nominations Committee.

(iii) The revised bylaws also make provision for every member of Senate to participate in the nomination process; requiring only three members of Senate to nominate a candidate through the Nominations Committee against a known and published matrix of qualities.

(iv) In confidence, all nominations from both the Executive Committee and the body are to be treated the same and presented for election to Senate without further vetting, endorsement or disclosure, thus eliminating the charge of unnecessary executive bias. It was deemed that the due diligence required by the combined nomination process would serve both Senate and the University well if all candidates were judged solely on their capacity to carry out those parts of the job matrix deemed important by the Board of Governors (in consultation with the President, Chancellor and the Executive Committee), on their capacity and on their character.

(v) Face to face elections are to be held within the normal meeting time of Senate and not by electronic format or at another, specially arranged date and time; thus saving considerable confusion, time and expense.

(vi) We have also tidied up the wording surrounding the meaning of Senate "representative" on the Board of Governors to wording similar to "Senate-elected positions on the Board".

Lastly, it was noted that the bylaws are incomplete regarding Senate election procedures surrounding the election of district representatives. It was troubling to find that from time to time some of those positions remain vacant and that a mechanism ought to be put in place to rectify that situation. The Committee recommends that this issue be considered by Senate sometime in the near future. As well, the general wording of the bylaws could also be tidied up to bring them in line with the open and transparent election procedures now considered worthy of Senate's consideration and action with regard to the positions on the Board of Governors.

A special word of thanks is due to Beth Williamson and her staff as they worked seamlessly and flawlessly with the Chair, the Committee and the University's legal counsel, David Stack of McKercher LLP.

ATTACHMENTS:

1. Senate Bylaws, with proposed amendments indicated on pages 6-7, 10, 11 and the new Appendix E on pages 22-23 *(To conserve paper, Appendices A-D on pages 19-21 have not been included in the attachment)*

SENATE BYLAWS

(April 28, 2001 with revisions April 2002, April 2003; October 2008, October 2009, April 2010, April 2012, October 2013, April 2014)

TABLE OF CONTENTS

Preamble		1
I.	Definitions	2
II.	Membership of Senate	3
III.	Elections and Members of Senate	3
	Appointment or Reappointment of Chancellor	4
	Election of Members of Districts	5
	Election of Members-at-Large	5
	Election by Senate of members to the Board of Governors	6
	Equality of Votes	6
	Students	6
	Appointed Members	6
	Ex Officio Members	6
	Appeals and Complaints	7
IV.	Meetings of the Senate	7
V.	Committees of the Senate	8
	Nominations Committee	8
	Executive Committee	10
	Membership Committee	11
	Honorary Degrees Committee	12
	Board for Student Discipline and Appeal Board	13
	Round Table on Outreach and Engagement	13
	Joint Nomination Committee for Chancellor	14
	Education Committee	14
VI.	Honorary Degrees	15
VII.	Disestablishment	15
VIII.	Admission and Classification of Students	16
IX.	Affiliation	16
X.	Federation	16
XI.	Representation of Professional Entities and Organizations	17
XII.	Professional Examinations	17
XIII.	Advisory Councils	17
Appendix A – Senate District Map		18
Appendix B – List of Organizations represented on Senate		19
Appendix C – List of Affiliated, Federated and Historic Junior Colleges		20
Appendix D – Powers of Senate		21

PREAMBLE

As one of the university's three governing bodies under the *University of Saskatchewan Act, 1995,* the Senate has both statutory authority and a role in providing advice to the university's administration, Council and Board of Governors (see Appendix D).

The Senate comprises appointed, elected and ex officio members who are broadly representative of graduates from across the geographic regions of the province; professional, educational and cultural organizations with an interest in the university; students; and members of the university's administration. Whether elected, appointed, or ex officio, the members of Senate have the following responsibilities:

- to attend Senate meetings;
- to participate diligently and use fair and independent judgement in discussions, decisions, and planning activities;
- to take an active role in fostering openness and trust among members of Senate, the administration, the faculty, the staff, the students, all levels of government, and the public;
- to contribute to the effectiveness and orderly functioning of the Senate.

Senate members also share with members of the university's other governing bodies the following responsibilities:

- to abide by the policies of the university;
- to seek to be fully informed about the university, its mission, its strategic plan, its culture, and its role in the province and in higher education;
- to help the university be responsive to the changing environment that affects it;
- to promote and defend the autonomy of the university;
- to find opportunities to communicate the university's role and mission to the external community.

The Senate serves as the university's window on the province and the province's window on the university.

I. DEFINITIONS

1. “Act” means the *University of Saskatchewan Act, 1995;*

2. "Board" means The Board of Governors of the University of Saskatchewan;

3. “Bylaws” means the bylaws of the university and includes, the bylaws of the Senate, the bylaws of the Board and the bylaws of the Council;

4. “Chancellor” means the Chancellor of the University;

5. “Convocation" means the Convocation of the University of Saskatchewan with membership, pursuant to section 10 of the University Act, to include the Chancellor, the Senate, and all graduates of the University;

6. “Convocation list” means the names and addresses of all members of Convocation;

7. "Council" means The University of Saskatchewan Council;

8. “Executive” means the Executive Committee of the Senate;

9. “Ex officio” means a person who holds office because of his/her position;

10. “Minister” means the member of the Executive Council of the Provincial Government to whom for the time being the administration of the University of Saskatchewan Act is assigned;

11. “President” means the University of Saskatchewan President;

12. “Secretary” means the University of Saskatchewan Secretary;

13. “Senate" means the University of Saskatchewan Senate;

14. “University” means the University of Saskatchewan.

II. MEMBERSHIP OF SENATE

1. The following persons are members of Senate by reason of their office:

    (a) The present and former Chancellors;

    (b) The President and the Vice-President or Vice-Presidents of the University;

    (c) The Minister;

    (d) The Deputy Minister of the department over which the Minister presides;

    (e) The Chairperson of the Education Council continued pursuant to *The Education Act;*

    (f) The principals of federated or affiliated colleges of the University;

    (g) The deans or acting deans of colleges that are established by the University;

    (h) Any other deans of academic and students affairs and directors who are nominated by the President and approved by the Senate.

2. 14 members elected by the Convocation to represent electoral districts established by the Senate;

3. 14 members-at-large elected by the Convocation;

4. Six students who are registered in colleges other than the College of Graduate Studies and Research and who are elected by students registered in those colleges;

5. One student who is registered in the College of Graduate Studies and Research and who is elected by students registered in that college; and

6. One representative from each professional society or other organizations admitted in accordance with the provisions of Section XIII of the Bylaws.

III. ELECTIONS AND MEMBERS OF SENATE

1. With the exceptions of students, ex officio and appointed members, election of members of Senate and appointment or reappointment of the Chancellor shall be completed by June 30 in every year in which an election is required to be held. Where this part provides for a second call for nominations, the timing of the deadline for nomination and election of the members shall be at the discretion of the

Secretary. The following table summarizes dates for nominations, elections and start and length of terms for members of Senate:

	Chancellor	Elected Members Districts (14)	Elected Members At Large (14)	Students (6+1)	Appointed Members (Professional Societies & Organizations	Ex Officio
Deadline for nomination	January 15	March 1	March 1	N/A	N/A	N/A
Election/ appointment to be finalized by:	Spring meeting of Senate	June 30	June 30	N/A	N/A	N/A
Start of term	July 1	July 1	July 1	May 1	*July 1	Upon appointment
Length of term	3 years	3 years	3 years	1 year	3 years	Duration of appointment
One renewable term	Yes	Yes	Yes	Yes	Yes	N/A

*Or date of appointment.

The Secretary shall be responsible to distribute the necessary information for the election of members of the Senate, or as may be required by resolution of the Senate.

2. Appointment or reappointment of Chancellor

Eligibility

(a) Members of Senate are eligible to vote to appoint or reappoint the Chancellor.

Submission of Candidates for Nominations

(a) The names of candidates for nomination to the position of Chancellor must be proposed in writing, endorsed by 7 members of Convocation, and submitted to the Secretary. The submission must include the written consent of the person being proposed.

(b) Only persons who have been members of the Convocation for at least 10 years prior to the date for filing submissions are eligible to be appointed or reappointed as Chancellor.

Appointment or reappointment

(a) The Chancellor shall be appointed or reappointed by a majority vote at a duly constituted meeting of Senate, on the recommendation of the joint nominations committee, in accordance with Section 17 of the Act.

(b) If the nomination is not approved by a majority of those voting, then the joint nominations committee will be asked to put forward an alternative nomination at the next meeting of the Senate.

3. Election of Members of Districts

(a) The boundaries of the 14 electoral districts are as set forth in Appendix A, and may from time to time be amended by Senate**.**

(b) Only one member of Senate is to be elected from each electoral district pursuant to section 24 (2) of the Act.

Eligibility
Only members of Convocation residing in the electoral district are eligible to vote for the member of Senate to represent the electoral district.

Nominations
(a) To be valid, a nomination for a District Member of Senate must be in writing and endorsed by 3 members of Convocation. The nomination must include the written consent of the person being nominated.

(b) The nominee must be a resident of that District.

Election
If only one person is nominated from an electoral district, the Secretary shall declare that person elected.

Second Call for Nominations
If there is no person nominated from one or more electoral district(s), the Secretary shall make a second call for nominations.

4. Election of Members-at-Large

Eligibility
All members of Convocation are eligible to vote for Members-at-Large.

Nominations
To be valid, a nomination for a member of Senate must be in writing and endorsed by three members of Convocation. The nomination must include the written consent of the person being nominated.

Election
If the number of persons nominated is equal to the number of members to be elected, the Secretary shall declare those persons elected.

Second Call for Nominations

If the number of persons nominated is less than the number of members to be elected, the Secretary shall make a second call for nominations for the remaining positions.

5. Election by Senate of Members to the Board of Governors

The process for electing members to the Board of Governors shall be as follows:

(a) The election shall occur in a meeting of the Senate.

(b) At least three months prior to the meeting at which the election is to be held, the University Secretary will issue a call to all Senators to nominate candidates. The call will be accompanied by a description of the desired qualifications and qualities ascertained through the consultations conducted by the Executive Committee pursuant to Section V 2(d)(viii) of these bylaws.

(c) All nominations shall be:

(i) submitted to the Nominations Committee no later than 45 days before the meeting in which the election is to take place;

(ii) accompanied by relevant biographical information on the candidate and the consent of the candidate to the nomination;

(iii) signed by three members of Senate, except for the nomination(s) submitted by the Executive Committee pursuant to Section V 2(d)(viii) of these bylaws.

~~(a)~~(d) Candidates may or may not be members of Senate.

(e) All candidates nominated in accordance with Section III 5(c) of these bylaws will be presented by ~~The n~~Nominations ~~c~~Committee ~~shall present nominees~~ for election ~~pursuant to Section V(1)(d)(vi) of the Bylaws~~ along with a biography of each ~~nominee~~candidate. The Nominations Committee will not disclose the nominators of the candidates, including the candidate(s) nominated by the Executive Committee.

(f) In the event that more than one candidate is nominated, the election shall be held by secret ballot. The University Secretary will administer and oversee the voting procedures for the meeting, in accordance with Appendix E.

(g) Subject to Section III 6 of these bylaws, the winner of the election shall be the candidate who receives at least 50% + 1 of the votes cast at the meeting in accordance with the voting procedures set out in Appendix E.

(h) A separate nomination call and a separate election shall be held for each of the members of Board of Governors being elected by Senate, though both elections can occur in the same meeting.

~~(c) Nominations from the floor of the meeting must include the consent of the nominee along with a biography of the nominee.~~

6. Equality of Votes

In the case of equality of votes for a member of Senate, and the member of the Board of Governors being elected by Senate~~Senate representative to the Board of Governors~~, the Secretary, in the presence of scrutineers, shall determine by lot the person~~(s)~~ to be declared elected.

7. Students

(a) Six students shall be elected by students registered in Colleges other than the College of Graduate Studies and Research. The election procedures shall be determined by the students.

(b) One student registered in the College of Graduate Studies and Research shall be elected by students registered in that College. The election procedures shall be determined by the students in the College of Graduate Studies and Research.

8. Appointed Members

One representative appointed by each professional society or other organization which has been granted membership.

9. Ex Officio

Persons who are members of the Senate by virtue of their office pursuant to Section 24(1) (a) of the Act, and those nominated by the President as provided in Section II 1.(h) of the Bylaws and approved by Senate.

10. Appeals and Complaints

(a) All appeals and complaints respecting the election of members of the Senate of the University shall be in writing, and shall be filed with the Secretary within thirty days after the declaration of election provided for in Section 38 of the Act.

(b) Every appeal or complaint shall be signed by at least three members of Convocation and shall in each case set out the reasons for appeal or the grounds of complaint.

(c) Every such appeal or complaint shall be heard and finally determined by a committee of the Senate to be called the Membership Committee.

(d) The Committee may make such rules and regulations as it may deem necessary for carrying out the provisions of the complaints and appeals.

IV. MEETINGS OF THE SENATE

1. There shall be a meeting of the Senate in the spring and in the fall**,** at a time and place to be indicated in a public notice sent by the Secretary to each member at least ten days prior to the date of the meeting.

   (a) The spring meeting shall be no later than Spring Convocation. The fall meeting shall be no later than Fall Convocation.

   (b) The Senate Executive Committee shall meet as necessary at a time and place to be determined by the Chair.

   (c) For procedural matters not addressed by these bylaws, the meetings of the Senate will be conducted in accordance with the rules of order contained in the most recent edition of *Procedures for Meetings and Organizations* by Kerr and King.

2. There shall be public notice of each regular meeting and meetings will be open to members of the University community, the general public and the news media as visitors and without voice. Confidential items, as determined by the Senate, will be considered during a closed part of the meeting. The Secretary will be responsible for release of the public notice of the meetings.

3. (a) The Chair may, and shall, whenever so requested in writing by at least twenty-five members, call a special meeting of the Senate. Such request shall state the purpose of the meeting called.

   (b) Notice in writing stating the purpose of such special meeting shall be sent by the Secretary to each member at least ten days before the date thereof.

4. Fifty members shall constitute a quorum for any meeting of the Senate.

5. With the notice of any meeting a copy of the agenda and the agenda papers to be considered at the meeting, shall be sent to each member.

6. Notice of any motion to be submitted at a meeting by a member of Senate, other than a motion arising out of the business of the meeting, shall be given to the Secretary 30 days prior to that meeting to enable the Executive Committee to determine whether said motion shall be added to the agenda of the meeting. If the Executive Committee refuses to place the motion on the agenda, at the request of the member, the motion and supporting materials shall be made available to Senate prior to the meeting.

7. Any member of Senate may request that a motion be placed on the agenda at that meeting of Senate. The motion will be added to the agenda if passed by a simple majority of the votes cast by the members entitled to vote.

8. Normally, voting shall be by show of hands at the meeting unless a ballot vote is requested by a simple majority of the votes cast by the members entitled to vote.

9. In lieu of a meeting, a vote may be taken by mail or electronically on the initiative of the Executive Committee**.**

   (a) A decision by mail or electronic vote shall require a 60% return of ballots and a 2/3 majority of those voting is required to constitute a majority**.**

   (b) Fifteen days from date of mailing shall be allowed to complete a vote by mail.

   (c) Seven days from date of notice of the electronic vote shall be allowed to complete an electronic vote.

V. COMMITTEES OF THE SENATE

50% of the members of any Committee constitute quorum for a meeting of the Committee. A member joining a committee meeting, with the consent of the Chair, by teleconference or other electronic media which permit all persons participating to hear one another, shall be considered to be present. A call for Nominations from the floor of each Committee shall be made prior to election by the Senate.

1. Nominations Committee

The members of the Nominations Committee shall be nominated by the Executive Committee and elected annually by Senate.

(a) Membership

The Committee shall be composed of:

(i) The Chair of the Executive Committee or a designate from the Executive Committee;
(ii) Four members of Senate; and
(iii) The Secretary (non-voting member).

(b) Term

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. The term of the Chairperson will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chairperson shall be appointed on the recommendation of the Executive Committee.

(d) Duties and Powers

(i) To recommend annually to the spring meeting of the Senate individuals for membership on the Executive Committee.
(ii) To recommend annually at the spring meeting of Senate individuals for membership on, and chairs of other standing committees of Senate, and Senate representatives on other committees.
(iii) To make appointments to standing committees of Senate and for Senate representation on other committees when vacancies arise between meetings of the Senate, and to report these to Senate at its next meeting.
(iv) In the final year of the Chancellor's term, to recommend to the fall meeting of the Senate individuals for appointment to a joint nominations committee for Chancellor.
(v) In the event of a vacancy in the office of the Chancellor or if it is known there will be a vacancy within the academic year, to recommend to the next meeting of the Senate individuals for appointment to the joint nominations committee for Chancellor.
(vi) To receive nominations from the members of Senate and from the Executive Committee for ~~Senate representatives on~~members of the Board of Governors to be elected by Senate, and to present the nominees for election by the Senate, and to establish procedures for presenting background information on the nominees to Senators prior to the election.
(vii) To nominate a roster of six (6) members of Senate to serve for three years, from which members may be selected to serve on Boards for Student Discipline and Appeal Boards.
(viii) To nominate two (2) members of Senate to serve on University Council pursuant to section 54(j) of the *University of Saskatchewan Act, 1995* as non-voting members for a one year term, renewable annually for up to two additional years to a maximum of three years.

2. Executive Committee

The Senate members of the Executive Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

The Committee shall be composed of:

(i) The Chancellor;
(ii) The President or a designate;
(iii) Two ex officio members of Senate;
(iv) Three appointed members of Senate;

(v) Three elected members of Senate;
(vi) One student member selected annually by the student members of Senate; and
(vii) The Secretary (non-voting member).

(b) Term

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**.** The Chancellor and President are members for the duration of their terms.

(c) Chair

The Chancellor shall serve as Chair and the President shall serve as Vice-Chair.

(d) Duties and Powers

(i) To determine the agenda for all meetings of Senate.
   a. In determining whether to add to the agenda a motion proposed by a member of Senate pursuant to Section IV 6 of these bylaws, the Executive Committee shall consider the powers of Senate as set out in Section 23 of *The University of Saskatchewan Act, 1995*, as may be amended from time to time.
   b. The Executive Committee may refuse to place said motion on the agenda if it clearly appears that the motion submitted is primarily for the purpose of enforcing a personal claim or redressing a personal grievance against the University, any employee, officer or director of the University, or any body of the University, or primarily for the purpose of promoting causes unrelated to the activities of the University.
(ii) To appoint task forces or special committees composed of members of Senate with power to investigate and report on matters of interest and concern to Senate.
(iii) To consider all major reports being submitted to Senate.
(iv) To consider and report on policy matters relating to the Senate.
(v) To perform other duties as the Senate may from time to time direct.
(vi) To recommend to Senate individuals for membership on the various Boards of Examiners for Professional Examinations; and to recommend to Senate on matters of policy with respect to Boards of Examiners, and on the establishment of new Boards of Examiners, when necessary.
(vii) To act on behalf of Senate in special circumstances to provide approval of honorary degrees.
(viii) 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 ~~consider the name and backgrounds of potential candidates and~~ present at least one

nominations to the Nominations Committee in accordance with the process set out in Section III 5 of these bylaws.

3. The Membership Committee

The Senate members of the Membership Committee shall be nominated by the Nominations Committee and elected annually be Senate.

(a) Membership

The Committee shall be composed of:

(i) Chair of the Executive Committee or a designate from the Executive Committee;
(ii) Four elected members of Senate who shall be nominated by the Nominations Committee and elected annually by Senate; and
(iii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is for one year, renewable annually for up to two additional years, for a maximum of three years. The term of the Chair will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chair shall be appointed on the recommendation of the Nominations Committee.

(d) Duties and Powers

(i) To consider applications for membership from associations on the Senate and make recommendations thereon to the Senate and to recommend the removal of associations from Senate.
(ii) To hear appeals and complaints respecting the election of members of Senate as shall be appropriately filed with the Secretary, pursuant to Section III of these Bylaws.
(iii) To review and update, as necessary, the Senate Bylaws respecting affiliation and federation, and make recommendations thereon to the Senate.
(iv) To receive proposals respecting the affiliation or federation of any educational institutions with the University and make recommendations thereon to the Senate.

4. Honorary Degrees Committee

The Senate members of the Honorary Degrees Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

Membership on the Committee shall be composed of:

(i) The Chancellor;
(ii) The President;
(iii) The Provost and Vice-President (Academic);
(iv) Two ex officio members;
(v) Two appointed members of Senate;
(vi) Two elected members of Senate;
(vii) One student member of Senate; and
(viii) The Secretary (non-voting member).

(b) Term

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. The Chancellor, President and Provost are members for the duration of their terms as long as they hold office.

(c) Chair

The President will serve as Chair and the Chancellor as Vice-Chair.

(d) Duties and Powers

(i) To encourage nominations and recommend nominees for honorary degrees.
(ii) To submit names to the Senate for consideration at its next meeting or in special circumstances to the Executive Committee for consideration between Senate meetings.

5. Board for Student Discipline and Appeal Board

A roster of six (6) members of Senate shall be nominated by the Nominations Committee and elected by Senate to serve for three years on the Board for Student Discipline and Appeal Board.

6. Round Table on Outreach and Engagement

(a) Membership

Membership on the Committee shall be composed of:

(i) The President
(ii) Four District Senators (Regional Advisory Council Chairs) nominated by the Nominations Committee and elected by Senate;
iii) Four members of the General Academic Assembly appointed by Council
(iv) Four staff members involved in Outreach and Engagement appointed by the President
(v) Four Community Leaders appointed by the President
(vi) One Undergraduate student appointed by the USSU
(vii) Vice-President University Advancement or designate to serve as Secretary (non-voting member)

(b) Term

The term of a Senate member on the Committee is for one year, renewable annually for an additional two years up to a maximum of three years.

(c) Chair

The President will serve as Chair. The Committee will choose a Vice-Chair.

(d) Duties and Powers

(i) Nurture and support the University's outreach and engagement efforts.
(ii) Convene a university-community symposium on engagement, with broad participation from many communities and parts of campus.
(iii) Honour and celebrate existing initiatives.
(iv) Build awareness and understanding of the concept of engagement.
(v) Begin the process of identifying future areas of need and priority.
(vi) Invite leading public scholars to share their experiences in Outreach and Engagement with the Round Table.
(vii) Sponsor community lectures and/or workshops.
(viii) Sponsor clinics to support the work of faculty involved in Outreach and Engagement activities.
(ix) Submit regular reports to Council.
(x) Submit regular reports to Senate.

7. Joint Nomination Committee for Chancellor

(a) Membership

In accordance with Section 17 of the *University of Saskatchewan Act 1995,* the committee shall be composed of three members of the Senate and two members of the Board. The Board shall be invited to nominate two persons. The members of the Senate shall be nominated by the Nominations Committee as follows:

(i) The President, in his/her capacity as vice-chancellor and vice-chair of the Senate.
(ii) Two members of the Senate who have been elected under Section 24(1)(b) or 24(1)(c) of the *Act*.(i.e. elected Senators) nominated by the Nominations Committee and elected annually by Senate.

(b) Term

The Joint Nomination Committee for Chancellor will be struck in the fall of the third year of the chancellor's term, or in the event of a vacancy in the office of Chancellor, or if it is known there will be a vacancy in the academic year. Members' terms will coincide with the selection process for the Chancellor.

(c) Chair

The joint committee shall determine its own procedures and shall select its chair from among the five members of the committee.

(d) Duties and Powers

(i) To invite submissions for candidates for nomination for the position of Chancellor from members of Convocation.
(ii) To review the submissions and select one name for presentation to Senate at the spring meeting prior to the expiry of the incumbent Chancellor's term.
(iii) If the name of the proposed candidate in (ii) above is not accepted by the Senate, to put forward an alternative nomination no later than the next meeting of the Senate.

8. Education Committee

The members of the Education Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

Membership on the Committee shall be composed of:
(i) 2 ex-officio members of Senate;
(ii) 2 appointed members of Senate;
(iii) 2 elected members of Senate;
(iv) 1 student member selected annually by the Student Members of Senate;
(v) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is for one year, renewable annually for up to two additional years, for a maximum of three years. The

term of the Chair will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chair shall be selected by the members of the Committee.

(d) Duties and Powers

(i) To consult with the Executive Committee respecting formation of the agenda.
(ii) To provide at each meeting of Senate an opportunity for education/exploration of issues relating to the University of Saskatchewan.
(iii) To poll Senators regarding their interests in issues relating to (ii) above.

VI. HONORARY DEGREES

1. The following Honorary Degrees may be granted by the University:

Doctor of Civil Law, honoris causa – D.C.L.
Doctor of Laws, honoris causa – LL.D
Doctor of Science, honoris causa – D.Sc.
Doctor of Letters, honoris causa – D.Litt

2. Degrees *honoris causa* may be conferred at any Convocation provided that the names of such persons shall have been considered and approved by the Committee on Honorary Degrees, and shall have been recommended by the Senate.

3. The Senate may revoke an honorary degree and all the rights and privileges connected therewith.

VII. DISESTABLISHMENT

Decisions of the University Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

VIII. ADMISSION AND CLASSIFICATION OF STUDENTS

1. Decisions of the University Council to change the number of students who may be admitted to any college or program of study are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

2. Decisions of University Council to change academic and other qualifications required for admission as a student are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

IX. AFFILIATION

1. Proposals respecting the affiliation of any educational institution with the University will be referred to the Membership Committee for consideration and recommendation to the Senate, which will upon resolution advise the Board and the Council whether or not the proposed affiliation should be accepted.

2. The Senate may consider and recommend to the Board and the Council whether or not any affiliation of the University with another educational institution should be dissolved.

3. Decisions of the University Council to authorize the dissolution of any affiliation are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

X. FEDERATION

1. Proposals respecting the federation of any educational institution with the University will be referred to the Membership Committee for consideration and recommendation to the Senate, which will upon resolution advise the Board and the Council whether or not the proposed federation should be accepted.

2. The Senate may consider and recommend to the Board and the Council whether or not any federation of the university with another educational institution should be dissolved.

3. Decisions of the University Council to authorize the dissolution of any federation are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

XI. REPRESENTATION OF PROFESSIONAL ENTITIES AND ORGANIZATIONS

1. Pursuant to Section 24 (3) of the Act, Senate may consider for membership professional societies groups, or other organizations that:

   (a) contribute in a significant way to the social, economic and cultural welfare of Saskatchewan; and

(b) have a demonstrated interest in furthering the goals of higher education and research at the university.

2. Each of the professional societies, groups organizations and entities granted membership shall in any year in which a representative is to be appointed or in which a vacancy arises, appoint such a representative.

3. Such appointment shall be certified to by the President or Secretary of the professional society, group, organization or entity and a notice of appointment shall be forwarded to the Secretary.

4. Membership on Senate shall be as set out in Appendix B and reviewed at regular intervals by the Membership Committee in accordance with Section 24 (4) of the Act.

XII. PROFESSIONAL EXAMINATIONS

1. Appointments of examiners for professional societies or other bodies as required by any Act, shall be for at least one year and until their successors are appointed. Examiners shall be eligible for reappointment unless there is express provision to the contrary.

2. The Registrar of the University or an assigned deputy shall be the Secretary of each Board of Examiners.

XIII. ADVISORY COUNCILS

1. The Senate may authorize the establishment of an advisory council for any college, school or department and determine the composition, duties and powers of an advisory council.
2. The Senate may discontinue an advisory council for any college, school or department.

APPENDIX E

UNIVERSITY OF SASKATCHEWAN SENATE

VOTING PROCEDURE FOR THE ELECTION OF A CANDIDATE TO THE BOARD OF GOVERNORS

The following procedure shall govern the conduct of the portion of the meeting at which the Senate elects a Candidate to the Board of Governors:

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 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 office of the University Secretary to be responsible to distribute, collect, and count the written ballots.

2.2 Each candidate may appoint an observer to monitor the administration of the vote.

3. Type of Ballot and Voting Method

3.1 The ballot shall be secret and 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 indicated shall be considered spoiled and not counted.

4. Calculation of Votes

4.1 Once all the ballots are collected, the University Secretary shall count the votes for the Candidates.

4.2 The results of the votes will be presented by the University Secretary to the meeting after the count is complete.

4.3 If no single Candidate receives over 50% of the votes at the meeting, the Candidate with the least amount 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 over 50% of the vote.

5. Appeals and Complaints

5.1 Any appeals and 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).

AGENDA ITEM NO: 10.1

UNIVERSITY OF SASKATCHEWAN

UNIVERSITY SENATE

ITEM FOR CONFIRMATION

PRESENTED BY: Jay Kalra, Chair, University Council

DATE OF MEETING: October 18, 2014

SUBJECT: **School of Physical Therapy: change to admission qualifications**

DECISION REQUESTED:

It is recommended:

That Senate confirm the changes in admission qualifications for the Master of Physical Therapy, effective September 2015.

PURPOSE:

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

SUMMARY:

At its meeting on June 19, 2014, University Council approved a change to the admission requirements for the Master of Physical Therapy (MPT). The proposed changes to the admission requirements for the MPT will require students to have a minimum score of 22 out of 30 in each component of the Test of English as a Foreign Language (TOEFL) with a minimum total score of 100; a minimum score of 5 in each area of the CanTEST; or a minimum score of 7.5 out of 9 on the International English Language Testing System (IELTS). The current standard for admission to the program is a minimum score of 20 out of 30 in each component of the TOEFL with a minimum total score of 80; a minimum score of 4.5 in each area of the CanTEST; or a minimum score of 6.5 out of 9 on the IELTS. These current scores are the minimum scores required for entry into the College of Graduate Studies and Research, and are below competency standards in other comparable Physical Therapy programs in prominent Canadian institutions, and below competency standards in some other medical programs offered at the UofS. Because the MPT is a professional degree, higher communication skills are required for clinical environments where student-patient interaction is essential. Accurate and effective communication is necessary to ensure a high quality of care and patient safety.

The Academic Programs Committee discussed this proposal with CGSR Associate Dean Trever Crowe and Professor Angela Busch. The committee felt the rationale for the proposed changes were sound, and that the changes would serve to bring the MPT program in line with other programs at a national level.

ATTACHMENT:

Academic programs committee report to University Council of June, 2014 and proposal from the School of Physical Therapy.

Proposal for Curriculum Change
University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: **Increase the English Language Requirement for Admission to the Master of Physical Therapy**

Degree(s): Master of Physical Therapy Field(s) of Specialization: n/a

Level(s) of Concentration: n/a Option(s):

Degree College: Graduate Studies and Research
Department: School of Physical Therapy
Home College: Medicine

Date: March 18, 2014

Contact person(s) (name, telephone, fax, e-mail):
Steve Milosavljevic, (Tel: 966-8655, Fax: 966-6575, Email: steve.milosavljevic@usask.ca)

(Authorizing Unit Head – Signature)

Approved by the degree college and/or home college: School of Physical Therapy Faculty Council, May 2013

Proposed date of implementation: **October 2014**

2. Type of change

Requiring approval by Council

- ❑ A new Degree-Level program or template for program.
- ❑ A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- ❑ Conversion of an existing program from regular to special tuition program.
- x A change in the requirements for admission to a program
- ❑ A change in quota for a college
- ❑ Program revisions that will use new resources
- ❑ A replacement program, including program deletion
- ❑ A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

Requiring approval by Academic Programs Committee

- ❑ Addition of a higher Level of Concentration to an existing Field of Specialization.
- ❑ Addition of a new Field of Specialization at the Minor Level of Concentration.
- ❑ A change in program options
- ❑ A change in the name of a Degree-level Program or Field of Specialization.
- ❑ A change in the total number of credit units required for an approved degree program.

Proposal Document

The current requirements for the Master of Physical Therapy degree are the standard requirements of the College of Graduate Studies and research.

a. http://www.usask.ca/cgsr/admission/language.php
b. TOEFL: Reading: 20, Writing 20, Speaking: 20, Listening: 20; Total 80

The Faculty Council of the School of Physical Therapy believes the current admission requirements for the Master of Physical Therapy program are too low resulting in difficulties in the academic and clinical setting. After a thorough review, we are proposing the following English Language requirements:

- TOEFL: 22 out of 30 in each component (i.e., the upper quartile) but a minimum total of 100.

The CanTEST and IELTS (International English Language Testing System) are two additional tests that are used and recognized by the College of Graduate Studies and Research. We need to decide on a reasonable mark for the Cantest and IELTS.

- Cantest – A band score of 5 (equivalent to the lower end of upper) signifies a very good user who has very good command of the language, even in demanding contexts and a high degree of comprehension. The maximum is 5+. The College of Graduate Studies and Research requires a minimum band score of 4.5 in each category and an overall score of 4.5. The decision was to go with a band score of 5 as the minimum for each area and overall.

- IELTS – A band score of 7 out of 9 is a good user, signifying an operational command of the language with occasional inaccuracies, inappropriacies and misunderstandings in some situations. A band score of 8 is a very good user signifying fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. The College of Graduate Studies and Research requires 6.5 in each area and overall (competent user). It was decided to set the IELTS score to 7.5 out of 9 (between good and very good user).

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry.
In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program.

When existing courses are listed, please include the course title as well as the course number.

Physical Therapy

Website: School of Physical Therapy

The Master of Physical Therapy at the University of Saskatchewan is a full-time program over two years and six-weeks, and consists of ten modules that include academic course work, 30 weeks of clinical practicum experiences and a supervised research project. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

Attendance

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being Required to Discontinue the program.

License to Practice

Students are reminded that a Master of Physical Therapy degree does not confer the right to practice physical therapy. The license to practice physical therapy is granted by the licensing body of the province in which one intends to practice.

The national licensing examination is conducted by an external organization, the Canadian Alliance of Physiotherapy Regulators. The licensing examination is available to physical therapy students graduating from Canadian universities. In most provinces, successful completion of this examination is required to meet licensing requirements.

Standards of Academic Performance

- Academic Standards
  - The grade required to pass a graduate course is 60%.
  - A cumulative weighted average of 70% is required to meet graduation requirements.
- Monitoring Academic Progress
  - Academic progress will be monitored by the student's advisor and by the Director of the School of Physical Therapy. Progress in Clinical Practice courses will be monitored by the Academic Coordinator Clinical Education and results reported to the student's advisor and to the Director of the School of Physical Therapy.
  - If at any time progress is unsatisfactory, the Director will report to the School of Physical Therapy Academic Affairs Committee who will consider and recommend appropriate consequences.
  - The Dean of the College of Graduate Studies and Research will be notified and consulted in determining the consequences of unsatisfactory progress.
- Promotion and Graduation
  - Faculty Council of the School of Physical Therapy will review recommendations from the School of Physical Therapy Academic Affairs Committee and make recommendations to the College of Graduate Studies and Research regarding promotion and graduation.
  - Promotion Points
  - End of Module II
  - End of Module VIII
  - End of Module X
- Unsatisfactory Performance
  - If at any time, progress in any course(s) or the program overall is unsatisfactory, the Director will report to the School of Physical Therapy Academic Affairs Committee. The options which could be invoked include any of the following (singly or in combination):

supplemental examination, a remedial course, delay Clinical Education Placement or Course, requirement to discontinue.

- Before proceeding with any of the above options, appropriate notification and approval from the Dean of Graduate Studies and Research will be provided/obtained as needed.
- As the M.P.T. program schedule may not allow sufficient time to prepare for a supplemental exam or take a remedial course, delays and disruptions to the normal timeline for completion of the M.P.T. may be required.
- Remediation – Any remediation will be considered within the context of the student's entire program. It may be necessary to delay a clinical practicum or the start of a subsequent Module if the student has not successfully passed all components of the previous Module. Remediation decisions will be made by the School of Physical Therapy Academic Affairs Committee in consultation with individual faculty members teaching the course(s).

Standards of Academic Performance - Clinical Education

- The requirements of the five clinical practice courses must be successfully completed in the correct sequence: PTH 850.1, PTH 852.4, PTH 854.4, PTH 856.15, PTH 858.6. Since the program schedule does not normally allow time for extending clinical courses time, repeating clinic courses or undertaking significant remedial work, if such actions are required, the time normally allocated for PTH 852.4 will firstly be used for completing a deficiency in PTH 850.1. Any remaining time required for PTH 852.4 will be completed in the time allocated for PTH 854.4. Any remaining clinical time consequently remaining for PTH 854.4 will be completed in the time allocated for PTH 856.15. Any remaining clinical practice time required for PTH 856.15 will be completed in the time allocated for PTH 858.6. Any remaining clinical time required for PTH 858.6 will be completed following the completion of all other course requirements in the MPT.
- The grading of the clinical practice courses, PTH 850.1, PTH 852.4, PTH 854.4, PTH 856.15, and PTH 858.6 will be Pass or Fail as determined by the application of the School of Physical Therapy standardized Pass/Fail clinical practice courses grading criteria for the final evaluation, the American Physical Therapy Association – Clinical Performance Instrument (APTA-CPI), which is completed at the end of each clinical practice course and each clinical placement.
- A student who receives a grade of Fail in any one of the following clinical courses, PTH 850.1, PTH 852.4, PTH 854.4 or PTH 858.6 will usually, at a minimum, be required to repeat the failed clinical course and this will be considered a 'remedial' clinical course.
- A student will usually be required to complete a minimum of one complete repeat clinical placement of remedial work if, in PTH 856.15, a grade of Fail is received in any one clinical placement.
- A student will usually be required to repeat, at a minimum, a complete course in PTH 856.15, if one of the following circumstances applies:
  - failure in two clinical placements, or
  - failure in a placement after a period of specified remedial work and/or remedial clinical placement.
- A student who receives a failure in two clinical placements will usually be recommended to be Required to Discontinue the MPT program.
- Under normal circumstances, a student who receives a grade of Fail in a subsequent clinical course or placement of PTH 852.4, PTH 854.4, PTH 856.15, and PTH 858.6, after having failed a previous clinical course or placement, or after having passed a previous remediation clinical course or placement, willl be Required to Discontinue the MPT program for either a specified period or without option of re-entry. A student who receives a Fail in two clinical placements in PTH 856.15, after receiving a Fail in a previous clinical course or placement, will usually be Required to Discontinue from the MPT program.

Courses

School of Physical Therapy courses for the M.P.T. are listed in the Course Descriptions section of the Course & Program Catalogue under Physical Therapy (PTH).

Students who have not been accepted into the School of Physical Therapy require approval from the course instructor to register in any PTH courses.

Program Requirements

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

Total minimum credit units required: 138 which includes completion of a major project and participation in research symposium.

Admission

Meeting the admission qualifications does not guarantee admission to the M.P.T. program.

Applicants to the School of Physical Therapy must satisfy the following residency qualifications:

1. Applicants applying through the Education Equity Program for Aboriginal students must be Canadian citizens. Proof of aboriginal ancestry is required.
2. Other applicants must be Canadian citizens or landed immigrants, and be residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories. For information regarding residency requirements, please visit the School of Physical Therapy website or contact the Academic Program Assistant.

The deadline for receipt of applications and all supporting documents is December 15. Students must first complete the online MPT application form available on the School of Physical Therapy website to ensure that they meet residency and admission requirements before applying through the College of Graduate Studies and Research. Students from any universities other than the University of Saskatchewan must arrange to have their transcripts forwarded directly to the School. Two copies of an official transcript of final marks for second term courses, which will confirm the awarding of the baccalaureate degree, must be received by May 31 in the year in which application is being made.

Any applicant who may require disability accommodations for the admissions process should be registered with Disability Student Services and all requested accommodations must be received by the deadline for application (December 15).

Selection for admission is based upon academic performance (i.e. admission average) and interview performance. The minimum admission average that will be accepted is 70%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used. For the purpose of calculating the admission average, all courses in a given term will be used. Applicants are ranked according to the admission average and the top 96 applicants are granted interviews. When computing applicants' total admission scores, the admission average is weighted 60% and the interview score is weighted 40%.

Admissions interviews are scheduled on one weekend day in early to mid March. The admission interview, which is structured in nature, will evaluate interpersonal and communication skills, self evaluation, critical thinking skills, ethical decision making, and general knowledge of health care.

Any appeal related to admission status should be forwarded, in writing, to the School of Physical Therapy Admissions Committee. Grounds for appeal of an admission decision are limited to (1) unit procedural errors, or (2) evidence that information used in the decision process was wrong or incomplete. Failure by the applicant to provide accurate and complete information is not grounds for any appeal.

Applicants admitted to first year of the Physical Therapy program are required to obtain Cardiopulmonary Resuscitation (C.P.R.) prior to the start of classes in August unless they have obtained such certification within the previous twelve months. The Heart and Stroke Foundation of Canada's Basic Life Support Health Care Providers (C) designation, or equivalent certification, is required. Students must present evidence of successful completion, and the date of certification of the C.P.R. requirements. This certification must be updated annually.

Students enrolled in the School of Physical Therapy must provide evidence of the required immunization status on entry into the program. It is the student's responsibility to maintain a current immunization status according to the guidelines and requirements of the School of Physical Therapy.

The Master of Physical Therapy program requires that the students spend time in clinical facilities within the first week of the program. It is imperative that the immunization be up-to-date and that immunization records be filled out and submitted on the first day of classes. Students may be required to obtain additional immunizations, during the student's time in the M.P.T. program, consistent with specific requirements of individual clinical facilities and/or health regions where the student is assigned for a clinical placement. Additional vaccination requirements may include seasonal flu immunization. Students must also be Respirator Fit Mask tested while in the program.

Students are now commonly required to complete a specific police/criminal record check and vulnerable sector check, before being accepted for clinical placements in many clinical facilities.

Additional common requirements as preparation for many clinical placements include: additional health, disability and dismemberment insurance, and signed confidentiality agreements.

Education Equity Program

The purpose of this program is to encourage enrolment by applicants of Aboriginal ancestry. The program is open to all Canadian citizens regardless of Saskatchewan residency status.

Each year, five positions for admission to the School of Physical Therapy are designated for applicants of Aboriginal ancestry who meet admission requirements. To be considered for the Education Equity Program for Aboriginal students, applicants of First Nations, Metis or Inuit ancestry must indicate this status when completing the School of Physical Therapy application. Self identification of Aboriginal ancestry does not exclude applicants from being considered in the general applicant pool.

Essential Skills and Abilities Required for the Study of Physical Therapy

To be successful in this intensive program, students must be in good physical and mental health. Any applicant with concerns regarding the essential skills and abilities required should consult with the Director to discuss the physical and cognitive demands required to successfully complete the program and accommodations that are available to students with disabilities.

Admission Requirements

- must meet Saskatchewan residency requirements unless applying under the Education Equity Program (see above)
- four year baccalaureate degree (in any discipline) from a college or university of acceptable standing
- Human Physiology (6 credit units) – PHPY 302.3 and one of PHPY 301.3, PHPY 303.3, orHSC 350.3 or equivalent.
- Statistics (3 credit units) – STAT 245.3 or PLSC 214.3 or equivalent
- Basic Human Anatomy (3 credit units) – ACB 310.3 or equivalent
- Minimum 70% average normally calculated using the most recent minimum 60 credit units of university course work
- Qualified applicants will be ranked according to academic standing in the most recent minimum 60 credit units and 96 will be granted an interview.
- Applicants should check the list of Approved Prerequisite Courses for the MPT available on the School of Physical Therapy website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee. For further information, students should consult the Academic Program Assistant at the School of Physical Therapy. Applicants should supplement in-person or telephone admission enquiries with written/email enquiries. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Physical Therapy.
- Students should check the School of Physical Therapy web site regularly for updates to the Admissions process.

5. RESOURCES

No additional resources will be required.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

As explained in the rationale, this should ensure the students admitted to the MPT program are successful. It should eliminate challenging and time consuming difficulties for those overseeing and supervising clinical practice courses.

7. BUDGET

No budget allocations within the department or the college will change due to this program.

Proposal – Increase the Language Requirement for Admission to the MPT
School of Physical Therapy Statement

1. Recommendation from the Faculty Council of the School of Physical Therapy

The current requirements for the Master of Physical Therapy degree are the standard requirements of the College of Graduate Studies and research.

c. http://www.usask.ca/cgsr/admission/language.php
d. TOEFL: Reading: 20, Writing 20, Speaking: 20, Listening: 20; Total 80

After a thorough review, it is proposed the following English Language requirements be implemented:

- TOEFL: 22 out of 30 in each component (i.e., the upper quartile) but a minimum total of 100.

The CanTEST and IELTS (International English Language Testing System) are two additional tests that are used and recognized by the College of Graduate Studies and Research. We need to decide on a reasonable mark for the Cantest and IELTS.

- Cantest – A band score of 5 (equivalent to the lower end of upper) signifies a very good user who has very good command of the language, even in demanding contexts and a high degree of comprehension. The maximum is 5+. The College of Graduate Studies and Research requires a minimum band score of 4.5 in each category and an overall score of 4.5. The decision was to go with a band score of 5 as the minimum for each area and overall.

- IELTS – A band score of 7 out of 9 is a good user, signifying an operational command of the language with occasional inaccuracies, inappropriacies and misunderstandings in some situations. A band score of 8 is a very good user signifying fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. The College of Graduate Studies and Research requires 6.5 in each area and overall (competent user). It was decided to set the IELTS score to 7.5 out of 9 (between good and very good user).

2. Description of the College process used to arrive at that recommendation

The College of Graduate Studies and Research allows programs to set their criteria related to language competency. At the request of faculty, the Admissions Committee has reviewed the language requirement for admission to the Master of Physical Therapy program. The committee carried out the environmental scan below and formulated a proposal to go to the School's Faculty Council. The Faculty Council of the School of Physical Therapy approved a motion on May 4, 2013 to increase the admission requirements for the Master of Physical Therapy program.

Environmental scan: In March 2013, a scan of the admission English language requirements of Canadian physical therapy and regional health science programs was carried out to provide a snap shot of current requirements. To facilitate comparisons, only requirements for TOEFL were used. The TOEFL and other common tests of the English Language competency are described in the Appendix.

A. MPT, U of S

We use the requirements of the College of Graduate Studies and research.

a. http://www.usask.ca/cgsr/admission/language.php
b. TOEFL: Reading: 20, Writing 20, Speaking: 20, Listening: 20; Total 80

B. Other Entry-Level Masters Physical Therapy Programs in Canada

Our English language requirements are below the competency levels required for admission to many of our Canadian Council of Physiotherapy University Programs (CCPUP) partners.

- UWO: Minimum scores of 105 IBT (TOEFL) with a minimum of 23 on the speaking component and no other section score below 20 or a minimum score of 8 (IELTS) is required.
- U of T: **Internet-based test:** 100/120 overall and 22/30 on the writing and speaking sections.
- Queens: (TOEFL) – minimum score required: 250 for computer-based test; 94 for iBT.
- U of M: A minimum total score of 92 is required, with no sub-score lower than 21.
- U of A: a TOEFL (internet based) score of 92
- UBC: Test of English as a Foreign Language (TOEFL) score of at least 585 on the paper-based testing, or 239 on the computer-based testing, or 80 on the Internet-based testing with at least 50 on each of the three components of the paper-based TOEFL, plus a score on the Test of Spoken English (TSE) of at least 45; or with at least 16 on the Listening score, at least 18 on the Structure/Writing score and at least 17 on the Reading score on the computer-based TOEFL, plus a score on the Test of Spoken English (TSE) of at least 45; or at least 20 on the Listening score, at least 19 on the Writing score, at least 20 on the Reading score and at least 19 on the speaking score on the Internet-based TOEFL

C. Other Health Sciences Colleges in Saskatchewan and Alberta

Our English language requirements are below the competency levels required for admission to many of our health sciences partners.

- Nursing (U of S - BScN)
  - http://www.usask.ca/nursing/students/language_req.php
  - TOEFL: Reading: 20, Writing 20, Speaking: 26, Listening: 22; Total 90
- University of Regina – Nursing and Social work
  - http://www.uregina.ca/futurestudents/admissions/english-proficiency.html
  - TOEFL: Reading: 20, Writing 20, Speaking: 26, Listening: 22; Total 90
- Kinesiology (U of S):
  - http://kinesiology.usask.ca/academics/graduate-program-admission-requirements/
  - minimum TOEFL score of 550.
- Medicine – Uof S, U of C, U of A – none posted on website. Students must write an admissions exam in English.
- Dentistry (U of S): TOEFL: Internet Based: 80, With minimum individual scores of Reading: 19, Listening: 19, Speaking: 18, Writing: 18
  - http://explore.usask.ca/admissions/elp.php
- Occupational Therapy (U of A):

- http://www.occupationaltherapy.ualberta.ca/Application%20Information/MScOT/Application%20Requirements.aspx
- TOEFL: minimum score of 600 (paper-based) or a total score of 100 with a score of at least 25 on each of the individual skill areas (internet-based)

3. Summary of issues that the College discussed and how they were resolved

Since the MPT program was initiated in 2007, there have been several instances of students with English as a second language who have run into serious difficulties due to poor English language skills both in academic and clinical courses. Poor English language skills lead academic difficulties (participation in group work, in class discussion, and carrying out independent study). Poor English language skills also lead to serious problems in clinical courses (in hospitals, clinics, and community settings) where clinical preceptors have had concerns regarding safety and appropriateness of care delivered by students under their supervision. The SPT Academic Coordinators of Clinical Education tell us that even one student with poor English language skills translates to extra work, concern, and worry for clinical preceptors because accurate and effective communication are need to ensure a high quality of care and patient safety.
The importance of strong communication skills has been recognized as an essential skill required for students in our program. The following excerpt from the document: ***"Essential Skills and Attributes required for the Study of Physical Therapy at the University of Saskatchewan"*** *describes the importance and level of competence needed for students in the MPT:*

> ***Communication skills***
> *Students must be able to speak, hear and observe (aided or unaided) patients in order to effectively and efficiently elicit information, describe mood, activity, posture and perceive non-verbal communication. Students must be able to communicate effectively and sensitively with patients, families and any member of the health care team. Students must be able to coherently summarize a patient's condition, assessment and intervention plan verbally and in text (handwritten or electronic) to comply with regulatory and organizational record-keeping standards.*
> *Students must demonstrate a high level of communication ability as required for patient safety, informed consent and fully independent and ethical interaction with patients. Students should note that the level of communication fluency required is often higher than is generally assessed in standard tests of language fluency.*

Because there is no time in the program for students to upgrade language skills while enrolled in the MPT program, it is critical that we set the criteria for English language skills at a high level. We believe the proposed would ensure that the students accepted into the program will have the required skills to successfully complete the MPT Program.

Understanding the University's New Discrimination & Harassment Policy on Gender Expression, Gender Identity & Two-spirit Identity

Craig Friesen, USSU Pride Centre Coordinator
Jack Saddleback, USSU VP Student Affairs

Contents:

1. Basic definitions
2. University of Saskatchewan Discrimination and Harassment Prevention Policy
3. Educational Resource: The Genderbread Person v2.0
4. Pamphlet: "Who We Are"

1. Basic Definitions:

Gender expression refers to the external attributes, behaviour, appearance, dress, etc. by which people express themselves and through which others perceive that person's gender.

Gender identity is linked to a person's sense of self, and the sense of being male or female. A person's gender identity is different from their sexual orientation, which is also protected under the *Saskatchewan Human Rights Code*. A person's gender identity may be different from their birth-assigned sex.

Two-spirit: rooted in First Nation pre-contact history, two-spirit refers to a broad spectrum of people who have certain similarities with what is known in mainstream culture as lesbian, gay, bisexual, transgender, transitioning or questioning (LGBTTQ). This term is drawn from a traditional worldview that affirms the inseparability of the experience of sexuality and gender from the experience of First Nation culture and community.

Please note: There are many ways a person may understand or identify their gender. For more information, please consult the attached document: "Who We Are" produced by the Avenue Community Centre for Gender & Sexual Diversity.

UNIVERSITY OF SASKATCHEWAN

Policies

Discrimination and Harassment Prevention

Health, Safety and Environment

Responsibility: Associate Vice-President, Human Resources / Associate Vice-President, Student Affairs
Authorization: Board of Governors
Approval Date: Dec 1, 1998
Amended: Mar 30, 2001 / Jan 31, 2003 / May 2, 2008 / Mar 5, 2013 / Mar 18, 2014

Purpose

To provide students and employees with a positive environment for working and learning that is free of discrimination and harassment, and to comply with the Saskatchewan Human Rights Code and with the Saskatchewan Occupational Health and Safety Act and Regulations.

Principles

The University of Saskatchewan is committed to creating and maintaining a positive environment for working and learning that is free of discrimination and harassment.

Scope of this policy

This policy applies to all members of the university community including individuals employed directly or indirectly at the university, students, volunteers and visitors. This policy applies to risks, threats and incidents of discrimination or harassment that occur on university premises and other work and study sites under the university's control, or during the course of any university sponsored event. This policy also applies to conduct not on university premises that has an identifiable and substantial link to the university, or that affects the university learning or living environment. A formal complaint under any other university policy or collective agreement article may trigger this policy.

Situations involving violence or the threat of violence will be handled using the procedures contained in the University of Saskatchewan Violence Prevention Policy.

Definitions

Discrimination and Harassment are prohibited under *The Saskatchewan Human Rights Code* and *The Occupational Health and Safety Act, 1993*.

Discrimination Based on Prohibited Grounds
The definition of discrimination under these procedures refers to any differential treatment, inappropriate conduct, comment, display, action or gesture by a person that is based on the following prohibited grounds: religion, creed, marital status, family status, sex (including: gender expression, gender identity and two spirit identity), sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race and receipt of public assistance.

Harassment Based on Prohibited Grounds
The definition of harassment under these procedures includes any inappropriate conduct, comment, display, action or gesture by a person:

a) that is based on the following prohibited grounds: religion, creed, marital status, family status, sex (including: gender expression, gender identity and two spirit identity), sexual orientation, disability, physical size or weight, age, colour, ancestry, nationality, place of origin, race or perceived race.

OR

b) adversely affects the worker's psychological or physical well-being and that the person knows or ought to reasonably know would cause a worker to be humiliated or intimidated; and

c) that constitutes a threat to the health or safety of the student or employee.

Sexual Harassment
Harassment includes sexual harassment, which is a form of harassment based on the prohibited ground of sex. Unwelcome conduct, comments, gestures or contact of a sexual nature constitutes sexual harassment when:

a) submission to, or rejection of, such conduct is implicitly or explicitly made a term or condition of an individual's employment or student status;

b) such conduct is used as a basis for making decisions relating to an individual's employment or student status or welfare as an employee or student; or

c) the unwanted conduct, comments, gestures or contact create a hostile or intimidating environment for working or learning.

Personal Harassment
Harassment also includes personal harassment, which is any inappropriate conduct, comment, display, action or gesture by a person that adversely affects an employee's or student's psychological or physical well-being and that the person knows or ought reasonably to know would cause an employee or student to be humiliated or intimidated.

Personal harassment usually involves a series of incidents or repeated conduct that creates a hostile or intimidating environment, but will also exist where there is a single, serious occurrence of conduct or a single, serious comment, display, action or gesture that causes a lasting harmful effect on the employee or student

What is Not Harassment
Harassment does not include:

a) day-to-day management or supervisory decisions involving work assignments, job assessment and evaluation and disciplinary action:

b) demands for academic excellence or a reasonable quality of work; or

c) the reasonable expression of opinions, debate or critique of an individual's ideas or work.

This policy does not limit or amend the provision of any collective agreement and is not intended to discourage or prevent someone from pursuing a complaint with the Saskatchewan Human Rights Commission, Occupational Health and Safety, or via any other legal avenues available.

Policy

The University of Saskatchewan is committed to creating and maintaining a positive environment for working and learning that is free of discrimination, as outlined in the Saskatchewan Human Rights Code, based on any of the following prohibited grounds: religion, creed, marital status, family status, sex (including: gender expression, gender identity and two spirit identity), sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race and receipt of public assistance.

Harassment is not limited to these prohibited grounds, and may refer to any repeated or single serious occurrence of inappropriate conduct, comment, display, action or gesture.

Furthermore, both discrimination and harassment are prohibited by law and will not be tolerated. The university will respond to reports of discrimination and harassment as promptly and effectively as possible and will take appropriate action to prevent and correct behaviour that violates this policy.

Responsibility

All members of the university community are responsible for ensuring a discrimination and harassment free environment. Further details regarding the responsibilities of the university, employees and students can be found at: http://working.usask.ca/wellnessandsafety/index.php.

Non-compliance

Following procedural fairness, the university may take action against anyone whose activities are in violation of the law or of this policy, as being in contravention would constitute discrimination or harassment.

The actions taken may include, but are not limited to:

- disciplinary actions for students under either the Regulations on Student Academic Misconduct or the Standard of Student Conduct in Non-Academic Matters;
- disciplinary action for employees in accordance wit the respective collective agreement;
- legal action that could result in criminal or civil proceedings.

The university may also take action against those who were aware of discrimination or harassment but failed to report it, those who act in a retaliatory manner against a complainant and those who file intentionally false complaints.

Related Procedures

http://working.usask.ca/wellnessandsafety/index.php

Related Documents

There are no other documents associated with this policy.

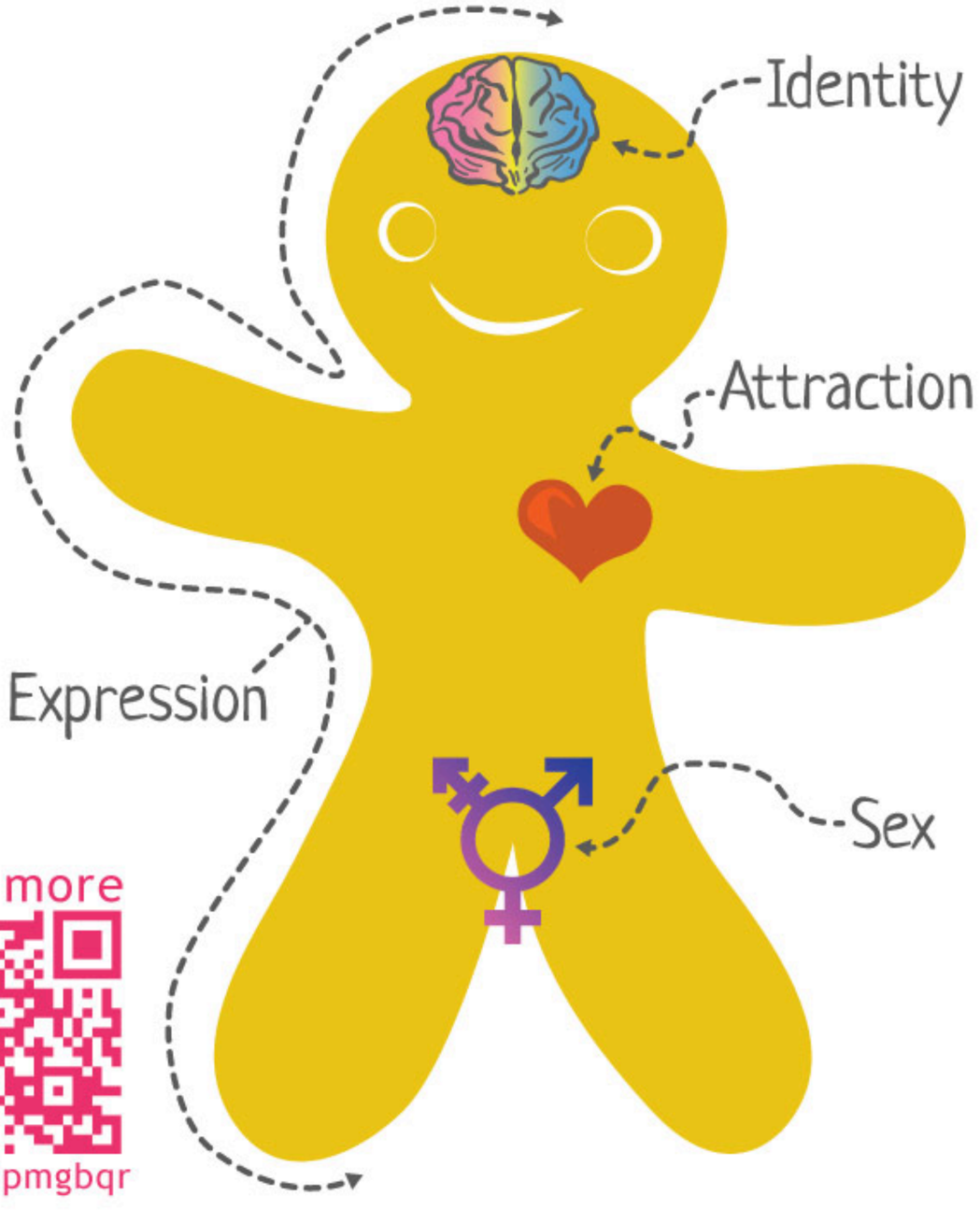
Contact Information

Contact Person: Discrimination and Harassment Prevention
Email: dhps@usask.ca
Phone: 306-966-4936
Website: http://www.usask.ca/dhps

The Genderbread Person v2.0

by it's pronounced METROsexual .com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*.
Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that.
This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



read more

bit.ly/ipmgbqr

Gender Identity

Nongendered
- Woman-ness
- Man-ness

5 (of infinite) possible plot and label combos: "woman" | "man" | "two-spirit" | "genderqueer" | "genderless"

Gender Expression

Agender
- Masculine
- Feminine

5 (of infinite) possible plot and label combos: "butch" | "femme" | "androgynous" | "gender neutral" | "hyper-masculine"

Biological Sex

Asex
- Female-ness
- Male-ness

5 (of infinite) possible plot and label combos: "male" | "female" | "intersex" | "female self ID" | "male self ID"

Attracted to

Nobody
- (Men/Males/Masculinity)
- (Women/Females/Femininity)

5 (of infinite) possible plot and label combos: "straight" | "gay" | "pansexual" | "asexual" | "bisexual"

There are numerous words used in reference to sexual orientation and gender identity. These words can have multiple definitions; they can be reworked to reflect social and cultural changes; they can be abandoned because of their inaccuracies or because of the stigma attached to them; and they can lead to the creation of new ones in order to shed light on different facets of the human experience that we are just beginning to understand. Indeed, in and of themselves, words do not have power—it's how we *understand* and *use* them that make them powerful. The following are just a sample of the many words used today to refer to the gender and sexually diverse community.

Defining the LGBTQQHIP2SAA* acronym:

Lesbian – a gender specific term that refers to women who have relationships (mental, emotional, physical & spiritual) with other women.

Gay – even though gay is a non-gender specific term, *gay* is typically defined as men who have relationships (mental, emotional, physical & spiritual) with other men.

Bisexual – an individual who has or can have relationships (mental, emotional, physical & spiritual) with men and women.

Transgender – often used as an umbrella term for individuals whose gender identity and gender expression/behavior does not conform to that typically associated with the sex to which they were assigned at birth. This term can include (but is not limited to) the following categories:

- **Transsexual** – an individual who identifies with a physical sex that is different from the one to which they were assigned at birth. People who transition from male to female (MtF) are transsexual women or transwomen. People who transition from female to male (FtM) are transsexual men or transmen. Other commonly used terms within this category are "pre-operative," "operative," and "post-operative" transsexual; however, being transsexual is neither limited to nor dependent on undergoing surgery or taking hormones.
- **Cross Dressing** – performed by primarily heterosexual men who wear "female attire" for a variety of reasons. The term *cross dressing* has replaced *transvestite* as a term to describe this segment of the population because transvestites are stereotyped as people who seek sexual pleasure from wearing clothes that are typically associated with the opposite sex; in this way, transvestite is a very narrow definition.

- **Drag Queen** – predominantly gay & bisexual men who dress in "female attire" for a variety of reasons including but not limited to: as a socio-political statement, as a way to play with gender norms, as a gay relevant art form (an important part of queer culture), as a means of self -expression, or as a way to have fun.
- **Drag King** – predominantly lesbian & bisexual women who dress in "male attire" for a variety of reasons including but not limited to: as a socio-political statement, as a way to play with gender norms, as a gay relevant art form (an important part of queer culture), as a means of self -expression, or as a way to have fun.
- **Androgynous** – an individual who possesses both masculine and feminine characteristics; someone who does not fit neatly into the typical masculine and feminine gender roles.
- **Genderqueer** – commonly used as an umbrella term that refers to non-binary genders (identities between male and female).
- **Agender** – "without gender"; someone who does not identify with or on the gender spectrum at all.

Note: *understanding "transgender" as an umbrella term has been problematic in a few ways. For instance, some transsexuals see transgender as an inaccurate representation of their lives and experiences. The use of transgender as synonymous with transsexual by mainstream society and media has led people who do not conform to gender norms to adopt the transgender label, thus potentially excluding or further marginalizing transsexual individuals.*

Queer – used as an umbrella term to encompass the gender and sexually diverse community.

Note: *historically, queer has been a loaded term, often used in negative and offensive ways. Because of the way this term has been used in the past, there appears to be a generational divide between people who are comfortable using this term as a positive affirmation of their identity and people who feel it still rings of prejudice and hate. If you are not sure which term to use, just ask!*

Questioning – refers to individuals who are in the process of figuring out where they might fit along the sexual orientation and/or gender continuums.

Heterosexual – refers to individuals whose relationships (mental, emotional, physical & spiritual) are with or are perceived to be with members of the opposite sex and/or gender.

Intersex – a person whose biological sex is ambiguous. There are many genetic, hormonal, or anatomical variations that can make a person's sex ambiguous. The term *intersex* is not interchangeable or synonymous with the term *transgender*. As well, *intersex* has replaced the historically loaded term *hermaphrodite*.

Pansexual – from the root word meaning "all." Pansexuality is similar to bisexuality except that pansexual individuals do not necessarily subscribe to the gender binary (the notion that only two genders, man and woman, exist) to define their desires. As such, some pansexuals refer to themselves as "gender blind" and they are open to having relationships with people who do not identify as strictly men or women. Pansexuality can also mean the attraction to a person's personality rather than their sex and/or gender.

Polysexual – derived from the root that means "many but not all." Polysexuality is an orientation that depends on the person—they are attracted to different characteristics of different genders. A polysexual person may be attracted to some genders but not all; for instance, they could be attracted to men and trans*men, but not women and trans*women. Polysexuality can also include the possibility of non-monogamous relationships, or polyamory; however, not all polysexual individuals are polyamorous.

Two-Spirit – commonly used to refer to First Nations, Métis, and *Inuit* individuals who are also gender and sexually diverse. Traditionally, a Two-Spirit person received the gift of housing both the male and female spirits in their body from the Creator; with this gift, they were given the ability to see the world from two perspectives at the same time. As well, Two-Spirit people were seen as inhabiting a third gender.

Note: *there is an ongoing debate within the queer Indigenous community about who should have the right to use the term Two-Spirit. Some argue that a Two-Spirit person is someone who is practicing a traditional way of life and not simply a person who is queer and Indigenous.*

Asexual – lacking interest in or desire for sex. Someone who does not experience sexual attraction or someone who experiences varying levels of sexual attraction, from some to none at all, depending on the situation and person.

Ally – heterosexual and/or cisgender individuals who believe that queer people are valuable members of society and that they should have the same rights as their heterosexual and cisgender counterparts. Allies use their positions of privilege to confront and counteract homo/bi/transphobic and heterosexist behaviours.

Other useful terms to know:

Biphobia – refers to any aversion felt towards bisexuality and towards bisexuals individually and collectively. Biphobia is not limited to the heterosexual community; gays and lesbians have also been known to persecute bisexual folks.

Homophobia – hatred that is directed towards gays, lesbians, anyone perceived as being gay or lesbian. Homophobia has also come to include a collection of beliefs that being gay or lesbian is unnatural and abnormal and that this justifies discrimination and/or acts of hate and violence. Also includes ignorance surrounding gay and lesbian identities and experiences.

Homonegativity – negative behaviours and/or attitudes towards gender and sexually diverse people. Also includes *biphobia* and *transphobia*. The term *homonegativity* is increasingly being used in place of *homophobia* because negative behaviours and/or attitudes towards GSD people are understood as the result of ignorance rather than the result of fear (as the term "phobia" implies).

Transphobia – a range of negative attitudes and behaviours towards transsexual or transgender people based on the expression of their internal gender identity. Also includes ignorance surrounding trans identities and experiences.

GSD – stands for *gender and sexually diverse* or *gender and sexual diversity*; an umbrella term that, like the term queer, encompasses people of different sexual orientations and gender identities.

Gender Continuum – the notion that, instead of a binary ("composed of two"), gender is a continuum or spectrum spanning from woman to man with an infinite number of gendered states in between. Understanding gender in this way helps to account for the obvious variety of and endless differences among human expressions of gender.

Gender-Variant – often used to describe behaviours or gender expressions that do not conform to dominant understandings male and female behaviours. Synonymous with *gender non-conforming* and *gender atypical*.

Sexual Orientation Continuum – like gender, sexual orientation can be arranged along a continuum from exclusive attraction to the opposite sex to exclusive attraction to the same sex. It is usually discussed in terms of heterosexuality, bisexuality, and homosexuality.

Cisgender (**gender-normative**) – refers to those individuals who experience alignment between their perception of their gender and the sex to which they were assigned at birth. Simply, a person who identifies with the sex they were assigned at birth and the gender role that accompanies that assignment.

Cissexual – an individual who identifies with the physical sex to which they were assigned at birth.

Cisnormativity – the assumption that everyone you come into contact with is cisgender. Cisnormative assumptions prevent the creation of respectful and positive environments for trans people. Cisnormativity also refers to discrimination or prejudice against trans people on the assumption that cisgender is the norm.

Heterosexism – the assumption that everyone you come into contact with is heterosexual. Also discrimination or prejudice against queers on the assumption that heterosexuality is the norm. For instance, when you ask a man if he has a girlfriend or when you ask a woman what her husband does for a living, you are making an assumption about their sexual orientation.

Gay bashing – when a gay man, lesbian, or anyone who is perceived as gay or lesbian is assaulted by one or more people. The assault does not have to be physical; making someone fear for their well-being by making threats or chasing them is also considered gay bashing. Subset of *homophobia* and *homonegativity*.

Trans-bashing – the practice of victimizing a person because they are transsexual and/or transgender. Often includes physical violence, though making someone fear for their safety by making threats or chasing them is also considered trans-bashing. Unlike gay-bashing, this type of violence is associated with the individual's gender expression and/or gender identity

Which words do you use? Which ones are you curious about? *Write them here!*

***Want to learn more?* Visit our space to check out our extensive pamphlet library or contact us by phone, email, or social media with any of your *queer*ies!**

Address

Top Floor, Habitat for Humanity Building
#201-320 21st St W
Saskatoon, SK S7M 4E6

Contact

306.665.1224
info@avenuecommunitycentre.ca
www.avenuecommunitycentre.ca

Office & Drop In

Monday 9:00am – 4:30 pm
Tuesday 1:00pm – 4:30 pm
Wednesday 9:00am – 4:30 pm
Thursday 9:00am – 9:00 pm
Friday 9:00am – 4:30 pm

Phone Line

Monday 9:00am – 4:30 pm
Tuesday 1:00pm – 4:30 pm
Wednesday 9:00am – 9:00 pm
Thursday 9:00am – 9:00 pm
Friday 9:00am – 4:30 pm
Saturday 4:30pm – 9:00 pm

We are wheelchair accessible!

AGENDA ITEM NO: 13.0

UNIVERSITY SENATE

FOR INFORMATION ONLY

PRESENTED BY: Elizabeth Williamson, University Secretary

DATE OF MEETING: October 18, 2014

SUBJECT: **Report on non-academic student discipline for 2013/14**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

Senate approved the new *Standard for Student Conduct in October, 2008*. The procedures provide for resolution of complaints using an alternative dispute resolution process if this seemed more appropriate than a formal hearing. The following is a report on the number and disposition of complaints dealt with from June 30, 2013 to June 30, 2014.

OUTCOMES:

A total of five formal complaints were lodged with the university secretary (compared to ten cases the previous year).

One complaint was sent to an alternative dispute resolution team (ADR) and was successfully resolved. One resulted in a Presidential Suspension which was lifted on appeal to the Senate Hearing Board, and replaced with conduct restrictions.

One complaint was withdrawn. Two cases went to a formal hearing of the Senate Hearing Board. One case was dismissed. One student was found to have violated the standard for student conduct. The outcome included conduct probation.

UNIVERSITY OF SASKATCHEWAN

Policy Oversight Committee Update to 2013-14 Year End Report

The university's *Policy on the Development, Approval and Administration of University Policies* defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Membership includes the Vice-provosts, all Associate Vice-presidents, the Director of Corporate Administration, and representatives from Council and Deans Council. Terms of Reference for the Committee establish it as an advisory committee to the University Secretary, with a mandate to coordinate university-level policies.

The POC generally meets four times a year: in October, December, February and May. It is the intention that in these four meetings the Committee considers the cases made for new policies, reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible change or removal.

The POC Year-End Report for 2013/14 was provided to Senate at the April 2014 meeting and provided information to March 31, 2014. The following report is an update to policies approved, revised, under review or deleted during the period of April 1-June 30, 2014.

The next report will be provided to Senate in October 2015, and will cover policies approved, revised, under review or deleted from July 1, 2014-June 30, 2015.

Terms of Reference for the Committee can be found at
http://www.usask.ca/university_secretary/policies/general/1_01.php?heading=menuPolicies

Additional Policies approved by Governing Bodies in 2013-14

Non-Commercial Use of University Trademarks	This policy was approved by the Board of Governors at its **May 2014** meeting, effective immediately.

Policies reviewed by the Policy Oversight Committee but not yet approved

Research Administration Policy	This policy was reviewed at the **April 2014** meeting of the Policy Oversight Committee and may proceed to the Board of Governors for final approval.
Eligibility to Apply for, Hold and Administer Research Funding	This policy was reviewed at the **April 2014** meeting of the Policy Oversight Committee, following extensive revisions. The committee

	made suggestions for further revision. Upon completion of the additional revisions and agreement of the committee, the policy may be submitted to the Board for approval.
Energy & Water Conservation Policy	Reviewed by the Policy Oversight Committee at its meetings of **December 2013 and April 2014**. This policy will be further reviewed by the Committee before being forwarded to the October Board for approval.
Smudging & Pipe Ceremonies Policy	Reviewed by the Policy Oversight Committee in **April 2014** and currently being further revised based on additional comments and feedback received. This policy will be further reviewed by the Committee before being forwarded to the Board for approval.

Policies Deleted administratively – For information

Coin and Card Activated Copying Machines	The Board of Governors approved the deletion of this policy, at its meeting held **May 2014**, as the USSU intends to no longer provide coin and card activated copying machines for students to use. The USSU supports the removal of this policy.