

1. Chair's Opening Remarks
2. Adoption of the Agenda
3. **NON-CONFIDENTIAL Minutes of the Meeting of April 25, 2015** pp. 4-36
4. Business from the Minutes
 - 4.1 Answers to Questions arising at tuition discussion pp. 37-42
5. President's Report (Provost Ernie Barber) pp. 43-52
 - 5.1 For Approval: Recognition of Interim President
Notice of Motion: That Senate acknowledges and thanks Dr. Gordon Barnhart for his exemplary service as Interim President of the University of Saskatchewan from May 21, 2014 to October 24, 2015.
6. Report on Undergraduate Student Activities – Jack Saddleback, President, USSU (verbal)
7. Report on Graduate Student Activities – Rajat Chakravarty, President, GSA (verbal)
8. Report on Board of Governors Activities - Senate-elected Board Member, Joy Crawford (verbal)
9. Senate Committee Reports
 - 9.1 For Information: Education Committee Report (Lenore Swystun) pp. 53-54
 - 9.2 For Information: Honorary Degree Committee Report (Elizabeth Williamson)
Amendments to Honorary Degree Guidelines pp. 55-60
 - 9.3 For Approval: Nominations Committee Report (Mairin Loewen) pp. 61-64
Notice of Motion: That Senate approve the appointment of the President of the University, Gary Gullickson and Joyce Wells to the Joint Nomination Committee for Chancellor.
10. Items from University Council
 - 10.1 For Confirmation of Council Decision: English Proficiency Policy pp. 65-74

11. Presentations

11.1 Alumni Association Centennial

11.2 Gordon Oakes Redbear Student Centre – Graeme Joseph, Team Leader, First Nations, Métis and Inuit Student Success

11.3 Draft Sexual Assault Policy – Patti McDougall, Vice-Provost Teaching and Learning
Notice of motion from Senate members: pp. 75-80

MITTEN/MIHALICZ: That the Senate should consider the draft "University of Saskatchewan Sexual Assault Policy" at its October 17, 2015 meeting, pursuant to its powers under s. 23(f) of the University of Saskatchewan Act, 1995 to deal with student discipline other than academic dishonesty.

11.4 Sylvia Fedoruk Canadian Centre for Nuclear Innovation – Neil Alexander, Executive Director

12. Education Committee Topic

Presentation and sessions will focus on the great work at the U of S in the areas of research, distributed learning and community impact (Lenore Swystun)

12.1 Dr. Ivar Mendez, Fred H. Wigmore Professor and Unified Head of the Department of Surgery – Presentation (biography attached) pp. 81-82

12.2 Break-out sessions – College of Medicine, Dean Preston Smith; College of Nursing, Dean Lorna Butler; and Western College of Veterinary Medicine, Associate Dean (Research) Baljit Singh (biographies attached) pp. 83-92

12.3 Report to the Plenary on the Break-out Sessions

13. Report on Non-academic Student Discipline Cases for 2014/2015 p. 93

14. Policy Oversight Committee Year-End Report 2014/2015 pp. 94-99

15. Items for Information

15.1 Senate Elections – Membership list pp. 100-103

16. Other Business

17. Question Period

18. Adjournment and Dates of Future Convocation and Senate Meetings

Fall Convocation - Saturday, October 24, 2015

- Installation of Peter Stoicheff as President at 9:00 a.m. ceremony
- Honorary Doctor of Letters being awarded to Brian Gable and Gerald Finley at 2 p.m. ceremony

Spring Senate - Saturday, April 23, 2016

Spring Convocation - Monday, May 30 thru Thursday, June 2, 2016

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

The chair called the meeting to order at 8:37a.m., observing that quorum had been attained.

1. Opening remarks

The chair welcomed everyone in Cree and English and introductions were made by Senators present. Dr. Karen Chad, vice-president research, provided an explanation of the slides that were projected while people were gathering referred to as, "Images of Research".

2. Adoption of the agenda

A Senator raised a question why there was no report from the Graduate Students' Association (GSA) at this meeting stating her concerns: that Senate was silencing the GSA; her disappointment that Senate did not receive a report and update from the GSA; and her hope this is not repeated in the future.

SWYSTUN/FLATEN: That the agenda be adopted as circulated.

CARRIED (2 opposed)

3. Minutes of the meeting of October 18, 2014

A Senator asked for a response to his inquiry about closure of Kenderdine Campus that he raised in October. The Senator understood that the university was setting up the Kenderdine Campus as a lease to a corporation of some type. He noted his concern was that control is being taken away from the university and he was concerned about reduction in the protection of the area. The Chancellor noted in response that there would be opportunities for questions later in the meeting.

BARNHART/HOBACK: That the minutes of the meeting of October 18, 2014 be approved as circulated.

CARRIED

4. Business from the minutes

A Senator continued his question regarding Kenderdine Campus noting that he has heard that there is a \$300 M surplus in the funding of the university and he understood that the Kenderdine Campus operated at a breakeven level every year and there was even the intent to ask SaskPower for a donation to upgrade the power system. He advised that his concern is that the university is moving a lot of its responsibilities to the corporate sector, and

instead, Kenderdine should remain under the control and guidance of the University of Saskatchewan.

5. President's report

Interim President Gordon Barnhart welcomed everyone warmly and thanked all in attendance. He noted that he has been meeting with alumni throughout Canada and has received much positive support. He will be meeting with alumni in Toronto in the near future and expects it to be equally positive. Regarding the president's provincial tour, President Barnhart advised that it is almost complete but he will be meeting in Prince Albert with donors, alumni and community leaders on May 13th and invited all those in the area to come to the alumni event. In doing the president's provincial tour, the goal is to spread the good news about the university and also receive feedback from the communities. The president also uses the tour as an opportunity to measure the university's reputation and his impression is that the university's reputation is doing well although there is still work to do and he will continue to work on maintaining a strong reputation.

The president noted a number of highlights from his report:

1. Regarding the Senate Roundtable, he advised that it had gone into hiatus over the last year but that he was hopeful Andrew Dunlop, Director, Community Engagement and Outreach, will be able to get the roundtable going again
2. He directed the Senators to the update in the written report on the eight priorities that were spoken to in September 2014 and invited any questions.
3. Regarding the College of Medicine, the president advised that a small team of accreditors will be coming to the college on May 13th. The college does not expect full removal of the probationary status but is hopeful to receive confirmation that the college is doing well and identify any areas that still require further work. The president advised that in his opinion Dean Preston Smith is doing an amazing job in moving the college forward and encouraged the Senate to support Dean Smith.
4. The president commented on the *Knowledge is Beautiful* promotional materials that were featured in the university's communications campaign emphasizing accomplishments at the university. He noted that it is important to get the name of our university out in the public, both for name recognition by potential students and faculty but also because various rankings are based on reputation. Regarding the mood on campus, the president advised that in his impression the mood on campus has become more positive.
5. He also spoke about work being done on campus to be more energy efficient and water efficient and complimented Greg Fowler and the other vice-presidents and their teams for the work that has been done.
6. Regarding childcare spaces, the president informed Senate that the Board of Governors have approved 90 new spots and the financing is in place with a move-in

- date in the summer or fall of 2016. There are also plans for an addition to the Williams Building which will add approximately 35 childcare spots, subject to approval by the Board. With these changes it will take the total number of childcare spaces on campus up to 235.
7. The president advised that the Kenderdine Campus is very dear to him. When the decision was made to put it in hiatus until 2016 to evaluate what could happen, the university was suffering a loss every year to keep it open. He also advised that the site is in need of major repairs and that there is a power line that needs fixing. A request for proposal (RFP) has been sent to see what interest there is for help, and that proposal is scheduled to close in May. The hope is that a small business or someone who is interested in Kenderdine could make something like a small chalet with food service and run the site. The intent is also to have the natural setting remain much as it is. Kenderdine is part of the university and as far as he was concerned it should stay part of the university – but we have to find a financial way to do it. Regarding the \$300M surplus, the president advised that this money has already been identified and set aside for specific projects and needs, so it is not available for Kenderdine. Therefore the university needs to find a way to re-energize Kenderdine and make it at least a breakeven site. The president concluded that there is a desire to make sure the Kenderdine Campus enhances the mission of the university and that the preference is to breathe new life into it, rather than let it fall down.
 8. Regarding transgender students, the president advised that he attended a ceremony in Convocation Hall to witness the raising of the transgender flag and to announce two scholarships for students identified as transgender or people doing research in the area.
 9. The president noted the very positive time he experienced at the Aboriginal awards ceremony when a number of awards were handed out to Aboriginal and Metis students.

Senators then asked questions of the president. A Senator congratulated the president on improvements happening but noted that there still appeared to be a problem regarding the reputation of the university and other human rights issues as published in the written and televised press related to the GSA and potential bullying of the GSA President Izabela Vlahu through false allegations made on the web and a break-in at the GSA Commons regarding financial records. The Senator quoted from the newspaper article and raised her concern that senior administration and the university representative at the GSA meetings allowed such bullying to occur and asked what the university was doing to investigate the situation, prevent this human rights issue and make the university a safe place for all students. The president noted that the university should be, and is, a safe place for all students. He pointed out that the GSA was starting to have concerns as far back as October and November. He advised that senior administration has not been interfering with the rights and governance of the student body as this would not be appropriate. He also cautioned the Senators to be careful when relying on the media coverage as only one side of

the issue appears to have been reported. He noted that senior administration has offered to pay for an audit of the GSA's books and this has been accepted by the GSA. The police were called in to investigate the break-in at the GSA Commons. The university has offered, and will pay for, governance guidance in terms of the GSA rewriting their bylaws. He advised that the elections of the GSA executive have now occurred and there will be a new executive in place effective May 1.

A Senator commented on the university's reputation and suggested that one way of addressing this is to get ahead of the issue. She then pointed out a potential difficulty that could be side-stepped in connection with the upcoming election at this meeting for the Senate-elected representative to the Board of Governors. She noted that there is a need for people of integrity to serve on the university's Board, and that from the public record there is a situation in the past regarding a city wide ban of pesticides in the city of Toronto which was opposed by CropLife Canada in an improper manner, and one of the current Board candidates served on the board of CropLife Canada. She noted that she believed this to be a serious breach of ethics falling below the line of integrity required for the Board and suggested that Senate not elect people whose ethical standards are substandard.

A Senator asked about the future of non-credit programs. Ernie Barber, interim provost and vice-president academic, answered that the university is in the process of transferring all the non-credit programming to colleges. This is not yet complete but as far as he understood no programs were being discontinued.

A Senator raised another question regarding the situation with the GSA, noting that if the university believes that the GSA is an independent body then why did the Senate executive committee interfere by not asking the GSA to give a report to Senate today. The president replied that it was not an attempt by Senate executive to put the GSA down by anything it was doing, and the tradition of having USSU and GSA reports will continue in the future.

6. Report on undergraduate student activities

Max FineDay, president of the University of Saskatchewan Students' Union (USSU), reported on the activities and accomplishments of the USSU and undergraduate students over the past year. He welcomed Senate in Cree and English to Treaty Six territory, and thanked Senators for their work and dedication to the university noting that it meant a lot to have alumni who care about the students. Mr. FineDay reported that Jack Saddleback was elected as the new USSU president and advised that he has heard from our communities that the university has come a long way in that students are electing students that do not look like them.

Mr. FineDay reported that the university and the USSU have made gains in the area of childcare which President Barnhart had already noted; and advised that he has great confidence in the administration regarding what will come next. He also noted that this year was the first time that deans of colleges consulted heavily with their students about tuition and what accessibility and affordability means in the principles that the university

uses. In this regard the USSU is the first student union to have committees specifically for international students and Aboriginal students to add their voices in terms of tuition. Mr. FineDay concluded that these two examples of accomplishments illustrated what he had been trying to do during his term and that he had looked around the university to see whose voice was missing. Also in this light, he was happy to report on the work that had been done for scholarships for students in the foster care system. All of these changes work towards making the university stronger.

A Senator thanked Mr. FineDay for his work and congratulated him on being one of the most involved USSU presidents. She asked whether there were any joint initiatives with the GSA or any projects between the USSU and the GSA that could be adopted. Mr. FineDay reported that last year the USSU worked with the GSA on open textbooks and this year it was childcare. When they find issues that they can work together on they do. He noted that Jack Saddleback worked on these projects, so he believed this will continue under his leadership. The students realize their voices are stronger together than apart. The GSA's issues are different than the USSU's as it is a very different student experience, but on the student life piece there is a lot of opportunity to work together.

A Senator noted that he had given the university secretary a copy of a proposal about what can be done to further Aboriginal involvement at the university, and he shared the intent of the proposal. "The intent of this proposal is to request that the University of Saskatchewan mandates Indigenous studies for all undergraduate programs. The proposed requirement is an effort to educate people on race, culture, history and lived experiences. This will create a greater understanding of our shared past, it will not only benefit the university but it will also benefit the graduates, future employers, government and industry. In March 2015, The University of Winnipeg's Senate approved, in principle, a motion to mandate Indigenous studies for all undergraduate programs. The Student's Association president Rorie McLeod-Arnould noted that such a mandate helps create a welcoming environment and is a step towards finding "meaningful reconciliation between Indigenous peoples and the broader Canadian community". This reconciliation will not only assist with a better understanding of the shared history, it will also help heal the strained relationships that Indigenous peoples have with our education systems."

Mr. FineDay advised that he thought this was a worthy conversation to have with the university and many of our programs already have this in nursing and teaching. He suggested that next year's USSU and Indigenous council should have that conversation and he thanked the Senator for his work on bringing this to Senate's attention.

7. Senate Election of Member of Board of Governors

7.1 Nominations Committee: Presentations from Candidates

Elizabeth Williamson, university secretary, described the election process to be followed as set out in Appendix E to the Senate Bylaws. It includes each of the three candidates speaking for ten minutes to address questions that were provided and then

a vote will be taken by written ballot. The will be speaking in alphabetical order, and no questions will be taken. If no single candidate receives over 50% of the vote, the candidate with the least number of votes shall be removed from the election, and the ballot process will be repeated.

7.1.1 Daphne Arnason

Ms. Arnason spoke to Senate. She noted that she has experience in a number of skills categories sought by the Board of Governors including corporate/business, accounting and large capital projects. She then described her experience in these areas and also noted her experience in philanthropy, both in the asking and the giving, and her current role as a board member on the Saskatoon United Way which has given her experience on achieving long-term funding. Ms. Arnason noted her governance experience from both sides of the board table and her skills in risk management and financial oversight from her position before she retired at PotashCorp. She is also currently involved in the community through ChildFind and the Saskatoon Airport Authority.

Ms. Arnason noted that her interest in serving on the Board stems back more than ten years to the terms she served on Senate and she has remained involved in university activities since then. She participated on leadership search committees, and also served many years on the internal controls steering committee to provide guidance and improve internal controls and also address some of the broad key risk areas facing the university.

Regarding issues and areas at the university of most interest to her, Ms. Arnason noted that this included: governance, risk management, project management, finance, audit and accounting. She also had a strong interest in the financial stability of the university.

Regarding the ability to work collaboratively and in groups, Ms. Arnason advised that her corporate roles in internal audit and global risk management involved assessing risk and facilitating change as well as working collaboratively in a team setting. The presence of an auditor can be an intrusive experience but in her experience this has changed from fault finding to one of identifying areas of positive change. She has also been part of capital projects brought in on time and on budget.

Ms. Arnason noted that regarding the time commitment, she is very conscious of the time requirements and that every hour of meeting time required at least two hours of preparation time and sometimes more. She also understood there was a steep learning curve in the first years but she was committed and would dedicate the necessary time as she would love the opportunity to be involved in these extra activities at the university. She expected to find this to be very rewarding and that her residency in the city would allow her to do this role

more easily. Ms. Arnason concluded by noting she can be a diligent representative on behalf of the Board and her experiences give her a good understanding regarding the need for transparency and openness.

7.1.2 Lorne Hepworth

Dr. Hepworth provided his comments to Senate. He has worked over forty years in mostly agricultural-related areas including as: veterinarian; politician and senior executive of various private, public-traded and not-for-profit organizations. He has served on CARE Canada; chaired Genome Canada; currently sits on the board of the Global Institute for Food Security; and is a director of Input Capital Corporation. He noted that his skill set and knowledge gained through these experiences would allow him to make a good contribution to the Board.

Regarding his operating philosophy, Dr. Hepworth advised that it is, *“Go boldly and with a plan.”* The Board’s job is to agree to a strategic plan for the organization, develop the mission to realize the vision and lay out an objective on how the plan is to be implemented. Secondly, surround yourself with great individuals and delegate. Thirdly, come with solutions not problems. Fourthly, more things are missed for not looking than not knowing – often through a lack of communication, rather than lack of merit. So it is important to understand the responsibility of Board members versus the role of senior management. Dr. Hepworth noted that his definition of leadership is the ability to inspire greatness in others.

Regarding his past connections to the university, Dr. Hepworth advised that he admires our forefathers who recognized the importance of the university and created this institution. He was pleased to be part of the government when enlargements were made to the university, they also took some heat from administration and students on what was considered underfunding but were also impressed by the innovation used to address these issues. He finds VIDO-INTERVAC to be an example of what can be accomplished by one man’s idea. He is pleased to serve on the Global Institute for Food Security and now would be pleased and honored to serve on the Board of Governors.

Regarding the areas of the university that would be of most interest to him, Dr. Hepworth advised that they include: effective governance; strategic planning; leadership; public policy; and government relations. Also, the signature areas, specifically food security and water security, are of particular interest to him. Dr. Hepworth concluded noting he would like to join the Board because the university is important to him, as is helping chart its future, and that he would commit to giving the university the time it requires and deserves.

7.1.3 Larry Kowalchuk

Mr. Kowalchuk then provided his comments. He noted that answers to most of the questions can be seen in the materials through the matrix checklist and minutes of the last Senate meeting when he ran in the last election. He explained that it is important to know what someone stands for personally and thanked those who put his name forward. He has come back to this second election because he loves the Senate and the structure is the most incredible one he has ever seen with representatives from every part of society. What Senate says and feels is what shapes society and it was fascinating to see that there is a structure like this in our society where everyone has a voice and an interest in stating their interest.

Regarding his philosophy, Mr. Kowalchuk noted that he assumed Senate was not choosing someone to speak of what they personally felt but rather to represent what Senate thought and felt. So when given the responsibility and honor to speak on behalf of people, when he would speak he would hope that everyone would be able to hear their own voice in his words – and he thought this was a profound responsibility. His assumption is that the Senate representative is to govern obediently to what Senate wants represented at the Board and to come back to Senate and share what issues the Board is discussing. However, if that is not the role, he noted that his fallback is always to be transparent and accountable. If he was in a situation where he had to take a position on behalf of Senate that he did not know what Senate thought, he would think of what would benefit the university, students and the members of the Senate and if the decision did not he would discourage support and if it did he would support the decision. Therefore, if he needed Senate's view he would seek it.

Regarding time commitment Mr. Kowalchuk noted that he is a lawyer and can read a lot of material and can bring a perspective from outside Saskatoon and is willing to commit the time.

Mr. Kowalchuk shared that he has been working on governance structures with native peoples and one of the mandates of the university is the need to develop working relationships and the recognition of value, knowledge, and experience that original cultures bring to Saskatchewan. Although he does not bring this original culture he wants to support this. Therefore his work has been learning, listening and becoming part of connecting with original cultures. He explained that the College of Law was the best experience in his life regarding discourse – to be able to speak what he felt. The law is not a rule but a guideline and the College of Law he still thought was unique and wanted to nurture that and reflect the kind of society we want to build. He also noted that one of the reasons why he liked the university was that it had the first native law centre in Canada. Mr. Kowalchuk noted that in this moment Senate will hear a growing

recognition that we are in the middle of Indigenous change and we have to listen to the Indigenous voices and therefore he cannot stop talking about this.

The chair thanked all three candidates for supporting the University of Saskatchewan and for putting their names and time forward noting that it takes a lot of courage.

7.2 Vote of Senate

Senators were asked to vote. Paper ballots that were distributed when Senate members registered were collected for counting. The results of the vote were provided later in the meeting.

8. Senate Committee reports

8.1 Executive Committee Report

8.1.1 President's nomination of vice-provost faculty relations and vice-provost teaching and learning as ex-officio members of Senate.

President Barnhart drew Senate's attention to the meeting materials noting that he was asking for approval to name the vice-provost faculty relations and the vice-provost teaching and learning as ex-officio members of Senate to replace the associate vice-president academic and associate vice-president student affairs, respectively, as those positions no longer exist.

BARNHART/WELLS: That Senate approve that the associate vice-president academic and the associate vice-president student affairs be replaced by the vice-provost faculty relations and the vice-provost teaching and learning as ex-officio voting members of Senate.

CARRIED

8.2 Nominations Committee Report

8.2.1 Nominations for Standing Committees and Positions

Mairin Loewen, chair of the Senate nominations committee, explained that the nominations committee was asking for Senate's approval of the various appointments as set out in the list in the meeting materials on page 54. She advised that the committee did its best to balance peoples' indicated areas of interest, availability and the types of Senators required on each committee. She noted that Jim Nicol had also agreed to let his name stand as one of the four district Senators on the Roundtable on Outreach and Engagement but noted that there were two remaining vacancies on the various committees – one on the Roundtable for Outreach and Engagement and the other on the Membership Committee. Ms. Loewen then opened the floor to receive nominations. Robert

Krismer, elected Senator from District 8, volunteered his name for the vacancy on the Roundtable for Outreach and Engagement.

A Senator asked how the Senate representative on the presidential search was chosen to which the university secretary advised that according to the *Search and Review Procedures for Senior Administrators* the Senate nominations committee is to choose this candidate. They chose Chancellor Blaine Favel which was consistent with the past presidential search wherein Chancellor Vera Pezer was chosen by the Senate nominations committee.

LOEWEN/ARCAND: That Senate approve the appointments to Senate committees and positions as indicated in Appendix B, with Robert Krismer added to the Roundtable on Outreach and Engagement, effective July 1, 2015.

CARRIED

8.3 Membership Committee Report

8.3.1 Reporting on determination of election complaints

Robert Krismer, chair of the membership committee, provided the report. He noted that the amalgamation of the Certified General Accountants, the Institute of Chartered Accountants and the Society of Management Accountants had been completed and welcomed back Lee Braaten as the representative for the amalgamated body referred to as the Institute of Chartered Professional Accountants of Saskatchewan.

Mr. Krismer also spoke to the concerns brought forward regarding notices and fairness in connection with the Senate election process. He advised that the membership committee listened to the concerns and agreed with them and subsequently rescheduled the election process with a revised closing date of May 8, 2015. He directed Senate to pages 56-58 of the meeting materials for the list of members of Senate and when their terms expired, stating that this provided each Senator with advance notice of when their terms expire.

Bryan Lee noted that he is indicated as an interim representative of the Metis Nation – Saskatchewan and stated that he would like to be a full term member. The university secretary advised that it is for the organization to name the representative as to whether they are full term or interim, and noted that her office would contact Senator Lee's organization to determine whether they would like him to become a full term representative.

7.2 *Vote of Senate (continued)*

The chair advised that the vote had been tabulated and invited the university secretary to provide the results. The university secretary informed Senate that the vote results were 30 votes for Daphne Arnason, 18 votes for Lorne Hepworth and 22 votes for Larry Kowalchuk. Therefore Daphne Arnason and Larry Kowalchuk would be on the second ballot. She instructed Senators to write on their second ballot who they were voting for, then the ballots would be collected and counted.

8.4 **Confidential Honorary Degrees Committee Report**

As this is a confidential item, guests of Senate were asked to leave during this agenda item. The guests then left and only Senators and individuals from the Office of the University Secretary remained present. Guests of Senate were invited to rejoin the meeting following report.

8.4.1 This item is confidential and therefore not included in the minutes.

9. Senate-elected board member report and presentation

Joy Crawford, one of the two Senate-elected members on the Board of Governors, reported on the Board of Governors' activities since she was elected in October 2014, in accordance with her election promise to keep Senate informed. She thanked Senate for electing her. Ms. Crawford advised that she is on the Audit and HR committees and the Board of Governors has met twice since she was elected, once in December and once in March. She has learned that being on the Board is a lot of work as the Board packages are often 700 pages in length and delivered about one week before the meeting. The information provided is a combination of information items and decision items. The kind of decisions include things such as land usage and various pieces of human resources policy. The Board also approves the award of renewal of probation, tenure (continuing status) and promotion as per the collective agreement with the University of Saskatchewan Faculty Association. The Board also reviews senior administrative and academic appointments. Ms. Crawford advised that she has been assured that the university is well-run and that employees strive to be thoughtful, responsible and respectful of this institution and its stakeholders.

Ms. Crawford noted some of the specific things that the Board addressed since she was elected, including:

- the temporary STARS helicopter landing site;
- the visibility of Aboriginal culture such as renaming 'Arts Court' as 'Elders Court' which will be the primary access point to the Gordon Oakes Redbear Student Centre once it is open in 2015;
- smudging and pipe ceremonies policy to support the university's commitment to Indigenize practices and to provide guidance in undertaking these traditions while respecting all campus members;
- staffing updates such as the appointment of Dr. Jeremy Rainer as the director of the Johnson Shoyama Graduate School of Public Policy Saskatoon campus and the fact that the vice-provost faculty relations term is set to expire June 30, 2016 and therefore a review of this position will begin shortly;
- relocation of Advancement and Community Engagement from Innovation Place to the Thorvaldson Building;
- the mine overlay site testing (MOST) facility was approved by the Board – an initiative that will involve work with industry partners and provide a place for companies to test soil cover materials, models and new cover system designs to assess performance prior to mine site reclamation;
- Edwards School of Business renovations including classroom 243, breakout rooms 247 and 251, and rooms 244 and 245 (the reading room and student lounge) – which will allow the reintegration of the MBA program from the Nasser Building downtown campus to the Edwards School of Business at the main campus;

- R.J.F. Smith Centre for Aquatic Ecology building renewal which is essential to ensure the ongoing support of existing and future research programs and to address regulatory requirements from the Canadian Council on Animal Care;
- University of Saskatchewan Health Sciences - E Wing, physical therapy fit up which will allow for the relocation of the School of Physical Therapy within the health sciences;
- the Western College of Veterinary Medicine paddock drainage program – Phase 1 renovations were approved by the Board to address critical items related to the drainage of the paddocks that are impacting animal care and causing bio security issues;
- the Board approved a new long-term diversified investment pool policy and a revised internal loan impairment policy defining delinquency, recovery actions and escalation;
- the quarterly financial report was presented to the Board forecasting a balanced central operating budget and a surplus in the overall operating fund due to higher than expected investment returns and lower than anticipated college expenses;
- the Board approved renewal of the Biology 106 lecture theatre;
- funding was identified and secured for a new facility for Applied Avian Research;
- two new research policies were approved: i) Research Administration Policy and ii) Eligibility to Apply for, Hold and Administer Research Funding Policy – which policies will ensure alignment with Tri-Agency requirements and ensure standardized administrative practices and internal controls;
- 2015-16 residence and meal rate plans were approved; and
- the Board received updates on activities in Advancement, research funding, greenhouse gas emissions and initiatives outlined in the Third Integrated Plan.

Ms. Crawford noted that she would be attending the lunch and invited people to come speak to her during the breaks or at lunch.

7.2 Vote of Senate (continued)

The chair noted that the election results on the second ballot had been tabulated. The university secretary advised that Daphne Arnason received 41 votes; Larry Kowalchuk received 25 votes; and there were 4 spoiled ballots. Daphne Arnason was then announced as the elected member to the Board, assuming this role on July 1, 2015.

10. Education/Discussion Item

10.1 Senate Education Report

Lenore Swystun, chair of the Senate education committee, explained that the discussion item was on tuition and would begin with a presentation from Provost

Barber, followed by Desiree Steele, the USSU vice-president academic, speaking on students' input in the tuition process. Then Senators will split out into discussion groups on the topic of tuition and there will be an opportunity to report back to the plenary.

10.2 Tuition Fees –presentation and summary of points by Interim Provost and Vice-president Academic, Ernie Barber

Dr. Barber explained to Senate that tuition is an important source of revenue at all universities in Canada and at the University of Saskatchewan we receive approximately \$120M representing 24% of the university's core operating budget. In Saskatchewan the tuition rates are not set by the government but by the Board of Governors upon recommendation from administration. There is a balance between tuition and the government grant to fund education and student services. Dr. Barber noted that most people are willing to pay for something that provides them value. The university provides value to the students and to the province collectively. Tuition costs are one component of costs for our students but we take measures to have affordable housing, daycare and textbooks as well. The university also sets aside bursaries for students on a needs basis.

Dr. Barber noted that Ms. Steele has provided outstanding leadership for students this last year as administration had the best consultation with students that it has ever had. He also recognized the work of Jacquie Thomarat on preparing the recommendations. Dr. Barber then introduced John Rigby, Interim Associate Provost, Institutional Planning and Assessment, noting that he has had a number of experiences at the university including vice-chair of University Council and as a faculty member at the Edwards School of Business and therefore he has a deep knowledge and appreciation of the university.

Dr. Rigby then presented to Senate on how tuition is set at the university. He advised that the university follows three principles: 1. Comparability: we compare our tuition rates to similar universities with similar programs. This past year we also looked at regional comparators. 2. Affordability and accessibility: we consider the total cost of program, total resources available to students, and the demand for the program. We also look at the potential lifetime earnings and therefore professional programs have higher tuition because we expect people coming out of these programs to be in a better position to pay based on their lifetime earnings. 3. Quality: we have been allocating incremental tuition directly to the college or teaching unit which is one of several ways colleges can maintain or enhance the program over time.

Dr. Rigby then spoke to the process that is followed. They start with a detailed understanding of what the comparator universities are doing and this is collected over the summer. Then there is wide-range consultation throughout the autumn between deans, students and University Council. Recommendations from colleges and units are received in November and the Board of Governors approves tuition rates in

December. Communication of outcomes is ongoing. The timing has changed this past year as previously the Board of Governors approved tuition rates in March. Tuition rates are now approved in December to give students more time and it has completely decoupled the tuition discussion from the budget discussion.

Dr. Rigby noted that on a program-by-program basis the University of Saskatchewan is at, or slightly below, the median of our comparators, other than our tuition rates in the College of Dentistry. He then addressed the question as to why the Statistics Canada report indicates that the University of Saskatchewan has one of the highest average tuition rates. He explained that the Statistics Canada methodology determines the average by weighting each program by the number of students in each program. They also report tuition and other fees separately. Dr. Rigby advised that we have been careful to not confuse fees with tuition, as fees are items that are over and above the normal costs of the program and our fees are often less than others. Dr. Rigby then illustrated the weighted tuition methodology with an example concluding that Statistics Canada is not comparing apples to apples when using a weighted average. He also noted that because the University of Saskatchewan students' profile is weighted more heavily to professional colleges which often have higher tuition rates this also affects the calculation of our average tuition rates. Regarding tuition as a proportion of our revenues, it is usually around 24%. In 2015-16 tuition changes will include a 2-3% increase for most programs, with the full range of increases being between 0-5%. The average increase in our overall institutional costs is 2.5%.

10.3 Students' Input in Tuition Process

Desiree Steele, USSU vice-president academic, referred Senate members to the tuition consultation report in the materials which speaks to the student side of tuition setting. The USSU learned that the Board of Governors wanted to see more involvement from students in setting tuition rates and therefore worked on trying to help colleges to conduct that consultation. Colleges look at matters at the college level so it is the right venue. Ms. Steele advised that the USSU talked to the student association presidents to ask about what their experience on tuition consultation had been. This was the first year that this much emphasis on student consultation occurred so the USSU did not criticize any of the colleges but going forward this will likely be done.

Ms. Steele noted that consultation means a lot of different things – you can listen to people and then ignore what they said and the USSU realizes that. Ms. Steele advised that the USSU tried to have discussions with students who were directly affected, to give them a chance to provide input into the tuition setting process and to learn what the students thought was the most important thing they would like their college to do to improve quality. For some it was a desire for more space and for others it may have been more fundraising. Ms. Steele noted that it was important that this consultation occurred before the recommendation went to the Board.

Ms. Steele also explained that students are not accustomed to being asked about tuition. So there was also a question as to what kind of information should the university provide to allow students to really engage in the discussion and it was determined that this type of information could improve. Ms. Steele noted that this is a good time to start to consult with students about tuition especially with the introduction of the TABBS – the responsibility centered management model. Ms. Steele concluded urging all parties to do their part to encourage consultation on tuition and that it was also important to show students where their tuition money was being put so they were assured that it went to their education quality.

10.4 Open discussion for Senate members

Ms. Swystun asked whether there were any questions. A Senator thanked the education committee for bringing this forward noting she had a question around the international student differential rate and how this was assessed. She noted that she thought it was around 2.6% and she knew that working with international students they look to attend other schools (i.e. Scandinavian schools) because they are cheaper than Canadian schools. Adam Baxter-Jones, the interim dean of the College of Graduate Studies and Research advised that the student differential rate is 1.5% so their tuitions are 50% more than national students. It is the lowest differential compared to our comparators.

A Senator asked why the tuition fees in the College of Dentistry were above the median and did this limit the ability for our students to attend the University of Saskatchewan as it is not uncommon for dentistry students to have \$200,000 of debt when they graduate. Dr. Barber replied that there was a lot of history behind the tuition fees in the College of Dentistry but the most significant point is that the total cost for our College of Dentistry is close to the median when it is compared to what it costs for other dental colleges given all of the fees they need to pay.

A Senator noted that looking at the principle of quality when she went to school it was \$800 to \$1200 tuition in the College of Law and now the fee is \$12,000. One of the issues is the top-heavy administration at the university with more administration staff, not many more faculty and more use of sessional instructors. Dr. Barber noted that the indicator they use most to determine if we are charging for quality of student programs is the feedback we receive on national surveys and on the last survey we heard that 90% responded they are satisfied with the quality of their education and their student experience.

A student Senator asked a question regarding the relation of tuition fees to the maximum amount given under student loans noting that his tuition had gone up 16% but the maximum amount of the student loan had not increased and he asked if this relationship is reviewed in determining tuition costs. Dr. Rigby advised that it is considered, but not every year. There was a study about affordability in 2011 and our plan is to review that again and update our material.

A Senator thanked the Student Union for the work they have been doing regarding increasing affordability around housing, daycare and textbooks but noted that tuition needs to be considered. She advised that we have one of the lowest wage levels in Canada and we need to take the Statistics Canada information seriously. There was a pan-Canadian student rally about lower or no tuition rates and she emphasized recognizing the hard work the students have done but advising that more needs to be done to address the serious tuition problems.

Ms. Swystun then directed the plenary to split into discussion groups focusing on the following three questions: 1. What are your thoughts on what you have heard? 2. What are some other questions and considerations that should be taken into this discussion? 3. Anything else?

Following the break out the plenary regathered, with some groups reporting back to Senate. The comments captured by all of the discussion groups are included in the attached Appendix C.

Melana Soroka, Director of Alumni Relations, was then invited to provide comments on alumni engagement. She noted that the number of alumni for which contact information is accurate is getting worse, with 20% of our alumni being lost to the university due to lack of accurate information. She asked the Senators to please keep their mailing address, email address and phone numbers up-to-date with the university and to encourage other alumni that they know to also update their information. Ms. Soroka explained that both the university and the colleges are conducting event planning and communications by email and currently we have good email addresses for approximately 60% of our alumni and we would like to increase that to 90%. Ms. Soroka emphasized that the university will continue to protect alumni's privacy and use the information judiciously.

The Senate meeting recessed for a lunch break at 12:15 and reconvened at 1:05 pm.

11. Presentation by Dr. Robert Lamb, Chief Executive Officer, Canadian Light Source

Dr. Lamb provided a presentation on the Canadian Light Source (CLS). He explained that a synchrotron is a machine that creates intense beams of light and is key technology for enabling scientific and industrial research. It is the brightest light possible and has every single colour in the universe. Dr. Lamb explained that our synchrotron is a leading multimillion dollar science facility catering to national and international users from virtually all scientific disciplines. It has been operating for ten years now and Dr. Lamb noted its impact over those ten years. He also commented on the various applications and uses of the synchrotron and how it benefits our local, national and international communities.

Brochures entitled, "The Brightest Light in Canada", were distributed to all Senators and there was an opportunity for questions.

A Senator asked what was done with the excess heat to which Dr. Lamb advised that when they take the light it is separated and the rest is dumped. They use the excess heat to heat the facility and the place is also plumbed with liquid nitrogen to address any risks. A Senator asked whether some of the heat could be used to reduce the energy footprint elsewhere at the university to which Dr. Lamb noted that this might be able to be done, however no other synchrotron is currently doing this.

A Senator thanked Dr. Lamb for choosing to relocate to Saskatoon and lead this facility.

12. Financial Presentation by Greg Fowler, Vice-president Finance and Resources; and Jeff Dumba, Associate Vice-president Financial Services

Vice-president Fowler explained to Senate that the university is not in a deficit position currently, nor were we. The university is a complicated place and we run approximately six major funds. The operating fund is what finances the main academic fund of the university. At the University of Saskatchewan we receive quite a bit of provincial support and relatively less support through tuition as we are funded 75% by government and 25% through tuition, as compared to some other universities which are 50/50. Mr. Fowler and Mr. Dumba then proceeded to propose and answer questions regarding the finances at the university.

The first question was, “What was the origin of the previously projected 44.5 M deficit?” Vice-president Fowler explained that there was a projected deficit in 2012 of \$10M which was not too much for our billion dollar budget to absorb and therefore it could be dealt with. Through our multi-year operating forecast, which is developed with assistance from many external bodies, in 2012 we were still projecting approximately 4% increases on our provincial grants for the next five years. Then the province informed us that they were looking at grant increases of only 2% throughout the next few years. Also, universities throughout all of the provinces were seeing less government support for post-secondary education, so we knew we had to take modify our projections. We now had a bigger problem that we could not deal with over time as our savings would have been depleted quickly and we would have been in a negative position.

The second question presented was “What is the present actual deficit and the future projected deficit?” Mr. Dumba advised that there was no present actual deficit, it was only ever a projected deficit. However, action had to be taken to address a possible deficit so the university came together in a concerted effort to try to determine the best courses of action. There were a number of things that were done. Approximately \$32M was addressed through workforce planning (which removed approximately 150 administrative staff). We also had a faculty incentive for retirement whereby 78 faculty members took an early retirement package. The retirement package was a blunt instrument because we did not know who would retire, so we budgeted \$5M to invest back into faculty in some of the areas where the retirements occurred. We also looked for ways to increase revenues such as changing our investment portfolio which increased our returns by \$6.5 M, although it incurred more risk. There were also changes in institutional practice in many different ways,

one example being changes in the targeted heating and cooling temperatures on campus. Through these actions a \$32M net reduction in the operating budget was achieved. Other savings of \$5M were identified through events that were occurring outside the university as well as spin-off changes such as less traveling. Now there was a \$7M gap that the university can manage through minor adjustments to allow for a balanced budget.

The third question addressed was, "How and why was the \$44.5M projected deficit adjusted to reflect the actual and future projected deficits?" Mr. Dumba explained that based on our understanding of a reduced increase in the government grant, we needed to have a swift response. There were a lot of questions about whether we were accurately communicating that the actions taken were making a difference. We were communicating the difference; however, we still used the \$44.5M moniker. Using this moniker had intended consequences and unintended consequences. The intended consequences included: people knew about it; it was measurable; ease of reference; facilitated the understanding of why it was important – therefore it did solidify the importance of the changes. The unintended consequences included: the Third Integrated Plan and strategic focus was subsumed by our focus on reduced expenditures; there was institutional uncertainty; and there was confusion between an actual and a projected deficit.

The fourth question addressed was "How does the university have both a surplus and a deficit at the same time?" Mr. Dumba explained that the central operating budget revenue in 2014-15 (\$494M) was made up of a provincial grant (\$331M), tuition (\$117 M), investment income (\$18M), and other sources (\$28M). All of this was allocated to: academic units (\$322M), support units (\$93 M), central academic (\$49M), student aid (\$10M), and general (\$5M). Therefore given the revenues and the allocations we had a projected deficit of \$3M which we can manage. Thereafter each unit did their own allocations from the colleges to departments then to professors, etc. Once the money is allocated it is that college, department or professor's and it is not brought back. That secondary level of allocation is underspending the level received by over \$20M so the net effect was approximately \$18M surplus.

Also, in February the exchange rate between Canada and the US caused our investments to balloon. Therefore we expect to end our fiscal year on April 30, 2014 with a sizeable surplus. We put surpluses into funds that are allocated to certain purposes. We will have reserves for rainy days and some contingency of cash across the university that is reserved for unexpected expenses. The rest is considered savings which we pool until we can afford to do something and then we take that action. The University of Saskatchewan has around the median level of savings as other U15 universities. The reserves and savings reside in various funds around the university and recently the reserves and savings have grown at a faster rate.

The sixth question addressed was, "Why did the reserves and savings grow?" Mr. Dumba advised that our reserves and savings have grown mostly due to institutional uncertainty. Therefore we are now communicating that faculties should spend their budgets because we are financially sound. The work we have done since 2012 has put the university in a good

financial position. These reserves and savings are one-time funds, so we cannot fund an ongoing position, but rather we can fund a one-time project. The amount we are currently holding in reserves and savings is too high so we will be taking a policy about reducing our reserves and savings to both our Provost Committee on Integrated Planning and the Board of Governors for approval. We currently have reserves and savings of \$309M (reserves of \$98M, and savings of \$211M).

The seventh question addressed was, “Who manages the reserves and savings?” Mr. Dumba explained that at the university the fund allocation process is generally in one direction so surpluses do not come back to the central source but rather go into reserves and savings in the units and colleges. Funds have been returned to the central source once in recent memory which was to fund the transition funding of \$20M in 2012.

The eighth question addressed was, “How do we balance the budget going forward?” Vice-president Fowler explained that we balance the budget forward by doing such things as contributing \$4.4M to our centres and institutes (such as the Canadian Light Source, VIDO-Intervac, Global Institute for Food Security, and others) and we leverage approximately \$75M from them. There has been some speculation regarding the amount of staff at the university as compared to faculty. Approximately 68% of total FTE staff are within colleges, the remainder is in either senior administration or administrative units. We do not know if there are efficiencies to be gained but we are doing work to determine this now. We have also been proactive in dealing with significant changes in our financial projections. Because we are financially sound we are able to fund one-time enhancement projects such as in the College of Medicine. We also have the ability to diversify our revenue streams such as looking to our endowment lands. In addition to looking to reducing expenditures and increasing revenues, we also look at ongoing risks such as the effect of an economic shock on the grant that we receive from the province, lack of diversity in funding sources, and expenses expected to grow faster than revenue although this is no longer a solvency threat in the near term.

In conclusion, Vice-president Fowler noted the actions being taken including: transition to a budget model where college and unit leaders have more authority over resource management; a policy that better helps us manage our savings and reserves; strengthening our financial management and allocation; continuing to optimize staff structure and complement; and enhancing communication regarding our financials.

There were then questions invited. A Senator asked about the cost of maintaining older infrastructure on campus and how that figured into our expenses and where was the funding coming to cover the infrastructure maintenance. Vice-president Fowler advised that across the U15 the universities use what is referred to as a facility condition index (FCI), and our FCI is 10% as we have approximately \$540M in deferred maintenance which is fairly low relative to other universities but what we still consider to be a serious problem. We have been dealing with it and will continue to deal with it but we are looking at doing some debt financing to move this along more quickly. We are working on our entire capital project so we can move projects along in the right order and we have identified the

priorities over the next decade, given the academic mission, to include the following buildings: Biology, Murray, Arts and Science, Physics, Thorvaldson and Engineering.

A Senator advised that she was glad with the level of detail about the budget and asked why during the TransformUS process students and others were not given this information even though there were numerous requests. Mr. Dumba replied that he was not in his current role during the TransformUS process but when he was putting this presentation together his conclusion was that we had limited resources so we were focusing on the transformative changes and doing those changes and measuring the changes at the same time. There was also a lag before the results came into fruition and we are currently in a better position to address this now than we were last year as we have more resources and more information. The Senator noted that she thought there was a lack of transparency that added to the issues. Vice-president Fowler explained that there were quarterly town hall meetings, they spoke to Senate twice, and they talked about financials at Board meetings and at university student meetings. In his opinion the situation and actions taken were necessary and the reporting was completed.

13. Report on Secondary Logo

Ivan Muzychka, Associate Vice-President, Marketing and Communications, advised that the university has developed a brand, which is a way of talking about the institution, to tell a narrative about what we are about. It includes what our strengths are and what people consider when they think of the university. At the university we have many different units and colleges so there is a challenge as to how to best represent each layer of the university. It was identified that we needed a policy for secondary logos. Mr. Muzychka noted the current situation and the proposed solution advising that once this policy is in place people will generally want to comply with the policy so we will not have to police it or be heavy-handed.

Mr. Muzychka also spoke to the marketing campaign that has been recently launched. Its purpose is to raise awareness in locations where the university may have less name recognition and to recognize accomplishments at the university. Mr. Muzychka noted the key audiences targeted and provided examples of the awareness images in the “knowledge is beautiful” campaign. He explained that this campaign is one plank of six or seven initiatives to rebuild the university’s image.

14. Items from University Council

14.1 Report to Senate on University Council Activities 2014/15

Roy Dobson provided this report to Senate as the Council chair was unable to attend the meeting. He drew Senate’s attention to the report contained in the written meeting materials, and invited any questions.

A Senator inquired about the meaning of termination of programs as the report on page 71 of the materials indicated that there had been program terminations for

“Bachelor of Arts and Bachelor of Science 3 year, 4 year and honors degree programs”. As Peter Stoicheff, Dean of Arts and Science was present at the meeting, Prof. Dobson invited Dean Stoicheff to reply. Dean Stoicheff advised that some of the three year degrees that are currently being offered are not as attractive and so all of these are being assessed but they have not been terminated on mass. Another Senator inquired about the programs that were terminated in Arts and Science to which Dean Stoicheff advised that this list should have been expressed better in the report as the specific programs listed which have been terminated are correct and include: the Bachelor of Science four year and honors degree programs in Biology and Biotechnology; Bachelor of Science four year and honors degree programs in Biomolecular Structures Studies; and the General Honours Degree. Dean Stoicheff advised that the college looks at very specific programs that people no longer have interest in.

[Secretary’s note: Following the Senate meeting it was identified that the last bullet in Agenda Item 14.1 - Council report on page 71 of the meeting materials was included in error and notification was provided to all Senators on Wednesday, April 29th, 2015 recirculating this report with the following line deleted:

“Program termination:

...

- Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.) three year, four year and honors degree programs.”*

Our office apologizes for the error in this report, and any confusion this may have caused.]

14.2 College of Education – Direct Entry Proposal

Prof. Dobson drew Senate’s attention to the information in the meeting materials regarding College of Education direct admission on pages 75 to 110. He noted that he will be able to take questions as will Michele Prytula, Dean of the College of Education, who is present at the meeting.

A Senator asked what were the pros and cons in making this change. Prof. Dobson advised that there were four things identified as being very positive about this change: i) to be competitive with the University of Regina that has an entry-level program; ii) to be sure candidates are in the College of Education for the full four years as there was concern that students were not selecting important classes for their initial two years but rather those classes that they could get a good grade in so that they were better able to get into Education; iii) more engagement while in the college itself to build a stronger alumni connection; and iv) to allow socialization amongst their colleagues so they feel more connected to the profession. Prof. Dobson advised that financially there will be a small incremental cost as the college is in need of 1.5 additional student advisors.

A student Senator noted that the labour market for teachers in the province is described as balanced in the materials however that is not what she has heard from

students and her concern is that there is a teacher job crises in Saskatoon and a shortage in rural locations. The Senator asked if there was a plan in the direct entry program to address the job crises in Saskatoon and the job shortage in rural locations. Dean Prytula replied advising that there is a challenge for matching students to teachers and the comment regarding balance is talking about numbers rather than locations. The college is also looking at developing a rural cohort of teachers that will specialize in rural teaching and resource for that need.

A Senator asked if there is a way to forecast how this change will effect students to which Dean Prytula advised that students will still be able to apply after two years and will also be able to leave before the end of the program.

A Senator asked how the college will screen students as a direct-entry college to which Dean Prytula advised that a new admission process was developed three years ago which lowered consideration of grade point average to 50% of the elements being considered and two more elements were added: a professional reference from the 40+ hours of volunteerism for 25%; and an online interview with a multiple mini interview process for the other 25%.

KRISMER/ISINGER: That Senate confirm the change to make the College of Education a direct-entry college, effective for those students applying for direct admission and entry to the college in September 2016.

CARRIED

15. Items for Information

15.1 Update on Fall and Winter Enrolment

Patti McDougall, vice-provost teaching and learning, provided this report. She advised that the numbers for the year as a whole had been annualized and that this report focused on trend lines. She noted the highlight sheets provided in the written meeting materials at pages 111 to 112, with one page addressing the fall enrolment and the other the winter enrolment. The university is looking at its goals for enrolment targets. Total enrolment is down 0.9% to 23,572, our target was 23,000 students so we are aligning with our objective. Vice-provost McDougall advised that we are seeing enrolments in spring and summer increase. On a college-by-college basis the 2015/16 targets were set in 2012 and eight of the colleges were already above the targets, two were below, and a handful were very close.

Vice-provost McDougall advised that the university was at the beginning of a large enrolment discussion on campus regarding, "What size do we want to be? What proportion of graduate students do we want? What proportion of Aboriginal and international students do we want?"

Vice-provost McDougall advised that the reduction in undergraduate enrolment of less than 1% is due to: a strong provincial and western economy with low unemployment; highly competitive market for post-secondary education in Canada; and a decline in the number of Saskatchewan high school grads. The university has been focusing on out-of-province and international students to address this. The bulk of our students come from Saskatchewan (76%), with 14% coming from out of province and 10% overall for international students. Regarding our international students, we draw most of our undergraduate students from China, secondly from Nigeria and thirdly from Romania; but we have over 100 countries represented.

Regarding graduate students, enrolment is down 1.6% at 3,840 students which is below the target for 2015/16 of 4,400 students. We know our limitations and are working to change them. About two-thirds of our graduate students are in research-based masters or PhD programs. Our international graduate students form approximately one-third of our graduate students, which is at the high-end when compared to the U15. Again most of our graduate students are from China, followed by India and then Iran. International undergraduate and graduate students continue to increase and have yet to plateau and we are actively looking at other markets. We had set ourselves a 7% target and we have achieved that target.

Regarding Aboriginal students, Vice-provost McDougall advised that increasing the number of Aboriginal students has been a key focus for the university. There has been a steady increase of undergraduates, but graduate student numbers are down slightly. We do not think the increase is due to something extraordinary that we have been doing but rather due to it becoming more enticing for students to self-proclaim their Aboriginal origin. We are targeting 7% of our graduate students to be Aboriginal students and currently we are only at 6%. Approximately 10% of our graduating students are Aboriginal.

Regarding disability services to students, we have seen an increase of approximately 70% which we believe is due to higher graduation rates for high school students with disabilities. Vice-provost McDougall advised that many of our students have invisible disabilities, including mental health issues – so in the coming year we will be working on a campus-wide mental health initiative.

Vice-provost McDougall advised that retention rates are very important and after the end of the first year we see a significant drop in re-enrollment. International students have a high rate of retention; Aboriginal students' retention is approximately 60%; and the retention rate of other students is 78%.

Vice-provost McDougall reported on three-credit unit activity noting that it has declined from 23,723 students in 2013/14 to 22,897 students in 2014/15. The off-campus activity is down 3.5% after a fairly steep increase.

A Senator asked if Vice-provost McDougall had the retention numbers by college as he had heard that the Engineering retention rate was declining to which Vice-provost McDougall advised that we do have the ability to track by college but she was unable to comment on whether the College of Engineering's retention had gone down. She did mention that the College of Engineering was actively engaged in a retention project.

15.2 Update on Senate Elections

Elizabeth Williamson, university secretary, listed those Senators eligible for re-election advising that the nomination close date had changed to May 8, 2015 so all of those individuals do have the ability to seek reelection and she encouraged those members who were interested, to run for another term. Ms. Williamson thanked Stefano Fertugno for her time as a Senator and noted that she was no longer eligible to run as she had served two terms. Ms. Williamson also thanked all of those who would not be returning for their active participation to date.

The university secretary advised that according to the bylaws and Act, there must be four weeks between the close of nominations and the Senate elections therefore Senate elections will open Monday, June 8th and end on Monday, June 29th. The voting will be done electronically and she encouraged all Senators to vote and encouraged all alumni to vote as well.

16. Question Period

A Senator asked Vice-president Fowler and Associate Vice-president Dumba what was happening to the senior administrators' salaries while people were being let go during TransformUS. Vice-president Fowler explained that when speaking about senior administrators we include the president, vice-presidents, associate vice-presidents, deans, associate deans, and vice-provosts. From his knowledge over the last three years there were different salary changes although no change to the general base rate. There is the ability to move a position to market as compared with comparators and we also have a merit process which includes either a merit increase to base or a one-time bonus merit so yes there were salary increases for some individuals during this period.

A Senator asked about the institutional uncertainty, impact of stock markets and the 6.6% increase moving away from bonds to equity and asked whether this increased the associated risk. AVP Dumba replied that they took the operating reserve fund and increased the target risk and funded that associated increased risk from market increases that had been received through past gains.

A Senator asked President Barnhart regarding a reference to the need for action about climate change among universities, and whether this working group could be extended to include people who were teaching economics as we needed to recognize the flaws in our economic indicators. The president replied that this could be considered and that this

priority is intended to be an interdisciplinary operation across the board and thereafter it will spread to other colleges and disciplines. The Senator asked whether this could be a topic for the Senate education committee and the president replied that the committee chair was here and he was sure that she would be taking note of the comment.

A Senator noted that in March 2014, 69 pieces of Aboriginal art from the university collection were sold in an online auction at an estimated sale price of \$7,000 although the estimated value was \$20-28K. She noted that the art had been privately donated and there were some restricting covenants and she was concerned of a loss of cultural values and heritage for the students and asked whether there can be a policy or change indicating that it would require all three governing bodies to approve this type of sale. The president replied that he understood that the art pieces were donated a number of years ago and it was determined by a committee that they would not become a part of the university collection. He advised that this suggestion will be taken forward for consideration.

The Senator then directed a question to Provost Barber regarding the Global Institute for Food Security and her concern about the scope and vision of the institute as she had seen more of a focus on the *how* rather than the *what* or *why*. Her desire was to see it as a real global centre for excellence in the area of food security. It had a strong impact on policy development, but she would like to see why there has been such an interest in dealing with food production - as technology is good but it will not solve all of our problems. She noted that there were three areas that have a strong impact: climate change; loss of biodiversity; and nitrogen and phosphorus depletion. Her concern was that when she looked at the CERC in food security what is being sought is experience in food biology, technology, policy governance and digital agriculture and she wanted to know what would be done to bring this to the centre for food security and not biotechnology. Provost Barber noted that what was identified as being done here affects what goes on in the rest of the world and that there is a global value network, and that optimizing one part of the global value chain does not necessarily optimize the productivity and value of the whole chain. He also noted it was important to recognize the big issues including food quality, security and sovereignty and climate change. Provost Barber advised that one institute in one university cannot possibly do it all and that GIFS is set up to build on the strengths of this community and do what we can as part of the great big system. Given the money that is available and the intersection of these problems, although we cannot do it all we can work on the front end of that chain with our focus being: plants, soils, and policy issues – but this means we need to work in collaboration with lots of other people.

A Senator noted that her concern was about things related to “news speak” and the use of English language and what happens to it. She noted that the previous Senator recommended that the term Global Institute is not accurate and rather our institute should be known as the “Local Institute of Biotechnology” and she questioned whether it was appropriate to use the word “global” on an institute that is not global. Vice-president Chad suggested that more of the university’s terrific world leaders in terms of our centres should come to speak to Senate to allow us to have a broad and diverse look at these centres.

A Senator advised that it was a high priority in curriculum to have critical thinking and she congratulated those Senators who had the critical thinking skills and the courage to ask tough questions. She asked that Senate create a safer environment in which to ask tough questions and recommended that Senate executive consider having an end time of 3:30 p.m. to allow the tough questions to be asked. The secretary noted that she will bring the suggestion forward to Senate executive.

17. Other Business

A Senator advised that he and others in his community were complexed by the approach taken by Neil Alexander the Executive Director of the Fedoruk Centre who suggested the creation of small nuclear reactors. He wanted to bring to the attention of the Board of Governors a study lead by Dan Perrins wherein 86% of participants were opposed to a plan of a 3,000 MW reactor on the Saskatchewan River.

A Senator brought forward a point of information noting that it is standard practice to have questions after every report.

18. Adjournment and Dates of Convocations and Future Senate Meetings

Spring Convocation: June 1-4, 2015 Fall Senate: October 17, 2015
Fall Convocation: October 24, 2015 Spring Senate: April 23, 2016

BRAATEN/SENECAL: moved adjournment at 3:24 pm.

CARRIED

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Acton, Pamela	A	Binnie, Sarah	P	Barber, Ernie+EE 2:E 34	P
Albritton, William	A	Girardin, Theresa	P	Barnhart, Gordon	P
Alexander, Jeanne	A	Hoback, Jerri	P	Baxter-Jones, Adam	P
Ashley, Linda	P	Jonsson, Janice	A	Bilson, Beth	R
Baker, Carey	P	Kopp-McKay, Adelle	P	Buhr, Mary	R
Bear, Elwin	P	Krismer, Robert	P	Butler, Lorna	R
Brandt, Arlene	P	McLeod, Tenielle	P	Calvert, Lorne	R
Christensen, Helen	A	McPherson, Russ	A	Chad, Karen	P
Danyliw, Adrienne	P	Michalenko, Richard	P	Doherty, Kevin	R
Derdall, Michele	P	Nicol, Jim	P	Downey, Terrence	P
Dutchak, Dave	P	Pulfer, Jim	P	Favel, Blaine	P
Enoch, Simon	R	Schriml, Ron	P	Fowler, Greg	P
Flaten, Patricia	P	Stevenson, Corinna	A	Freeman, Douglas	P
Forbes, Richard	P	Stumborg, Mark	P	Greenberg, Louise	R
Fyfe, Ryan	P	ELECTED MEMBERS-AT-LARGE		Harasmychuk, Robert	P
Gable, Kathleen	P			Isinger, Russell	P
Gerwing, Karen	P	Antony, Jenalene	A	Kirpouros, Georges	R
Gjetvaj, Branimir	P	Bentham, Davida	P	Martini, Jeromey	A
Greschner, Toby	P	Cole, Evan	R	Martz, Diane	A
Hidlebaugh, Murray	P	Docken, Doreen	A	McCaffrey, Geordy	A
Hollick, Barry	P	Finley, Sandra	P	McKercher, Peggy	R
Hryniw, Crandall	P	Fortugno, Stefania	P	Molloy, Tom	P
Hubich, Larry	P	Hande, Mary Jean	P	Ogilvie, Kevin	A
Isinger, Lori	P	Mihalicz, Deborah	P	Pawelke, Michael	R
Kies, Richard	P	Rempel, Richard	P	Pezer, Vera	R
Lamontagne, Shelly	R	Rooney, Karen	A	Prytula, Michelle	P
Lanigan, Dennis	P	Swystun, Lenore	P	Rodgers, Carol	R
Lavoie, Armand	P	Thompson, Michelle	P	Smith, Preston	A
Lee, Bryan	P	Wells, Joyce	P	Stoicheff, Peter	P
Loewen, Mairin	P	Wickenhauser, Joe	A	Taras, Daphne	R
MacArthur, Sandra	A	STUDENTS		Turner, Ted	A
MacMillan, Judy	P	Arcand, Jaylynn	P	Uswak, Gerry	A
Martin, Stephanie	R	Franklin, Heather	A	Wasan, Kishor	A
Menzies, Craig	P	Iron, Monica	A	0	R
Mushinski, Valerie	P	LeBlanc, Daniel	P	NON-VOTING	
Neufeldt, Victoria	A	Senacal, Gabe	P	Germida, Jim	A
Olfert, Charles	P	Vlahu, Izabela	A	McDougall, Patti	P
Olfert, Ernest	P	Wilson, Kate	R	Williamson, Elizabeth	P
Prisciak, Karen	p	P=present			
Prokopchuk, Nadia	P	R=regrets			
Spitzig, Doug	P	A=absent			
Thibodeau, Lisa	P				
Toye, Colleen	P				
Wiens, Rod	P				

SENATE COMMITTEE MEMBERSHIP 2015/16

New members are indicated in bold type.

Re-appointed members are in italic type.

Executive Committee

Chancellor (Chair): Blaine Favel

President or designate: Gordon Barnhart

Two ex officio members: *Daphne Taras, Mary Buhr*

Three appointed members: *Charles Olfert, Lee Braaten, Karen Prisciak*

Three elected members: *Jim Nicol, Bob Krismer, Mark Stumborg*

One student member: Jordan Robertson

Secretary (non-voting): Elizabeth Williamson

Honorary Degrees Committee

President (Chair): Gordon Barnhart

Chancellor (Vice Chair): Blaine Favel

Provost and Vice President (Academic): Ernie Barber

Two ex officio members: *Lorne Calvert, Peter Stoicheff*

Two appointed members: **Nadia Prokopchuk**, *Mairin Loewen*

Two elected members: *Tenielle McLeod, Richard Michalenko*

One student member: Monica Iron

Secretary (non-voting): Elizabeth Williamson

Membership Committee

Chair of committee: *Jerri Hoback*

Chair of executive committee or designate: Blaine Favel

Four elected members of Senate: **Davida Bentham**, *Jerri Hoback*, **Joyce Wells**, Michelle Thompson

Secretary (non-voting): Elizabeth Williamson

Education Committee

Two ex-officio members: *Blaine Favel, Michelle Prytula*

Two appointed members: **Pat Flaten**, *David Dutchak*

Two elected members: *Lenore Swystun, Richard Remple*

One student elected by student members of Senate: Kristen Daniels

Secretary (non-voting): Elizabeth Williamson

Round Table on Outreach and Engagement

Four district Senators: **Ron Schriml, Mark Stumborg, Jim Nicol**, Robert Krismer, (nomination from the floor)

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 Olfert, Nadia Prokopchuk, Jerri Hoback, Lenore Swystun, Valerie Mushinski

Senate Tuition Notes – April 2015 meeting

Is there a philosophical statement re the role of the University and the role of Colleges and cost of tuition to value of tuition in post-secondary education.

Is there any consultations with the public and separate high school systems to discuss what they see as issues re access to university?

Question – other universities same 24% proportion?

Over 12 year span – Administration doubling all programs for relatively flat. Is this part of discussion?

% of tuition cost related to projects they are in – post grad income relation

Student numbers growing? Will be a factor in discussing tuition rates.

Are there other considerations:

Is the differential on foreign student 50%

Value of foreign students to university. Why recruit?

Does any portion of tuition go to operating expense?

Does cost of living play a part of determining tuition?

Does cost of daycare play a part?

How can we better access student participation in determining tuition?

Does tuition reflect on retention rate?

Does corporate sponsorship have an impact on tuition?

Q 1. What do you think about what you heard?

Thorough – like the process

Excellent explanation of the three [cures]

Should share with media

Good to understand process

Continue consultation with students

Strong connection with quality and cost

Really appreciated the statistical analysis presentation

Q 2. Other considerations

Would like to see a discussion around the university experience

-why are students invested

-what are \$ geared to? Classes? Extracurricular?

Discussion about

-identifying means to support students who cannot meet tuition

Why do students today choose partial loads (class loads)

1. Include all fees in reporting tuition costs.
2. Students want transparency to see the breakdown of how their tuition fees are being spent.
3. “Comparability” is not the most important indicator.
4. WCVM students are ‘doing better’ compared to other vet colleges 25% of WCVM’s operating budget comes from tuition.
5. Tuition should pay for program quality but that is hard to measure. “Comparability” should include more than just number. e.g. What are the parameters of education resources provided to students?
6. Tuition nationally has increased exponentially over past few decades.
7. Make tuition an issue in next federal election: Federal cash transfers for post-secondary education in the last decade have declined 50% when measured as a proportion of GDP. When accounting for inflation and increases in enrolment, cash transfers are still over \$400M short of 1992 levels. Even though tuition has risen, access to resources and debt repayment support has improved. Debt load actually went down.
8. Good to know the role of scholarships/grants - donations to compensate for tuition increases (an important piece of the puzzle).
9. Emphases could be placed on employability for college grads.
10. Keep advocating for student voice in how tuition is set and affects them (democratic process).

1. Thoughts:

- Stats Canada explanation useful
- proportion of tuition to government grant

2. Questions/considerations

- student Government loans
- differential international student rates where does it go?
- How do we come up with the % that is tuition based?

Consultation: What would keep students here

- tuition does matter
- consideration of ‘free’ tuition
- where is benefit to taxpayers to pay for certain students

Get jobs where your employer will pay for your post grad education.

1. Thoughts so far

- feel Sask population recognize value and are willing to pay – not “take the free meal.”
- consulting students is valuable and must include education to explanation to students
- would like to see actual stats on comparable fees (U15)

2. Why do students choose U of S? Cost? Education quality? Because they live here? Etc.

3. Problem identified: Stats Can comparing apples and oranges.

Question: Does U of S have a plan to discuss and get changed so that apples are compared to apples.

Need to take stats/Can methodology seriously.
Struck that students aren't used to consultation.
USSU/GSA have strong role; more local college conversations beginning.
Where is USSU/GSA action plan on tuition?
Length of time a person is a student is short. Takes time to become engaged in student issues – so many other pressures on their time.
Larger social issues – cost of living.
Ideal world – no tuition?
Debt levels continue to grow.
What is the state of student debt at the U of S? Other means of financing education.
How does RESP system affect enrolment?
Growth in use of these funds.
Are students not attending because they can't afford PSE?
Students work 3X hours as they used to, to afford/pay tuition (compared to 40 years ago).
SK has least regulated relationship in terms of tuition and quality with government compared to other provinces.

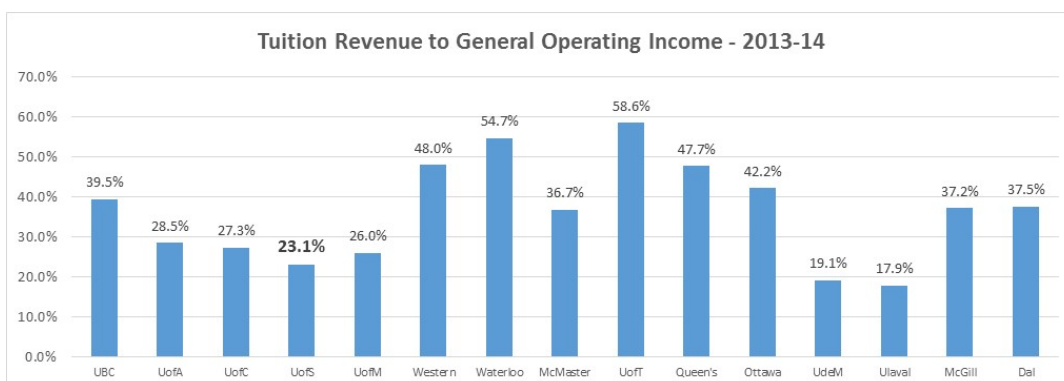
RESPONSES TO SENATE QUESTIONS ON TUITION – APRIL 2015

Institutional Planning and Assessment

October 2, 2015

Questions surrounding tuition were raised at the April 2015 Senate meeting. Institutional Planning and Assessment provide the following information in response:

- Are other universities comparable to the U of S's 24% ratio of tuition to total revenue?
- How do we come up with the percentage of the [operating budget?] that is tuition based?
 - The following are calculated by dividing the tuition revenue by the operating revenue, or total revenue of the university in a given year.
 - An environmental scan of the U15 members, using 2013-2014 CAUBO data, indicates an average ratio of tuition revenue to general operating revenue of 36.3%¹.
 - The U of S proportion of tuition to operating budget revenue is 23%, whereas tuition compared to total revenue was 12.5% in 2013/14².
 - Note that for some institutions general operating income is a relatively small proportion of total revenue, when other sources such as research grants are considered.
- What is the proportion of tuition to government grant?
 - Tuition as a proportion of the provincial government grant is 38%, and 25% of the total funding provided by the province.



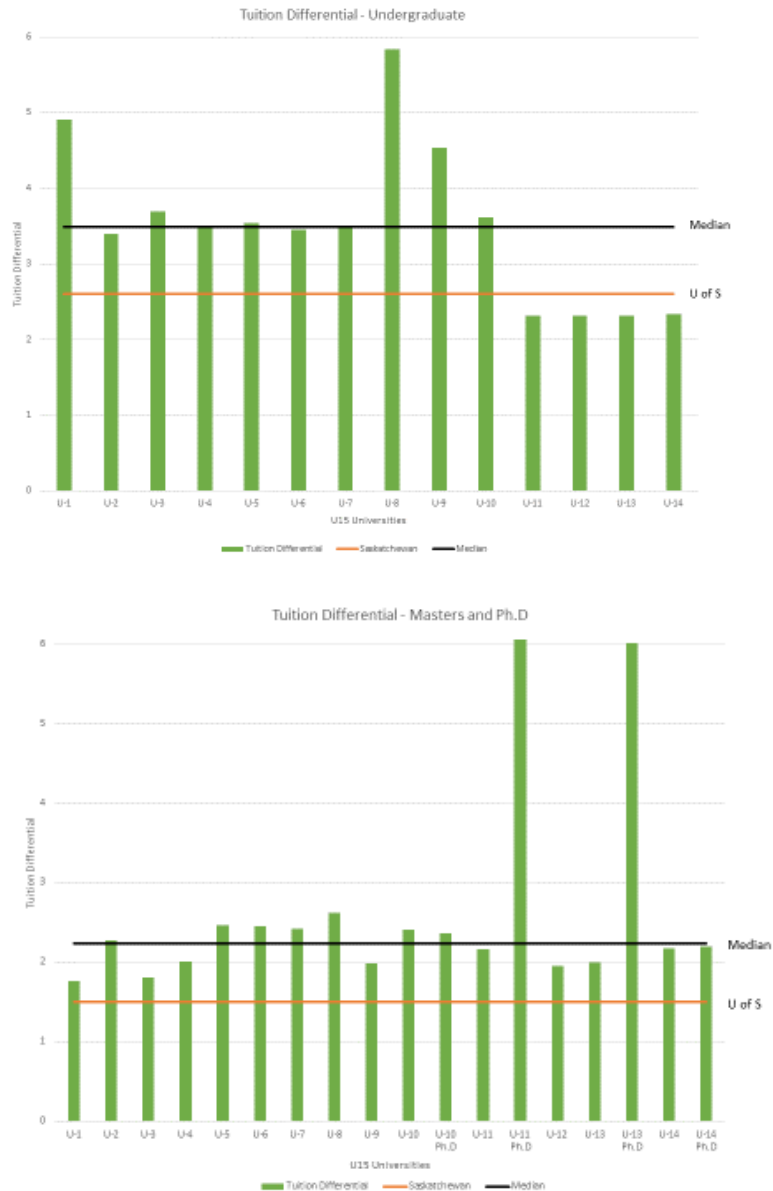
- Are student numbers growing?
 - Based on student headcount, the number of students at the U of S increased 2.1% over the last three years (23,099 in 2011/12 to 23,575 in 2014/15)³.

¹ CAUBO, "Financial Information for Universities and Colleges 2013-2014 (for the fiscal year ending in 2014)", June 2015, accessed October 1, 2015. http://www.caubo.ca/sites/137.149.200.5.pilot/files/CAUBO_2013-2014_FINANCIAL_INFORMATION_OF_UNIVERSITIES_AND_COLLEGES.pdf

² 2013-14 University of Saskatchewan Annual Financial Report. Accessed October 1, 2015. http://www.usask.ca/reporting/pdf/AnnualReport_2013-14_web.pdf nt.

³ University of Saskatchewan, Information and Communications Technology - Reporting and Data Services. "Student Headcount and Demographics" accessed October 1, 2015. <http://www.usask.ca/isa/statistics/students/headcount-demographics.php>

- While overall enrolment has remained stable, both Aboriginal and international enrolment continued to grow steadily⁴.
- Why is our international student tuition differential higher than other schools?
 - The U of S differential rate is lower than the median rate of the U15 members in both undergraduate and graduate levels⁵.
 - For an undergraduate program in arts, our differential multiplier (2.6) is 34.2 per cent below the median of our peers. For our graduate programs, using Master of Science as an example, the differential is 1.5 which is 44.5 per cent below the median of our peers.



⁴ University of Saskatchewan, “2015 Achievement Record”. Accessed October 1, 2015. <http://www.usask.ca/achievementrecord/achievement-record-2015.pdf>

⁵ Chad, Karen. “Internationalization” Presentation to IAC, May 14, 2015

- When setting our differential rate, we compare to our direct competitors, and have an overarching strategy of keeping graduate tuition low in order to meet our goal of increase our research intensiveness.
- What is the value of foreign students to the university? Why is the U of S recruiting in this area?
 - International students are tremendously valuable contributors to our learning and discovery mission. Increased international student enrollment contributes to our internationalization strategy by compelling the institution to be more culturally competent and to develop the student body to be competitive in a global environment.
 - Internationalization is based on a commitment to work toward reducing the inequities that exist both among and within nations, respect for cultural diversity and environmental health, and protection for diverse forms of knowledge and local resources and initiatives⁶.
 - International students from over 105 countries come to the University for their studies, bringing global perspective and culture to our campus⁷
- Over a 12-year span, administration has doubled all programs compared to a relatively flat student growth rate. Is this a part of the tuition discussion?
 - Academic approval and growth in new programs is generated by colleges. Approval of programs is the responsibility of University Council.
 - Data on academic program growth is available through University Council.
 - Tuition for new academic programs is assessed on a program-by-program basis. The university's tuition policy and principles are considered in setting those rates, and is reviewed by the Planning and Priorities Committee of Council, and the Academic Programs Committee of Council for feedback in advance of approval by the Board of Governors.
- Is there a philosophical statement regarding the role of the university and its colleges regarding the cost of tuition to value of tuition in post-secondary education?
 - Quality is one of the three principles used for all tuition considerations. The university recognizes its commitment to providing high-quality programs and services for students⁸.
- Is there any consultations with the public and separate high school systems to discuss what they see as issues regarding access to university? How can we better access student participation in determining tuition?
 - The U of S provides information to high school students on the cost of university education, including tuition and living expenses, and provide information online to assist students and parents in planning for the cost of their university education⁹.
 - Student body representatives are included on the Fee Review Committee. In addition, students will continue to be consulted in the annual tuition assessment process.
 - Colleges are encouraged to facilitate consultation with students so that their input is relevant to their college's annual tuition recommendation. Consideration should be

⁶ University of Saskatchewan, "Implementation Plan for the Foundational Document for International Activities Globalism". Accessed October 1, 2015.

http://www.usask.ca/ipa/documents/planning/globalism_implementationplan_2009.pdf

⁷ Chad, 2015.

⁸ University of Saskatchewan, "2015-16 Tuition facts". Accessed October 1, 2015, <http://www.usask.ca/tuition/>

⁹ University of Saskatchewan, "Tuition" accessed October 1, 2015. <http://www.usask.ca/tuition/>

given to the specific challenges, strengths, opportunities, and resources of each college. Student representatives noted that regular student-administration meetings such as orientation in September or program input sessions could be used to launch consultation about annual tuition setting. Student recommendations include consultations before October, while others felt that higher participation would occur in September, before academic workloads intensify¹⁰.

- Does any portion of tuition go to operating expense?
 - Tuition and fees, in combination with the provincial operating grant and other revenue, fund academic priorities including recruiting and retaining high-quality faculty, enhancing student services to ensure quality educational experiences, and providing scholarships and bursaries to increase accessibility and affordability for students.
 - Colleges also invest tuition revenue for specified purposes that directly benefit students and enhance the student experience¹¹.
- Does cost of living, including daycare, play a part of determining tuition?
 - Affordability is one of the three principles used for all tuition considerations. The university takes the consumer price index into account, and looks at overall student expenses, including living expenses when assessing tuition rates¹².
- Does tuition reflect on retention rate?
 - While it is difficult to isolate a relationship between tuition and retention rates, the University of Saskatchewan does invest in strategies to address affordability. For example, emergency financial assistance is designed to help students through an unexpected, temporary financial crisis¹³.
- Does corporate sponsorship have an impact on tuition?
 - No, corporate sponsorship levels do not impact tuition rates.
 - Corporate sponsorships provides value to the University and its student body through scholarships and research activity. Gifts and bequests totalled \$34.0m in in 2014-15¹⁴
- The Stats Canada explanation was:
 - In 2015/16, Saskatchewan had the second highest weighted undergraduate tuition rates. However, tuition rates in the majority of programs at the University of Saskatchewan continue to be at or below the median of our peer institutions.
 - Statistics Canada reports tuition and other compulsory fees separately. The University of Saskatchewan aims to keep fees low, and for this reason our tuition fees appear to be more than other institutions while overall cost to students in combined tuition and fees is lower than the median.
 - The University of Saskatchewan appears to have a high average tuition in the annual Statistics Canada report due to proportionately high enrolments in high-fee professional programs such as medicine, veterinary medicine, law and dentistry.

¹⁰ 2015 USSU Report on Tuition Consultation.

¹¹ Ibid

¹² Ibid

¹³ University of Saskatchewan, "Other Loans" accessed October 1, 2015. <http://students.usask.ca/money/other-loans.php>

¹⁴ University of Saskatchewan, Consolidated Financial Statements, For the Year ended April 30, 2015, unaudited/unpublished internal document.

- The Statistics Canada report is an average of all universities in each province (professional and applied degree programs), and reported by province. Saskatchewan data reported by Statistics Canada does not equal the actual rates at the University of Saskatchewan. As well, provinces with several institutions may see lower rates in the Statistics Canada report because applied programs tend to have lower tuition rates.
- Tuition is weighted by student enrolment numbers derived from Statistics Canada's Post-Secondary Student Information System (PSIS) that are typically two years old (i.e. 2012 enrolments were used for the 2015-16 tuition fee analysis)¹⁵.
- What are the means that students who cannot meet tuition requirements can access/are students not attending because they can't afford PSE?
 - Needs based scholarships are available through the University of Saskatchewan, the Province of Saskatchewan, and the Government of Canada to assist in accessing post-secondary education.
- Why do students today choose partial class loads?
 - Students choose partial class loads for two reasons: so that they can work part-time, and some students take less than five courses per term to improve their grades.
- "Comparability" should include more than just a number. eg. What are the parameters of education resources provided to students?
- Does U of S have a plan to discuss and get changed so that apples are compared to apples.
 - This is a choice on the part of Statistics Canada, where they have chosen to answer a demographic question rather than a tuition policy or rate question. Unfortunately this information is being used to compare tuition rates inappropriately.
- Consideration of 'free' tuition?
 - A 'free' tuition policy would require an alternative source of revenue to replace 23-25% of our operating funding.
 - It is a policy choice of the Government of Saskatchewan to have post-secondary education funded both publicly and privately, and is consistent across the country.
- Where's the benefit to taxpayers to pay for certain students?
 - University education has an economic, social, research, teaching, and policy impact on the Province of Saskatchewan, Canada, and internationally.
- Why do students choose U of S? Cost? Education quality? Because they live here? Etc.
 - Students come to the U of S for a wide variety of reasons, local students sometimes chose the U of S because of proximity, others come from around the globe, attracted by program quality and our extremely competitive graduate tuition rates.
- Where is USSU/GSA action plan on tuition?
 - The university engages the USSU and GSA on tuition rates and policies on a regular basis. The USSU is also represented in the decision-making through the elected representative's participation at the Board of Governors and University Council.
- What is the state of student debt at the U of S?

¹⁵ University of Saskatchewan, Institutional Planning and Assessment. "Briefing note: Statistics Canada 2015-16 tuition data release, As of September 10, 2015", Draft, unpublished internal document.

- Of the students who responded to the survey, 49% (56% for the peer group) stated that they did not have any repayable debt. The average amount for those who did carry debt was \$28,267 (\$4,072 more than the peer group).¹⁶
- How does RESP system affect enrollment.
 - It affects likelihood of a particular student to enrol. The impact on overall enrolment is unclear.
- Would like to see actual stats on comparable fees (U15)
 - Comparator information is available here: <http://www.usask.ca/tuition/>

¹⁶ Available at the CUSC main webpage <http://www.cusc-ccreu.ca/>

President's Report to Senate – October 2015

Dear Senators,

I am sorry that I will not be with you on October 17th which will be my last Senate meeting as interim president and vice-chancellor. As many of you know, on July 9, Peter Stoicheff was announced as the 11th president and vice-chancellor of the University of Saskatchewan. The position of president is a great honour and a great responsibility, and I wish Peter all the best when he takes office on October 24. Until that time, I have been asked by the Board of Governors to continue in the role of interim president, and I plan to do so with the enthusiasm and the drive with which I came into the office. My main priorities have been ensuring I leave the position better off than when I arrived, while doing my best to set up the incoming president for success. There are a few projects I wish to position well for the hand-off to Peter, and there are external relationships that need some tending before I leave.

This is one of the reasons I am unable to present my report to you in person at Senate. I will be spending my last few days *in office out* of the office with a return trip to China. We have many friends, partners and alumni in the region and felt it important to ensure those relationships were nurtured.

Your understanding of what is happening at the U of S is critical to our success. Through my report, I have chosen to highlight key activities of the University since we last met in April. I hope that through it and other mechanisms you gain a better understanding of the breadth and diversity of work undertaken at this great institution.

Throughout my time here at the University, I have been particularly pleased working with members of the Senate. As our formal link to the community the Senate plays an invaluable role in the life of the University. I wish you all well in the future and look forward to connecting again soon.

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

Highlights of our Commitments to our Students

Funding for Incoming Students from Child Welfare System

Beginning this September, the U of S offers a new, uniquely comprehensive fund to encourage youth who were in care of the province's child welfare system to continue their education. While many universities across Canada offer incentives to students leaving the child welfare system, the U of S will provide one of the most comprehensive university-sponsored funds in Canada.

The university's *Saskatchewan Youth From Care Bursary* will pay for up to five years' of tuition, student fees, required books, accommodation, meal plans, and a stipend for personal costs, as well as a laptop and software to help recipients complete their first undergraduate degree. The university has allocated \$100,000 annually from its operating budget, which will provide support for up to five students per year.

The provincial government provides assistance and support for education for youth in care up to the age of 21, depending on the circumstance. New funding provided by the university will kick in after government support ends.

Child Care Centre

I am extremely happy to report that construction has begun on the University of Saskatchewan's newest child care centre, and I am even happier to tell you that its price tag will be lower than expected, nearly \$217,000 lower. Gabriel Construction was awarded the tendered contract to build the centre which is expected to cost \$4,577,380. We are looking at using the saved funds to renovate and add more space to the existing U of S Students' Union child care facility in the Williams Building.

As a university we've become increasingly aware of the need for more child care spaces. We know we're short and this will help. It's been a bit of a long road, but we're well on our way to addressing the need for more child care spaces. We have 110 spots now with 90 more coming in the new building and 23 more spots when changes are made to the Williams building.

The one-storey building will be located south of the R.J. Williams Building and west of the Souris Hall residence building. It is too early to confirm a completion date, but we hope the building will be ready in the spring of 2016.

Sexual Misconduct/Violence

The safety and security of our campus remains a top priority for the institution. In the last year, sexual assault has become a nation-wide subject of discussion and planning on the post-secondary landscape. The primary goals at the university will be to prevent sexual violence from taking place in the campus community and supporting survivors in those instances where this

violence has occurred. Patti McDougal, our Vice Provost, Teaching and Learning, has been working on a three-fold initiative in the area of sexual misconduct/violence including:

- (1) ensuring that policies and procedures are in place governing students, faculty and staff;
- (2) building onto existing activities in the area of education, awareness and training; and
- (3) evaluating existing supports. The immediate focus of attention has been the policy and procedures work with documents in the drafting stage.

The existence of policy will give members of the university community who have been targets of sexual misconduct or learn of such misconduct a clear set of definitions and procedures to follow. This policy will make it clear to members of the university and larger community that sexual misconduct of any sort is not acceptable and will be addressed.

On Sept. 22nd of this year a draft policy was announced. The announcement, coinciding with Sexual Assault Awareness Week, launched the feedback-gathering stage of the university's new draft sexual assault prevention policy.

The feedback phase will be open until October 5 although the development stage has been very consultative thus far, with the policy being shaped by conversations with those most closely involved, including Protective Services, Human Resources, student affairs and supports, and students and faculty. Once all feedback is gathered and integrated into the new draft sexual assault prevention policy, the document will be submitted to the Board of Governors for approval in December.

Convocation -- Spring, 2015

Convocation is my favorite time of year. The excitement of our graduates, award winners, honoured guests and their families and friends creates an invigorating and infectious atmosphere. I was honoured to work with the deans to shake the hand of each and every student who crossed that stage. I also had fun walking through the crowd after each ceremony to meet with some of the graduates and 'photobomb' the occasional camera shot.

There were a number of milestones achieved at these ceremonies.

- At 3,375, we graduated the second largest class in our history;
- Of that number, almost 11%, or 363 students, self-declared as Aboriginal – our largest graduating class of Aboriginal students ever.
- Of special note, 10 of the 84 students graduating with a Doctor of Medicine (MD) had self-declared as Aboriginal.

Our newest cohort of graduates join a distinguished and accomplished group of over 143,000 U of S alumni including a Canadian prime minister, a Nobel Prize winner, award-winning authors and artists, ground-breaking researchers, successful business executives, accomplished athletes and many, many more.

Highlights of our Commitment to Aboriginal Engagement

One of the eight priorities in the 2014-15 year was to accelerate the delivery on our commitment to Aboriginal achievement. Much activity unfolded across the institution to advance work in areas of representative workforce, student success, indigenous knowledge in curricular offerings, and aligning institutional resources with our priorities. This segment of the report to is not intended as an exhaustive inventory of the year's work, rather, the intention is to highlight activities and make connections to the broader context.

Commitments to Truth and Reconciliation Calls to Action

It is noteworthy that the Truth and Reconciliation Commission of Canada (TRC) released its findings on June 2 with powerful calls to action. There are elements contained within these calls to action that speak directly to post-secondary educational institutions including, for example: (1) the elimination of educational and employment gaps between Aboriginal and non-Aboriginal people, (2) an end to the backlog of Aboriginal students seeking a post-secondary education, (3) the creation of university and college degree and diploma programs in Aboriginal languages, (4) an increase in the number of Aboriginal professions working in health-care fields with cultural competency training for all healthcare professionals, and (5) the provision of training to teachers so that they have the capacity to integrate indigenous knowledge and teaching methods into classrooms.

(See

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

The U of S saw the emergence of its own calls to action during university community gatherings held last fall on two different days (November 12th and 20th) by the Vice President Advancement and Community Engagement. These sessions represented a dialogue on our shared understanding of the challenges we face as well as potential keys for success. The themes produced from these gatherings will serve as a basis for renewing the Aboriginal Initiatives foundational document.

Learning from our Peers

In April, the Vice Provost Teaching and Learning and the Chancellor co-led a small delegation including four others that travelled to New Zealand (Dean of Education, Dean of Arts and Science, Director of Aboriginal Initiatives, Director Research Profile and Impact). This mission was driven by the desire to understand how and why post-secondary institutions in New Zealand have been so successful with Māori initiatives. The team sought to use what could be learned from New Zealand's approach as a basis for greater success in Aboriginal initiatives at the U of S. There were six areas of focus: governance and leadership, academic programming, discovery, student supports and services, human resources, and community engagement.

The team visited the University of Auckland with 42,000 students (~7% Māori and 8% Pacific) and the University of Waikato with approximately 12,000 students (22% Māori and 4% Pacific). Both institutions are characterized by their commitment and leadership in research and education that is relevant to the needs and aspirations of Māori people and communities. At the core of their institutional values is a commitment to promoting Māori presence and participation in all that the university is and does. Indeed, one of the common phrases for the University of Waikato is that the institution (which sits on land owned by the local tribe) is “in, of, and for the community”.

Upon return, the team worked to identify the “big themes” that could be used to influence the work of the U of S. The first of these themes is about models of Indigenous leadership. What can be accomplished with the right people in the right positions? In New Zealand, this involved leadership at the senior levels of the institutions as well as within faculties/colleges/research institutes and at the intersection of university and community. A second significant theme was the extent to which New Zealand universities live out their responsibility to uphold the Treaty of Waitangi. Both the University of Auckland and the University of Waikato have developed charter documents containing elements such as mission and vision. Inside these foundational documents you see these universities articulating a commitment to uphold treaty. These commitments are articulated as a set of responsibilities including such things as: (1) improving participation of Māori students in degree education, (2) increasing the number of Māori staff and faculty, (3) building and maintaining relationships with Māori communities, and (4) enhancing capacity to carry out research of relevance to Māori.

A third big theme focuses on structures and mechanisms involved in governance. One example is the use of a tribal advisory body (e.g., Te Rōpū Manukura) designed to ensure that university and Māori communities are working in partnership with common goals in the areas of educational needs and aspirations. A fourth striking observation had to do with the way in which our New Zealand counterparts work to create an inclusive cultural experience for students through the use of ceremonies and other events throughout the academic year. When it comes to Māori student success, there is a focus on the whole student and a commitment to providing authentic cultural opportunities. Finally, the theme of language and culture carried a powerful message. Māori distinctiveness could be seen in New Zealand as a whole and was evident throughout the universities. The language of Māori was present everywhere. Cultural leadership was not viewed as an “add-on” and it was made quite clear that culture cannot exist without language.

Building on our Successes

One of the benefits of studying another country and at least some of its universities is to develop comparative insights on how well the University of Saskatchewan is doing. We continue to accomplish good outcomes. For example, under the heading of “*building student success to close the education gap*” this year saw a restructuring of the student support program in the College of Nursing, now known as the University of Saskatchewan Community of

Aboriginal Nursing (UCAN). The UCAN approach is characterized by a multi-pronged focus on how to ensure the success of Aboriginal nursing students. In addition to the tremendous work already being done with school-aged Aboriginal students in our science outreach programs (e.g., Science Ambassadors, Kamskénow in Arts and Science), this year the university developed new partnerships that brought Aboriginal high school students onto campus including the Verna J. Kirkness Science and Engineering Program (Grade 11 students) and the Arts and Science/Oskayak pilot project (Grade 12 students). As a final example in this area, significant work was led by the Director of Aboriginal Initiatives in 2014/15 to develop a set of principles for programming and operation of the Gordon Oakes Redbear Student Centre, which will open later this year. The vision for the Gordon Oakes Redbear Student Centre is for a vibrant, inclusive gathering place that welcomes everyone – Aboriginal and non-Aboriginal people alike – to come together and learn from each other in respectful ways. This will involve working collaboratively with Elders, Knowledge Keepers, communities, organizations, and all faculty and staff to strengthen partnerships, create synergies and strive for integration of all Aboriginal initiatives.

As an institution, we recognize the need to build a more representative workforce as well as the strength and value in having role models for our students, faculty and staff. With a view to growing the pool of Aboriginal people qualified as information/knowledge managers in the province, the University Library successfully launched an Aboriginal Internship. An interesting capacity building element in this internship is that the successful candidate is supported in completing a graduate credential as part of the position. This past year, Human Resources added the position of Diversity and Inclusion Consultant to provide support to leaders in the development and implementation of diversity plans that will involve the successful recruitment and retention of more Aboriginal employees.

The call on the university to help create a positive future is clear and the preservation of Indigenous languages and culture is at the core of this future. This past spring, University Council approved an Indigenous Language Certificate (nêhiyawêwin) developed by the College of Education. This is a degree credit opportunity that involves significant instruction in an indigenous language as well as a strong understanding of indigenous teaching methodologies. As a staff and faculty example, the Indigenous Voices curriculum underwent significant revision this past year with a view to offering sessions that preserve the decolonizing and indigenizing goals of the program while at the same time provide more tailored programming to meet the needs and cultural competencies of individuals and units on campus.

To date, evaluation results from the Indigenous Voices program have shown that a significant majority of those participating report substantial shifts in their knowledge of First Nation, Metis and Inuit history, culture and ways of knowing and consider the program to be relevant or highly relevant in their professional and personal lives. This evidence, combined with enhancements to the program implemented this academic year, demonstrates the program's contribution to preparing the campus community for a more inclusive and diverse citizenship.

Highlights of our Commitment to Research

Canada First Research Excellence Fund

Some pretty big news occurred over the summer. The University of Saskatchewan was awarded \$37.2 million over seven years by the Canada First Research Excellence Fund (CFREF) for leading-edge research and technology that will transform crop breeding and provide innovative solutions to national and global food security. The U of S is one of only five universities in Canada selected by an international board to receive funding under the new federal program in which 36 Canadian post-secondary institutions competed for up to \$350 million.

The investment is the single largest federal grant ever received by the U of S and will involve partnerships with four Canadian universities, three international universities, and more than 15 private and public organizations. The National Research Council and Agriculture and Agri-Food Canada will be key partners. This will be a truly multidisciplinary effort as teams across campus and around the world come together under the leadership of the Global Institute for Food Security (GIFS).

For a proposal of this size, many people needed to come together but I feel it appropriate to specifically recognize the hard work and dedication of our vice-president research, Karen Chad. Her perseverance and vision created the conditions for this grant to be successful. The grant will not only contribute to world-changing research, it has already raised the profile of the U of S among our peers, with government officials, and around the world. Thanks go out to Karen and her team for this incredible accomplishment.

Images of Research

To showcase the diverse research taking place at the U of S, a photography and imaging contest was launched called Images of Research. Images of Research is a project led by the Office of the Vice-President Research where members of the University of Saskatchewan (U of S) community have been showing what research looks like to them. U of S students, staff, faculty and alumni were invited to submit visual depictions and brief descriptions of their research, scholarly, or artistic work. This year's inaugural competition aimed to provide a creative and accessible method of sharing and celebrating the university's ground-breaking work.

Following a review of nearly 90 submissions by multidisciplinary judging panels, eight winning photographs in four categories were selected. There were also two Viewers' Choice winning photos chosen by the public, and one grand prize winner.

"Geochemical Rainbow" by geological sciences professor Matt Lindsay was selected as the competition's grand prize winner. The photograph depicts a rainbow-like pH gradient at the confluence of two streams impacted by historic and modern mining. Lindsay is the NSERC Industrial Research Chair in Mine Closure Geochemistry at the U of S.

During public online voting, some 3,000 viewers from more than 40 countries around the world visited the image gallery. Every image received votes, but two photos by School of Environment and Sustainability PhD candidate Ranjan Datta were audience favourites. To view the complete collection of the 2015 Images of Research, visit <http://research.usask.ca/images-of-research.php>.

Canadian Light Source Turns 10

It's hard to believe, but the Canadian Light Source (CLS) has turned 10 this year. To date, the CLS has hosted 1,700 researchers from academic institutions, government, and industry from 10 provinces and territories; delivered over 26,000 experimental shifts; received over 6,600 user visits; and provided a scientific service critical in over 1,000 scientific publications, since beginning operations in 2005.

CLSI employs more than 200 people including scientists, engineers, technicians and administrative and business personnel. In honour of this milestone, the CLS has opened up the facility to the public, highlighted research and researchers throughout the year, and have treated nearby neighbors to a nightly light show with its external décor.

Royal Society Fellows Named

One of the country's highest academic honours has been bestowed upon two U of S researchers -- Ken Coates and Jeffrey McDonnell have been elected fellows of the Royal Society of Canada.

Coates, professor and Canada Research Chair in Regional Innovation, Johnson-Shoyama Graduate School of Public Policy, and director, International Centre for Northern Governance and Development, is one of Canada's leading researchers on Indigenous affairs and a leading expert on northern innovation. Coates has authored and co-authored numerous books, including *Arctic Front: Defending Canada in the Far North*, which won the Donner Prize winner for the best book on public policy in Canada.

McDonnell, professor in the School of Environment and Sustainability and associate director of the Global Institute for Water Security, is internationally recognized in the field of watershed science, making contributions to the measurement, modelling and understanding of streamflow generation. His research has contributed to understanding the role of plants in the hydrological cycle and the application of stable isotopes to water tracing in the hydrosphere.

Update on Regional Psychiatric Centre

Over the past few months I have asked VP Finance and Resources, Greg Fowler and VP Research, Karen Chad to work to address the university's concerns of the recent changes being implemented by the federal government to all correction services facilities, including the

Regional Psychiatric Centre (RPC). These changes would have substantial negative consequences to our current training and research programs.

Greg's team developed a report which outlined the legal implications of these federal changes, based on our MOU with Corrections Service Canada (CSC), in case we needed that information. Karen formed a table, with broad representation from our campus community leaders and Corrections Canada partners, to address the training and research needs of our university and the province of Saskatchewan.

After fruitful discussions with individuals from RPC and the CSC, along with an examination of the current patient caseload, staff rostering practices, and the physical infrastructure at RPC, senior executives at CSC have revisited the decisions around the new model of care as it relates specifically to the RPC.

Specifically, CSC has changed the numbers of the acute psychiatry beds, which was one of the most critical issues for the College of Nursing and the College of Medicine. Careful review of current and proposed nursing and psychiatry levels have shown some adjustment on different units, but very minimal change to overall levels, thus minimizing the impact on either psychiatry residency or student nursing opportunities.

CSC also reaffirmed both the positive and unique nature of the RPC, and the special relationship between CSC and the U of S. In fact, the Commissioner of CSC visited the RPC because they feel it is a unique treatment centre within CSC, with high profile and impact. While practices around the transfer in and out of patients in the non-acute beds (involuntary and voluntary) will still happen in the same manner as with any institution within CSC, decisions around who gets admitted at RPC will still be decided jointly between clinical and operations. This differs from other institutions where the warden alone makes those decisions.

These outcomes are the result of many conversations and a lot of hard work from Karen and Greg. Kudos to them to working with our partners in CSC and on campus for ensuring the integrity of our academic mission remains a top priority.

Highlights of our Connection to Community

Meewasin Valley Authority

One of the privileges of my position as interim president is the role I get to play as a director on the board of the Meewasin Valley Authority (MVA). Created in 1979 by an Act of the Province of Saskatchewan, The Meewasin Valley Authority Act, Meewasin is a conservation agency dedicated to conserving the cultural and natural resources of the South Saskatchewan River Valley. The University of Saskatchewan is one of three participating partners (the others being the City of Saskatoon and Government of Saskatchewan) who manage the Meewasin Valley in the South Saskatchewan River Basin.

Meewasin's jurisdiction centres in Saskatoon and runs approximately 60 km along the river valley through the City of Saskatoon and the Municipality of Corman Park from Pike Lake to Clarke's Crossing. It encompasses conservation areas, parks, museums, interpretive centres, canoe launches, community links and more than 60 km of Meewasin Trail. Including the South Saskatchewan River there are more than 25 square miles (60 square kilometers) in the conservation zone.

There have been a few changes with the board of directors of the MVA recently. Fran Walley, a professor, in the School of Environment and Sustainability (SENS) and in the Department of Soil Science, College of Agriculture and Bioresources, joined the board. Dr. Walley replaced Darwin Anderson, professor emeritus, effective July 1st 2015. Other changes include our own Todd Steelman, executive director of SENS who became the 9th chair of the board of directors for the MVA. As well, university architect Colin Tennent became the board's vice-chair. Many University of Saskatchewan lands within Saskatoon fall in the jurisdiction of the MVA making the Authority an important partner in planning the future of our campus.

New Members of the Board of Governors

We are welcoming two new members to the board this spring. Jack Saddleback joined the board effective May 1st, a position he holds as president of the University of Saskatchewan Students' Union (USSU). Jack was named to the land and facilities committee and the finance and investment committee until June 30, 2015, at which time all board committee appointments will be reviewed for the upcoming year. Jack will play a crucial role on the board—bringing the voice of students to the table.

Daphne Arnason will join the board effective July 1st, 2015 as the new senate-elected member to the board. Daphne recently retired from PotashCorp after 27 years with the company. Most recently she served as vice-president, Global Risk Management, heading a team directing the strategic risk management program. Prior to this she held various positions in the tax department, including senior director, Taxation and vice-president, Internal Audit, where she was responsible for developing, coordinating and delivering the company's worldwide internal audit program.

Daphne holds a Bachelor of Commerce degree from the University of Saskatchewan and is a Fellow Chartered Accountant (FCA) of the Institute of Chartered Accountants of Saskatchewan. She has served on several CA Saskatchewan committees, was a university senator from 2001 to 2007, on the board of directors of the Saskatoon Airport Authority from 2005 to 2014 and is on the board of directors of the United Way of Saskatoon and Area.

UNIVERSITY OF SASKATCHEWAN
UNIVERSITY SENATE
SENATE EDUCATION COMMITTEE REPORT

PRESENTED BY: Lenore Swystun
Senate Education Committee

DATE OF MEETING: October 17, 2015

SUBJECT: Education Topic for Fall Senate Meeting

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.

In the spring of 2015, the committee polled Senators and received the following top 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 a presentation by Dr. Ivar Mendez, College of Medicine, focusing on his work in the area of stem cell research, and his use of distributed learning technology, and community impact. The committee also agreed to invite the deans of the colleges of Medicine, Nursing and the Western College of Veterinary Medicine to participate in break-out sessions for senators. The proposed topic and format were presented to Senate's Executive Committee at its meeting of September 25, 2015.

SUMMARY REPORT:

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

Topic: Community Impact – Locally and Internationally

Format of discussion:

- A presentation by Dr. Ivar Mendez of the College of Medicine focusing on his stem cell research and use of distributed learning technology, locally and internationally.
- Three thirty minute break-out sessions with special guests being the deans and/or associate deans of the College of Medicine, Nursing and the Western College of Veterinary Medicine. Senators will have an opportunity to attend one of the three break-out sessions, and hear about similar research being done in the area of distributed learning; and the impact that this research and work is having on communities locally and internationally. A senator from each session will then provide a 5-minute report back to Senate, to share the information they have learned.

**UNIVERSITY SENATE
SENATE HONORARY DEGREE COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Elizabeth Williamson, University Secretary

DATE OF MEETING: October 17, 2015

SUBJECT: **Amendments to Honorary Degree Guidelines**

SENATE ACTION: For information only

CONTEXT AND BACKGROUND:

In March 2015, the Honorary Degree Committee reviewed and approved amendments to the Honorary Degree Guidelines. Following this review, the committee agreed that the amendments had been adequately addressed, and captured the conversation of the meeting.

ATTACHMENT: Amended Honorary Degree Guidelines

University of Saskatchewan Guidelines for Honorary Degrees

Statutory Authority:

The *University of Saskatchewan Act* gives the University power to grant honorary degrees, and assigns to the University Senate the role of providing for the granting of honorary degrees, and to Convocation the authority to confer honorary degrees approved by the Senate.

The bylaws of Senate provide for an Honorary Degrees Committee which has the task of encouraging and recommending nominees for honorary degrees, and submitting names to the Senate for consideration for honorary degrees. The bylaws provide that degrees *honoris causa* may be conferred at any Convocation provided that the names of such persons shall have been considered and approved by the Honorary Degrees Committee, and shall have been recommended by the Senate.

Under Senate's bylaws, the following honorary degrees may be granted by the University:

Doctor of Civil Law, *honoris causa* (D.C.L.)¹

Doctor of Laws, *honoris causa* (LL.D.) – awarded for outstanding scholarly achievement or for exceptional service to the University or the community at large.

Doctor of Science, *honoris causa* (D.Sc.) – awarded for outstanding achievement in the pure and applied sciences, usually of a scholarly nature.

Doctor of Letters, *honoris causa* (D. Litt.) – awarded for outstanding achievement in the humanities, social sciences, or in the performing arts, of a scholarly or creative nature.

Principles/Statement of Purpose:

An honorary degree is the highest honour the University can bestow. Acceptance of an honorary degree by a candidate brings honour to both the recipient and the University.

Normally, one honorary doctorate is conferred at each Convocation ceremony.

Honorary degrees are awarded to outstanding individuals who have made a worthy and unique contribution.

Criteria for Selection:

Through conferring honorary degrees the University recognizes individuals who have achieved outstanding accomplishments in research, scholarly and artistic works; performed exceptional

¹ The Doctor of Civil Law *honoris causa* has not been awarded since the mid 1960s; it is very unusual for universities to award both an honorary D.C.L and an honorary LL.D.

public service; ~~and~~ contributed greatly through their professional or philanthropic activity; and great athletic prowess.

The Honorary Degrees Committee will take the following considerations into account in selecting candidates:

- The level of excellence and eminence the candidate has demonstrated in scholarship, scientific inquiry or artistic endeavors, gaining high and sustained recognition nationally or internationally.
- The extraordinary nature of the candidate's public service to humankind, Canada, Saskatchewan or a particular community.
- The candidate's significant creative, material or financial contributions that have greatly benefited the University.
- The level of significant athletic prowess demonstrated by the candidate.
- A candidate whose presence at Convocation would be an inspiration to the graduating students.
- In determining those candidates to recommend, the committee will attempt over time to achieve a balance across academic or professional disciplines and types of contributions, and a diversity of gender and cultural backgrounds.
- The committee may also take into consideration those who for reasons attributable to social prejudice or ignorance may have been passed over.

The following persons are not normally eligible for consideration for an honorary degree:

- current members of the Board or Senate;
- current or recent² members of the faculty or staff of the University;
- current students;
- current holders of elected office at any level (municipal, provincial, ~~or~~ federal, or within any Canadian Aboriginal community) and members of the federal Senate;
 - for clarification, elected officials are not normally eligible for the following reasons:
 - a) to protect the university from the perception of a conflict of interest; and
 - b) to protect the university from the perception that it is getting involved in partisan politics;

² Within the past 5 years. In general, honorary degrees will be awarded on the basis of contributions made outside of the scope of regular duties of a member of the staff or governing bodies. For contributions which are within scope of the regular duties of its current and former faculty and staff, the University has established a number of awards and honours including the President's Service Award, the Distinguished Researcher Award, the Master Teacher Award, the G.W. Ivany Internationalization Award, the Earned Doctor of Letters and Earned Doctor of Science, Chairs and Professorships, and Emeritus status.

- people who are elected officials in other countries may be considered if they do not have political influence over the university and if the university likely does not have influence over their electorate; and
- people who are former holders of an elected office or former federal Senators are eligible for consideration; and people who have been awarded an honorary degree in the past are in no way restricted from running for elected offices in the future.
- religious leaders³, unless they are being recognized largely for other contributions outside of their religious leadership.

Procedure for Nominations

Any member of the University community or the public may put forward a nomination. The nomination must be signed by at least three ~~nominees~~nominators, who may include letters of nomination and support. Nominators should declare on the nomination form the basis for their knowledge of the nominee's achievements. Nominators should not be members of the nominee's family.

The nomination should be addressed to the Senate Honorary Degrees Committee in care of the University Secretary.

In any case where a member of the committee has a personal or close business connection to a nominee it should be disclosed to the committee. Such individuals are not required to recuse themselves from discussion, nor should they necessarily refrain from voting, but they may elect to do so depending on the nature of the conflict.

Individuals who are members of the honorary degrees committee may sign a nomination and may submit a letter of support, but having done so should declare a conflict of interest when the nomination is considered by the committee, and refrain from voting on the nomination.

The Honorary Degrees Committee will meet at least once a year, usually in the spring, to review nominations received since the last meeting.

Guidelines for Preparation of Nominations

Nominations must follow the format stipulated on the Nomination Form and must include the following:

- The names and signatures of three nominators;
- A statement of up to 250 words summarizing the nominee's accomplishments;
- A *curriculum vitae* for the nominee (where possible);
- Letters of support.

If you wish to provide additional information please limit this to 15 pages.

³ For religious leaders, the degree most appropriate to be awarded is an honorary doctor of divinity (D.D.); this degree is normally awarded by the University's affiliated theological colleges.

Decisions

The Honorary Degrees Committee will consider only complete nominations, and may

- Recommend the nominee for approval by Senate for one of the honorary degrees named in the Senate Bylaws;
- Invite the nominators or others to resubmit the nomination with more information, for future consideration; or
- Reject the nomination⁴.

The Senate will, at its next meeting, receive the names of those recommended for approval and will vote on each name separately at an *in camera* session. In unusual cases, such as a Special Convocation, the Honorary Degrees Committee may make its recommendation to the Executive Committee for approval. The Executive Committee is empowered by Senate's bylaws (Section V.2.d.vii) to act on Senate's behalf to approve candidates for honorary degrees in special circumstances. Those approved for the awarding of a degree will be added to a reserve list of approved candidates maintained by the University Secretary.

Prior to each Convocation ceremony, the President and the University Secretary will review the standing list of those names which have been approved for the awarding of honorary degrees and will choose the recipients to be honoured at the Convocation. Wherever practical, degrees will be awarded within three years of their approval by Senate.

Publicizing the Nomination and the Award

Nominators should not approach nominees to inform them that they are under consideration. The University will not release the outcome of any individual nomination, except by making a public announcement of the honorary degree recipients for a particular Convocation. The names approved by the Senate will not be made public until this time.

The Secretary will determine the timing of the public announcement in consultation with the President, who will make the announcement.

Awarding

Honorary degree recipients are invited to give the Convocation address but may decline the invitation to do so.

Honorary degrees are not awarded *in absentia*.

Honorary degrees are not awarded posthumously. An exception may be made in the case of the honour having been accepted and arrangements made for its awarding prior to the death of the nominee.

The citation for the honorary degree should be no longer than three minutes in length. In accordance with Council Bylaws, "each recipient of an honorary degree shall be presented for

⁴ If a nomination is rejected, the file is then destroyed.

admission [to the degree] by the President or by a person designated for that purpose by the President” (*Council Bylaws*, Part Three, I.2).

The gown worn by candidates for the honorary degree is the black doctoral robe of the University of Saskatchewan, faced with emerald green chevrons. The honorary degree hood is lined with gold, with white trim. The University will make a gift of the honorary degree hood to the candidate after the ceremony; the gown will be available on loan but is retained by the University.

Revoking

The Bylaws of Senate provide that “the Senate may revoke an honorary degree and all the rights and privileges connected therewith.” The Senate would consider revoking the degree on the recommendation of the Honorary Degrees Committee, by means of a vote.

Revised November 13, 2007, February 26, 2008, March 4, 2009, June 6, 2011, February 28, 2012, -March ~~6, 2015~~,
2014

UNIVERSITY SENATE
SENATE NOMINATIONS COMMITTEE
ITEM FOR APPROVAL

PRESENTED BY: Mairin Lowen
Chair, Nominations Committee

DATE OF MEETING: October 17, 2015

SUBJECT: Appointments to Senate committees for 2015/16

DECISION REQUESTED: That Senate approve the appointment of the President of the university, Gary Gullickson and Joyce Wells to the Joint Nomination Committee for Chancellor.

BACKGROUND AND SUMMARY:

The Senate Nominations Committee is responsible for recommending to Senate individuals for membership to standing and other committees of Senate.

The Senate Nominations Committee met on September 8, 2015, to appoint a member to the Joint Nomination Committee for Chancellor. Chancellor Blaine Favel's first term will expire on June 30, 2016 and he has indicated his desire to serve a second term. According to Senate Bylaws Section III.2. "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*."

Pursuant to Senate Bylaws Section IV.7. (a), in forming the Joint Nomination Committee for Chancellor, "...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 Senate and (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." The Joint Nomination Committee's membership consists of: the president, two Board members and two Senate members.

Senate Nominations Committee also has the duty "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." The committee appointed Blaine Favel to the Provost Search Committee; Judy MacMillan to the Search Committee for the Dean of Arts and Science; and Crandall Hrynkiw to the Search Committee for the Dean of Graduate Studies and Research. The Senate Nominations Committee also appointed Michelle Thompson to the Senate Membership Committee.

Appointments made between meetings of Senate do not require Senate approval and therefore this item is for information.

ATTACHMENT:

1. Provisions in Senate Bylaws and The University of Saskatchewan Act, 1995 regarding appointment or reappointment of the Chancellor

**Provisions in Senate Bylaws and The University of Saskatchewan Act, 1995
regarding Appointment or Reappointment of the Chancellor**

Senate Bylaws:

III. 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.

IV. 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.

U of S Act:

Appointment of chancellor

17(1) The senate shall appoint the chancellor in accordance with this section.

(2) A nomination committee composed of three members of the senate and two members of the board shall nominate a person as chancellor.

(3) The senate may request an alternative nomination from the nomination committee mentioned in subsection (2).

(4) Only persons who have been members of the convocation for at least 10 years before nomination are eligible to be appointed as chancellor.

(5) The chancellor holds office for a term of three years and until his or her successor is appointed.

(6) The chancellor may be appointed to serve office for a second term, but no person may serve more than two consecutive terms as chancellor.

UNIVERSITY OF SASKATCHEWAN
UNIVERSITY SENATE
ITEM FOR CONFIRMATION

PRESENTED BY: Kevin Flynn, chair,
Academic Programs Committee of University Council

DATE OF MEETING: October 17, 2015

SUBJECT: English Proficiency Policy

DECISION REQUESTED:

It is recommended

That Senate confirm the English Proficiency Policy effective for admissions to Fall 2016 term, conditional upon Council approval of the policy* at its meeting on October 22, 2015. by University Council,

**The decision is requested based upon the policy as attached; although grammatical or editorial amendments made by Council after the Senate meeting will not affect Senate's confirmation; any substantive changes requested by Council will require that Senate be asked to reconfirm its decision.*

PURPOSE:

Section 62(b) of the *University of Saskatchewan Act* requires that a decision to change academic or other qualifications required for admission as a student “*be reported to the Senate at its next meeting,*” and that the decision not be implemented until “*either 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.*”

The English Proficiency Policy has been developed to capture, update and simplify existing policy, practice, and authorities, at the request of Academic Programs Committee of University Council. Although the changes are minimal and apply to equivalencies and proof of admission rather than to existing standards, as this is a new policy which consolidates existing practices and directly relates to admissions, the policy is being presented to Senate for confirmation. As the Senate meeting precedes the Council meeting where the policy will be presented for approval, the motion asking for

confirmation is conditional upon Council approving the policy at its meeting on October 22, 2015.

DISCUSSION SUMMARY:

Applicants for admission to credit programs at the University may be required to present proof of proficiency in English. This policy applies to all undergraduate and graduate applicants for admission to credit programs. The policy outlines the ways that English proficiency can be demonstrated. Appendices cover the details of minimum standards for undergraduate and graduate admission.

The standards for English proficiency are not being changed, but proof of the minimum standard is becoming more fine-tuned. Key points include:

- Recommend IELTS as the test to which we compare instead of TOEFL
- Minimum English proficiency score will remain at an IELTS of 6.5
- Other test scores have been adjusted slightly based on research to more accurately reflect comparative level of proficiency, most significantly the TOEFL equivalent of IELTS 6.5 has been revised to reflect U15 practices (TOEFL 86 and section scores of 19 in all four areas)
- Minimum band scores were established for reading, writing, speaking and listening for all tests
- Pearson Test of English and Cambridge English Advanced have been added

Consultation regarding minimum standards for test scores, new tests or changes have occurred with the College of Graduate Studies and Research, University Language Centre, Academic Programs Committee, and the Admissions & Transfer Credit office.

This policy replaces the English Proficiency Requirements for Undergraduate Direct Entry Colleges approved by APC in 2009.

Related policies include Policy on Admission to Degree Programs, College of Nursing English Language Requirements, and College of Graduate Studies Policy and Procedures.

Awareness of the Policy

Once approved, the policy and appendices will be communicated to all college and unit stakeholders. Communications to prospective students (web, print, email) will be updated to reflect the latest information on minimum requirements. These changes will be implemented for Fall 2016 intake.

Consultation

Policy Oversight Committee
College of Graduate Studies and Research
University Language Centre
Associate and Assistant Deans Academic
College Advisors
Academic Programs Committee
International Activities Committee
University Council

Policy Appendices

All acceptable forms of proof of English proficiency, including years of study in English and tests of English proficiency with minimum scores are captured in policy appendices. All current approved standards which are higher than the minimum standards will also be noted in the appendices.

Appendix A: Minimum Standards of English Proficiency for Undergraduate Students

Appendix B: Approved Standards of English Proficiency Higher than the Minimum (Undergraduate)

Appendix C: Minimum English Proficiency Standards for Graduate Students

Minimum Test Standards for Graduate Students are currently under review and will be discussed with Graduate Faculty Council at its meeting in February 2016. Any recommended changes will be captured in an updated Appendix C and forwarded through appropriate approval processes.

ATTACHMENTS:

- English Proficiency Policy
- Appendix A – Minimum standards of English proficiency for Undergraduate Students
- Appendix B – Approved standards of English proficiency for Undergraduate Students higher than minimum
- Appendix C – Minimum standards of English proficiency for Graduate Students

English Proficiency Policy

Category:	<i>Leave this blank; a category will be assigned</i>
Number:	<i>Leave this blank; a number will be assigned</i>
Responsibility:	Director of Enrolment and Student Affairs
Approval:	<i>University Council, Senate</i>
Date:	<i>Date initially approved: Date(s) reformatted or revised</i>

Purpose:

Minimum standards of English proficiency are required to ensure that students can understand and communicate clearly in order to be successful in their academic programs.

Principles:

The language of instruction and examination at the University of Saskatchewan is English. In order for students to understand, communicate and be successful in programs at the university, an acceptable level of academic English is required (including written, spoken, reading and listening components).

Scope of this Policy:

This policy applies to all undergraduate and graduate students in credit programs and sets: minimum English proficiency standards; authority for reviewing and setting minimum proficiency standards; and acceptable forms of proof of English proficiency.

Policy:

1. Applicants for admission to credit programs at the University may be required to present proof of proficiency in English.
2. Proof of English proficiency may be demonstrated through:
 - a. Years of study in an English-language curriculum secondary school or post-secondary institution, where the primary language of instruction and examination of the institution is English; or
 - b. An accepted standardized test of English proficiency; or
 - c. Successful completion of the English for Academic Purposes Program at the University of Saskatchewan or an intensive English as a second language program that is deemed equivalent to the University of Saskatchewan program; or
 - d. Successful completion of the Graduate Pathways Certificate at the University of Saskatchewan for graduate students.

3. Applicants who do not meet minimum standards of English proficiency are not admissible to credit programs.

Responsibilities

The Admissions and Transfer Credit Office determines minimum test scores and equivalents to the minimum standard, in consultation with the University Language Centre, the College of Graduate Studies and Research, college stakeholders, and Academic Programs Committee.

Minimum standards and changes to standards will be approved as appropriate through Faculty Councils, Academic Programs Committee and University Council.

Colleges may approve higher than minimum standards through their Faculty Councils, Academic Programs Committee and University Council.

Admissions offices apply the approved standards when reviewing applications for admission.

Procedures:

The Admissions & Transfer Credit Office maintains the following appendices:

1. Appendix A – Minimum standards of English proficiency for Undergraduate Students
2. Appendix B – Approved standards of English proficiency for Undergraduate Students higher than minimum
3. Appendix C – Minimum standards of English proficiency for Graduate Students

Contact:

Alison Pickrell, Director
Enrolment & Student Affairs
306-966-6820

Appendix A: Minimum Standards for Proof of English Proficiency for Undergraduate Students

1) Minimum Test Standards

ENGLISH PROFICIENCY TEST	Minimum Score U of S Current	Minimum Score U of S Proposed
TOEFL (Test of English as a Foreign Language)	80	86
<i>Reading</i>	19	<i>No change</i>
<i>Listening</i>	19	<i>No change</i>
<i>Speaking</i>	18	19
<i>Writing</i>	18	19
IELTS (International English Language Testing System)	6.5	<i>No change</i>
<i>Reading</i>		6
<i>Listening</i>		6
<i>Speaking</i>		6
<i>Writing</i>		6
CAEL (Canadian Academic English Language Assessment)	60	70
<i>Reading</i>		60
<i>Listening</i>		60
<i>Speaking</i>		60
<i>Writing</i>		60
CAE (Cambridge English: Advanced)		C with 65 score
<i>Reading</i>		
<i>Listening</i>		
<i>Speaking</i>		
<i>Writing</i>		
PTE Academic (Pearson Test of English)		63
<i>Reading</i>		59
<i>Listening</i>		59
<i>Speaking</i>		59
<i>Writing</i>		59
CanTEST (The Canadian Test of English for Scholars and Trainees)		4.5
<i>Reading</i>	4.5	<i>No change</i>
<i>Listening</i>	4.5	<i>No change</i>
<i>Speaking</i>		4
<i>Writing</i>	4	<i>No change</i>
MELAB (The Michigan English Language Assessment Battery)	85	<i>No change</i>
<i>Reading</i>		80
<i>Listening</i>		80
<i>Speaking</i>		>=3
<i>Writing</i>		80
IB (International Baccalaureate) English A1 or A2 Higher Level	5 or better	<i>No change</i>
IB (International Baccalaureate) English B Higher Level	5 or better	<i>No change</i>
GCSE (General Certificate of Secondary Education)/ IGCSE (International General Certificate of Secondary Education)/ GCE (General Certificate of Education) O (Ordinary)- Level English, English Language, or English as a Second Language	B or better	<i>No change</i>
GCE (General Certificate of Education) A (Advanced) / AS (Advanced Subsidiary) / AICE (Cambridge Advanced International Certificate of Education) Level English or English Language	B or better	<i>No change</i>
AP (Advanced Placement) English	4 or better	<i>No change</i>

2) Completion of an Approved English Language Training Program

a) University of Saskatchewan Language Centre

- i) Successful completion of U-Prep 2: High Advanced Academic English
- ii) Successful completion of U-Bridge 2

b) University of Regina

- i) English as a Second Language (ESL 050)

3) Completion of Secondary or Postsecondary Studies in English

a) Years of Full-time Study in an Approved English-medium Secondary Program

- i) At least 3 years of full-time study including Grades 10, 11, and 12, as well as successful completion of Grade 12 English Language Arts A30 and B30 (or equivalents). Students from Overseas schools offering a Canadian education system curriculum in English require a minimum grade of 65% on their Grade 12 English course(s).¹
- ii) At least 2.5 years of full-time study including Grades 11 and 12, as well as successful completion of Grade 12 English Language Arts A30 and B30 (or equivalents) with minimum final grades of 70%.¹
- iii) At least 2 years of full-time study including Grades 11 and 12, as well as successful completion of Grade 12 English Language Arts A30 and B30 (or equivalents) with minimum final grades of 80%.¹

The following English Language Curriculums would be considered acceptable:

- Canadian English-medium schools
- Overseas schools offering a Canadian education system curriculum in English
- US regionally-accredited English medium schools
- International Baccalaureate Programme
- India – IGCSE (International General Certificate of Secondary Education) and CBSE (Central Board of Secondary Education) only
- GCSE (General Certificate of Secondary Education) O (Ordinary) Level & GCE (General Certificate of Education) A (Advanced) Levels
- NZQA (New Zealand Qualifications Authority)
- Australian State Curriculums
- CAPE (Caribbean Advanced Proficiency Examinations)
- SQA (Scottish Qualifications Authority)
- NQAI (National Qualifications Authority of Ireland)
- WBQ (Welsh Baccalaureate Qualification)

Students who have not followed one of these curriculums, will be required to provide another form of proof of English proficiency. This list will be updated annually as required.

b) Years of Full-time Study in a Recognized Postsecondary Institution

- i) Successful completion of at least one year of full-time study in a degree program from a recognized post-secondary institution where English is the official language of instruction and examination¹
- ii) Successful completion of a minimum two-year diploma from a recognized post-secondary institution in Canada where English is the official language of instruction and examination¹

iii) A minimum three-year diploma from a recognized post-secondary institution outside of Canada where English is the official language of instruction and examination is sufficient proof of proficiency¹.

The post-secondary institution must declare English to be the only language of instruction and examination throughout the institution, not just in select departments.

¹ *If secondary or post-secondary study occurred more than five years ago, additional proof of English proficiency may be required.*

Appendix B: Approved Standards of English Proficiency Higher than Minimum for Undergraduate Students

1. College of Nursing

Applicants who are not a citizen of one of the countries listed below must write and successfully pass an English proficiency examination, regardless of their primary language:

Antigua and Barbuda, Aruba, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada, England, Fiji, Ghana, Guyana, Jamaica, Kenya, Lesotho, Malawi, New Zealand, Nigeria, Northern Ireland, Papua New Guinea, Scotland, St. Kitts and Nevis, St. Lucia, Sierra Leone, Trinidad and Tobago, Uganda, United States, US Virgin Islands, Wales, Zambia, Zimbabwe.

Prior attendance at a Canadian high school or having 18 transferrable credit units from an English speaking/testing institution are not adequate evidence of English language proficiency.

The following minimum test scores are required for proof of proficiency:

ENGLISH PROFICIENCY TEST	Minimum Score required for College of Nursing
TOEFL (Test of English as a Foreign Language)	90
<i>Reading</i>	20
<i>Listening</i>	20
<i>Speaking</i>	20
<i>Writing</i>	20
IELTS (International English Language Testing System)	7
<i>Reading</i>	7
<i>Listening</i>	7
<i>Speaking</i>	7
<i>Writing</i>	7
CAEL (Canadian Academic English Language Assessment)	70
<i>Reading</i>	60
<i>Listening</i>	60
<i>Speaking</i>	70
<i>Writing</i>	60
CanTEST (The Canadian Test of English for Scholars and Trainees)	
<i>Reading</i>	4.5
<i>Listening</i>	4.5
<i>Speaking</i>	5
<i>Writing</i>	4.5

Appendix C: Minimum Test Standards of Proof of English Proficiency for Graduate Students

	U of S Actual	U of S Remedial*
TOEFL (Test of English as a Foreign Language)	80	80
<i>Reading</i>	20	18
<i>Listening</i>	20	18
<i>Speaking</i>	20	18
<i>Writing</i>	20	18
IELTS (International English Language Testing System)	6.5	6.5
<i>Reading</i>	6.5	6
<i>Listening</i>	6.5	6
<i>Speaking</i>	6.5	6
<i>Writing</i>	6.5	6
PTE Academic (Pearson Test of English)	59	59
<i>Reading</i>	59	54
<i>Listening</i>	59	54
<i>Speaking</i>	59	54
<i>Writing</i>	59	54
CanTEST (The Canadian Test of English for Scholars and Trainees)	4.5	4.5
<i>Reading</i>	4.5	4
<i>Listening</i>	4.5	4
<i>Speaking</i>	4.5	4
<i>Writing</i>	4.5	4
CAEL (Canadian Academic English Language Assessment)	60%	
<i>Reading</i>		
<i>Listening</i>		
<i>Speaking</i>		
<i>Writing</i>		

*Remedial Entry

Students with an overall score that meets the requirements, but with a remedial minimum in only one area (reading, writing, speaking or listening), may be admitted. This requires the recommendation of the academic unit, and approval from the College of Graduate Studies and Research. The student will be required to take a remedial part-time English class during their first term.

Countries Eligible for Exemption

Applicants from outside of Canada may meet their English language proficiency requirement based on the country in which they reside, or, the university they have attended. The College of Graduate Studies and Research will post and maintain a list of those countries from which students do not need to provide proof of English proficiency, providing they have been educated for a minimum of three consecutive full-time years at a post-secondary level in that country.

English as a Second Language (ESL) Program at the University of Saskatchewan Language Centre or the University of Regina

1. U-Prep 2 from the University of Saskatchewan Language Center with a minimum score of 75%
2. University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A with a minimum score of 60%

The Graduate Pathways Certificate (GPC)

The Graduate Pathways Certificate (GPC) program is a non-credit certificate program for graduate student applicants who are academically qualified, but who do not meet the minimum English proficiency requirements for their graduate program. For students with a conditional admission to most graduate programs, the GPC is an option to study academic English at the University of Saskatchewan and move directly into their graduate program. Registration and satisfactory progress in the GPC will be a required component of their academic study. For graduate studies applicants who are also applying to the Graduate Pathways Certificate program, the following minimum English proficiency standards will apply:

Test Type	Minimum each area	Overall Score
Test of English as a Foreign Language Internet Based (TOEFL IBT)	15	65
International English Language Testing System (IELTS)	4.5	5.0



DRAFT University of Saskatchewan SEXUAL ASSAULT PREVENTION POLICY

Type: Health, Safety, and Environment

Responsibility: Vice Provost Teaching and Learning, Associate Vice President Human Resources

Purpose

To provide all members of the University of Saskatchewan community (*defined under “Scope of this policy” below*) with a healthy, positive, and safe learning, living, social, recreational, and working environment free of sexual assault and sexual misconduct.

This policy and its corresponding procedures provide a framework and firm commitment to prevention, education, awareness, and to fostering engagement from the university community to enable its members to recognize and to help prevent sexual assault and sexual misconduct on campus.

Principles

The University of Saskatchewan is committed to providing and maintaining a safe and positive environment in which any form of sexual assault and sexual misconduct is unacceptable and will not be tolerated.

Definitions

Definitions are included in Appendix A.

In this policy, the term ‘target’ is used to describe an individual who has been sexually assaulted or subjected to other forms of sexual misconduct contained within this policy document. Although there are other words used to describe an individual in these circumstances, including ‘survivor’, ‘victim’, and sometimes ‘complainant’, this policy uses the word ‘target’.

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 of any kind. This policy applies to risks, threats and incidents of sexual assault and sexual misconduct that occur on university premises and other work, study, social, recreational and living sites under the university’s control or during the course of any university sponsored event or activity. This policy also applies to conduct that does not occur on university premises but that has an identifiable and substantial link to the university, or that affects the university working, learning or living environment.

It is recognized that the University has other policies in place that may relate to sexual assault and sexual misconduct, such as the University of Saskatchewan Violence Prevention Policy, University of Saskatchewan Discrimination and Harassment Prevention Policy, and the Standard of Student Conduct in Non-Academic Matters. This policy is intended to complement and should be used and read in conjunction with other such policies and corresponding procedures. A formal complaint under any other university policy or collective agreement may trigger this policy.



This policy is not intended to interfere with any other university policies, collective agreements or prevailing laws, and is not intended to discourage or prevent someone from pursuing a complaint with the Saskatchewan Human Rights Commission and/or Occupational Health and Safety. This policy does not stop individuals from seeking recourse through criminal or civil proceedings or via any other legal avenues available.

Policy

The University of Saskatchewan, through this policy, strives to ensure the safety of all members of the university community and is committed to the well-being of all persons using or visiting its premises. Through this policy, the University strives to create a safe and respectful space for working, studying, or living within its community.

This policy conveys the University's commitment to:

- raising awareness about sexual assault and sexual misconduct and increasing understanding of the impact of these actions;
- fostering a culture conducive to prevent sexual assault and misconduct;
- minimizing the risk of sexual assault and sexual misconduct;
- facilitating prompt action in the event sexual assault and sexual misconduct occur.

When sexual assault and sexual misconduct are reported to the university in accordance with this policy and its associated procedures, the University of Saskatchewan will respond promptly, with the aim of supporting the target, assessing the safety of the target and the campus community, referring the target to avenues for recourse, and engaging appropriate response mechanisms.

The University affirms its commitment to provide an environment where anyone who has been affected by sexual assault and sexual misconduct feels supported, and those who commit incidents of sexual assault and sexual misconduct are held accountable.

All reported incidents of sexual assault and sexual misconduct will be investigated to the best of the administration's ability and in a manner that ensures due process. Individuals will be listened to and supported when they report in good faith about sexual assault and sexual misconduct that they have experienced or witnessed.

Any actions of sexual assault and sexual misconduct violate the university's institutional values and the right of all individuals to be treated with dignity and respect. The University of Saskatchewan will not condone or tolerate any form of sexual assault and sexual misconduct.

Confidentiality

The university will protect the confidentiality of individuals and events under investigation to the extent possible, except where disclosure is required by law. The details and particulars of any case reported or under investigation will not be disclosed or discussed with any individuals or parties other than those deemed necessary for investigation purposes, or as required by law.



Confidentiality cannot be assured in the following circumstances:

- when an individual is at imminent risk of self-harm;
- when an individual is at imminent risk of harming another; and/or
- there are reasonable grounds to believe that others in the university or wider community may be at risk of harm.

In such circumstances, information would only be shared with necessary services to prevent harm, and the name of the target would not be released to the public.

Where the university becomes aware of an allegation of sexual assault and sexual misconduct by a member of the university community against another member of the university community, the university may also have an obligation to take steps to ensure that the matter is dealt with in order to comply with the university's legal obligation and/or its policies to investigate such allegations. In such cases, certain university administrators will be informed about the reported incident on a "need to know" and confidential basis, but not necessarily of the identities of the persons involved.

Responsibilities

All members of the university community share the responsibility for creating, ensuring, and promoting a safe environment and are expected to conduct themselves in an appropriate, respectful, and responsible manner. Further details regarding the responsibilities of the university, employees, students, and visitors can be found in the [\[Add title – Procedures Document\]](#) at: [\[add link\]](#)

Please note: the procedure document will be made available once this policy is finalised and approved.

Procedures

This policy shall be read in conjunction with its corresponding procedures. A copy of the procedure for addressing issues related to sexual assault and sexual misconduct is available at [\[add link\]](#)

Please note: the procedure document will be made available once this policy is finalised and approved.

Non-compliance

Following procedural fairness, the university may take action against anyone whose activities are in violation of the law or of this policy. The actions taken may include, but are not limited to:

- disciplinary or administrative action for students as addressed under *The University of Saskatchewan Act, 1995*, and *The Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals*;
- disciplinary action for employees in accordance with *The University of Saskatchewan Act, 1995*, and the respective collective agreement where applicable; and/or



- legal action that could result in criminal or civil proceedings.

The university may also take action against those who act in a retaliatory manner (e.g., attempting to punish or seek revenge) against anyone who reports an incident and those who file intentionally false complaints.

Related Policies and Documents

- [Discrimination and Harassment Prevention Policy and Procedures](#)
- [Safe Disclosure Policy and Reporting Mechanisms](#)
- [Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals](#)
- [Violence Prevention Policy](#)



Appendix A Definitions

Age of consent for sexual activity: The age at which a person can legally consent to sexual activity. In Canada, children under 12 can never legally consent to sexual acts. Sixteen is the legal age of consent for sexual acts. There are variations on the age of consent for adolescents who are close in age between the ages of 12 and 16. Twelve and 13 year-olds can consent to have sex with other youth who are less than 2 years older than themselves. Youth who are 14 and 15 years old may consent to sexual involvement that is mutual with a person who is less than 5 years older. Youths 16 and 17 years old may legally consent to sexual acts with someone who is not in a position of trust or authority.

Coercion: In the context of sexual assault and sexual misconduct, coercion is unreasonable and persistent pressure for sexual activity. Coercion is the use of emotional manipulation, blackmail, threats to family or friends, or the promise of rewards or special treatment, to persuade someone to do something they do not wish to do, such as being sexual or performing particular sexual acts.

Consent: As defined by *The Criminal Code of Canada*, consent is the voluntary agreement to engage in the sexual activity in question.

It is the responsibility of the person initiating or engaging in a sexual activity to obtain clear and affirmative responses at all stages of sexual engagement.

No consent is obtained or implied, where:

- a) the agreement is expressed by the words or conduct of a person other than the specific individuals who are involved in the sexual activity;
- b) an individual is incapable of consenting to the activity;
- c) an individual induces another individual to engage in the activity by abusing a position of trust, power or authority;
- d) an individual expresses, by words or conduct, a lack of agreement to engage in the sexual activity; or
- e) an individual, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

Consent requires that a person is able to freely choose between two options: yes and no. This means that there must be an understandable exchange of affirmative words which indicates a willingness to participate in mutually agreed upon sexual activity. It is also imperative to understand the following:

Silence or non-communication must never be interpreted as consent and a person in a state of diminished judgment cannot consent. Specifically,

- a person is incapable of giving consent if they are asleep, unconscious or otherwise unable to communicate.
- a person who has been threatened or coerced (i.e., is not agreeing voluntarily) into engaging in the sexual activity is not consenting to it.
- a person who is drugged is unable to consent.
- a person is usually unable to give consent when they are under the influence of alcohol and/or drugs.
- a person may be unable to give consent if they have a mental disability.
- The fact that consent was given in the past to a sexual or dating relationship does not mean that consent is deemed to exist for all future sexual activity.



- a person can withdraw consent at any time during the course of a sexual encounter.

Drug-facilitated sexual assault: The use of alcohol and/or drugs (prescription or non-prescription) by a perpetrator to control, overpower or subdue a target for purposes of sexual assault.

Sexual abuse: Sexual abuse is a general term used to describe the situation in which one or more persons force another person to engage in undesired sexual activity.

Sexual assault: Sexual assault is a criminal offence under *The Criminal Code of Canada*. Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the target and involves a range of behaviours from any unwanted touching to penetration. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, or that is carried out in circumstances in which the person has not freely agreed, consented to, or is incapable of consenting to. The definition of sexual assault includes acquaintance sexual assault, which is sexual contact that is forced, manipulated, or coerced by a partner, friend or acquaintance.

Sexual harassment: Any comment or conduct of a sexual nature that is known or ought reasonably to be known to be unwelcome is considered sexual harassment. It includes but is not limited to: (i) sexual solicitations, advances, remarks, suggestive comments and gestures, (ii) the inappropriate display of sexually suggestive pictures, posters, objects or graffiti, (iii) sexual conduct that interferes with an individual's dignity or privacy such as voyeurism and exhibitionism.

Sexual misconduct: A broad term that describes any misconduct of a sexual nature, physical or psychological, carried out through sexual means or by targeting sexuality. This misconduct takes different forms including, but not limited to, sexual abuse, sexual assault, coercion, stalking, and sexual harassment.

The University of Saskatchewan recognizes that sexual assault and sexual misconduct can occur between individuals regardless of sexual orientation, gender, and gender identity or family or marital status as articulated in *The Saskatchewan Human Rights Code*. It also recognizes that individuals who have experienced sexual assault and sexual misconduct may experience emotional, academic, and/or other difficulties.

Stalking: A form of criminal harassment prohibited by the *Criminal Code* of Canada. It involves behaviours that occur on more than one occasion and which collectively instil fear in the target or threaten the target's safety or mental health. Stalking can also include threats of harm to the target's friends and/or family. These behaviours include, but are not limited to non-consensual communications (face to face, phone, email, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyber-stalking; and uttering threats.



12.1 Senate Education - Presentation

Community Impact – Locally and Internationally

Dr. Ivar Mendez

Dr. Ivar Mendez is the Fred H. Wigmore Professor and Unified Head of the Department of Surgery at the University of Saskatchewan and Saskatoon Health Region.

Dr. Mendez received his MD and PhD in Anatomy from the University of Western Ontario, London, Ontario where he also completed his post-graduate training in Neurosurgery. After completion of his neurosurgical residency, Dr. Mendez was awarded the Resident Research Prize by the American Congress of Neurological Surgeons and the William P. Van Wagenen Fellowship by the American Association of Neurological Surgeons. His research Fellowship was done at the Department of Medical Cell Research, University of Lund, Sweden. From 2000 to 2012, Dr. Mendez was the Chairman and Founding Member of the Halifax Brain Repair Centre, the most comprehensive neuroscience research institute in Atlantic Canada. Dr. Mendez was the Head of the Division of Neurosurgery at Dalhousie University and the QEII Health Sciences Centre for more than a decade.

Dr. Mendez is a Fellow of the Royal College of Physicians and Surgeons of Canada and the American College of Surgeons. As a Clinician/Scientist, Dr. Mendez' research focus is in functional neurosurgery, brain repair, stem cells, robotic neurosurgery and computerized systems in neurosurgical applications. His laboratory research has been supported by peer-reviewed funding from a number of sources including the Canada National Centers of Excellence, Canadian Institutes of Health Research, Canada Foundation for Innovation and Parkinson's Disease Foundation of USA. He is recognized internationally as an expert in his field, having over 200 international and national presentations as well as over 200 scientific publications. For the past decade he has worked in the use of remote-presence robots for medical care in neurosurgery. In 2002, Dr. Mendez and his team performed the first long distance telementoring neurosurgery in the world and in 2013, he reported the first experience in remote programming for neuromodulation devices. Dr. Mendez was the President of the Canadian Neuromodulation Society (CNS) from 2009 – 2012 and under his leadership he promoted the access of neuromodulation therapy to all citizens of Canada.

Dr. Mendez has taken an active role in humanitarian and global health issues. He has been instrumental in establishing and equipping neurosurgical units in several developing countries. Through the Ivar Mendez International Foundation, he has instituted programs for school breakfast, dental care and computer education in his native Bolivia. In 2010, Dr. Mendez was awarded a Canadian Red Cross Humanitarian of the Year Award and was named one of 10 most Influential Hispanic Canadians for his clinical research and humanitarian contributions. Dr. Mendez also received the Health Canada - 2011 Contribution to the Improvement of the Health of Canadians Award and The Queen Elizabeth II Diamond Jubilee Medal in 2012. In 2014, St. Mary's University in Nova Scotia awarded Dr. Mendez a Doctor of Science (honoris causa) degree for his contribution to Neuroscience and was inducted as a fellow into the Canadian Academy of Health Science (CAHS).

Dr. Mendez is also a gifted photographer and sculptor. He has published three books of photography of Bolivia and has exhibited his sculptures in Bolivia, Canada and the United States.



12.2 Senate Education – Breakout session

Community Impact – Locally and Internationally

Dean Preston Smith College of Medicine

Dr. Preston Smith is Dean of the College of Medicine at the University of Saskatchewan, a role he assumed on June 1, 2014. Prior to this position, Dr. Smith was the Senior Associate Dean, Education at Dalhousie University's Faculty of Medicine. As such, he served the role of vice-dean, and led the Education Council, including each portfolio UGME, PGME, CPD and medical education research and scholarship. He was instrumental in starting four Family Medicine residency sites in the Maritimes and organizing the Nova Scotia Medical Education Network. Dr. Smith played a key leadership role in implementing the new Dalhousie complete undergraduate medical education program launched in New Brunswick in 2010. He also launched a research program that included a 15 million dollar fundraising campaign along with a Chair in Occupational Medicine.

Dr. Smith also has long history as Head and Academic Leader of the Maritime Network of Family Medicine. He provided senior academic leadership for the delivery of undergraduate, postgraduate and continuing medical education, research and other scholarly endeavors at all Family Medicine Network sites in the Maritimes. In 2010, he completed a Master of Education in Curricular Studies with a focus on medical education.

Since commencing his role as Dean, he has been meeting with a number of the province's thirteen Health Region Authority representatives; engaging with faculty, students and staff. He is excited to be part of the educational and research programs at the University of Saskatchewan.

Dean Smith and the College of Medicine invite you to check out the college's [latest good news stories](#), and welcomes you to read the Dean's blog, [Preston's Page](#).

<http://medicine.usask.ca/news/all.php>

<http://words.usask.ca/usaskmeddean/>



12.2 Senate Education - Breakout session

Community Impact – Locally and Internationally

Dean Lorna Butler
College of Nursing

Lorna Butler is a Professor and Dean at the University of Saskatchewan's College of Nursing. She received her Bachelor of Science in Nursing from Mount Saint Vincent University in Nova Scotia, Masters of Nursing from Dalhousie and her PhD from the University of Toronto, Institute of Medical Science.

In her role as Dean, Dr. Butler has spearheaded the plans for creating learning opportunities for students across the province through community engagement in rural and remote areas as well as through the more traditional on campus experience. The design and delivery of the program recognizes the ongoing learning needs of nurses working in a knowledge intensive health care environment and their need for lifelong learning. She understands that program development is broader than nursing and should aspire toward a model that is transferable within the Academic Health Sciences. More recently her research has focused on distributed learning using remote presence telementoring in circumpolar regions for nursing education. Creating north to north global comparisons for determinants of health is a focus of her research. (please see Appendix 1 College of Nursing Summary of Highlights)



College of Nursing Achievements and Highlights - May 1, 2015 – August 31, 2015

Research

- SSHRC Grant: The *Rural Children and Their Communities Leading the Way Toward the Enhancement of Sports and Recreation* study will give Dr. Bilinski and her team of co-investigators Dr. Tara-Leigh McHugh (University of Alberta), Dr. Ulrich Teucher (University of Saskatchewan) and Ms. Amy Shipley and Ms. Cheryl McCallum (Sask Sport Inc.) an opportunity to work with young children in rural communities to develop research questions exploring the children's participation and commitment to sport and other recreational activities.
<http://www.usask.ca/nursing/news/20150505SSHRC.php>
- U of S: With an aging baby boomer population and an increasingly age-diverse workforce the designation of an age-friendly campus at the University of Saskatchewan (U of S) is timely and warranted. Co-Principal Applicants, Dr. Megan O'Connell (Department of Psychology, U of S) and Dr. Shelley Peacock (College of Nursing, U of S) along with Co-investigator, Dr. Marjorie Delbaere (Edwards School of Business, U of S) are working together to determine the Feasibility of an Age-friendly Campus Environment at the U of S (*FaceUS*).
<http://www.usask.ca/nursing/news/20150723AgeFriendlyCampus.php>
- Drs. Noelle Rohatinsky and Heather Exner-Pirot from the College of Nursing along with partners from the Aboriginal Nurses Association of Canada and the Saskatchewan Provincial Mentorship Initiative are set to evaluate new Aboriginal nursing graduates and their transition into the workforce. The objective of the study is to develop an Aboriginal mentorship program and evaluate mentorship effectiveness. The program will provide an opportunity for Aboriginal nursing graduates to feel supported as they transition to practice.
<http://www.usask.ca/nursing/news/20150824AboriginalMentorship.php>
- SHRF: Exploring New Technologies to Support Investigation of Foodborne Disease. University of Saskatchewan (U of S) students will have the opportunity to be involved in a research project funded by the Saskatchewan Health Research Foundation (SHRF), which will use new technology to study foodborne illness.
<http://www.usask.ca/nursing/news/20150901NewTechnologyFoodborneDisease.php>
- The College of Nursing Assistant Professor Dr. Janet McCabe has been awarded the University of Saskatchewan President's Social Sciences and Humanities Research Council (SSHRC) grant. Dr. McCabe's study entitled "Mentorship & Youth with Exceptionalities: Building Sustainable Community through Sports", looks to answer the question: how can a sports based program for youth with exceptionalities be developed to strengthen relationships and networks of participants, communities and volunteers?
<http://www.usask.ca/nursing/news/20150901McCabePresidentSSHRCGrant.php>



Faculty

- The annual Provost's Award for Outstanding Teaching was awarded to College of Nursing recipient Limited Term Lecturer Don Leidl from the Saskatoon Campus. Don is honoured for his achievements in outstanding teaching and educational leadership.
<http://www.usask.ca/nursing/news/20150506ProvostAward.php>
- College of Nursing Professor Dr. Sandra Bassendowski has been appointed as a Faculty Fellow for 2015/16 at University of Saskatchewan Gwenna Moss Centre for Teaching Effectiveness (GMCTE).
<http://www.usask.ca/nursing/news/20150819FacultyFellowshipAppointment.php>
- Dr. Louise Racine receives SRNA award. The Effie Feeny Award for Excellence in Nursing Research is given to a Registered Nurse or group of Registered Nurses who have made an outstanding contribution in the field of nursing or health related research that enhances the nursing profession.
<http://www.usask.ca/nursing/news/20150515SRNA.php>

College

- MN-NP program received the highest level of approval possible (five year approval rating) from the Saskatchewan Registered Nursing Association (SRNA) Nursing Education Program Approval Committee. The program approval process included written submissions, site visits and telephone consultations with faculty and support staff, as well as students, graduates, preceptors and employers. In particular, we were commended for our interdisciplinary approach in student learning, positive feedback from employers on the preparedness of graduates, physical resources available for students and excellent leadership.
<http://www.usask.ca/nursing/news/20150501SRNA.php>
- Northern Nursing Education Network was established as the College of Nursing partnered with The Arctic University of Norway and the North Eastern Federal University in Yakutsk, Siberia to create a Thematic Network on Northern Nursing Education. The goal of this network is to examine the accessibility and quality of degree level nursing education in northern regions.
<http://www.usask.ca/nursing/news/20150624EducationNetwork.php>
- College of Nursing celebrated the first graduates of the new BSN program in Northern Saskatchewan. Adding to this excitement is the fact, in Northern Saskatchewan these are the first students to complete a degree nursing program in La Ronge and Ile-a-la-Crosse. Prior to the start of this program in 2012, these students would have had to leave their community to take their nursing education in Saskatoon, Regina or Prince Albert.
<http://www.usask.ca/nursing/news/20150513NorthernGraduations.php>
- BSN pre-professional year now offered at Onion Lake Cree Nation and Briercrest College. July saw the signing of two agreements wherein students have the option of completing their first year of nursing close to home. 'Learn Where You Live' is a model that helps build a local, skilled workforce to provide better access to health.
<http://www.usask.ca/nursing/news/20150720OnionLake.php>
<http://www.briercrest.ca/bcast/news/article.aspx?id=2949&type=2>



Students

- The College of Graduate Studies and Research awarded Doctor of Philosophy in Nursing (PhD) student Jill Friedt a 2015 University of Saskatchewan Teacher Scholar Doctoral Fellowship.
<http://www.usask.ca/nursing/news/20150601PhDFellowship.php>
- Graduate student (PhD) Mary Ellen Walker received a 2015 Saskatchewan Innovation & Opportunity Scholarship in the amount of \$20,000. The Saskatchewan Innovation & Opportunity Scholarship program will support Mary Ellen's research in one of the University's six signature areas - One Health: Solutions at the Animal-Human-Environment Interface.
<http://www.usask.ca/nursing/news/20150512GraduateAward.php>
- Fourth year students Jeanne Kusch (Ile-a-la-Crosse) and Janet MacKenzie (La Ronge) who were awarded \$5,000 bursaries from the International Centre for Northern Governance and Development travelled to Yakutsk, Russia (Siberia) in early August to attend a two week Innovative Learning Institute in Northern Nursing Education. The students learned about northern and indigenous health care from a Yakutian perspective.
<http://www.usask.ca/nursing/news/20150824AStudyAbroadSiberia.php>

Alumni

- Alumna Dawn Anderson earned The Florence Nightingale Medal. This medal recognizes exceptional courage and devotion to victims of armed conflict or natural disaster. Nominated by the National Red Cross, Anderson was one of thirty six nurses from eighteen countries who received the medal and was the only Canadian recipient. She has done humanitarian work in Haiti, Afghanistan, Central African Republic and the Philippines over the past five years. Most recently on her 3rd mission in Gaza, Anderson heard about the devastating earthquake in Nepal.
<http://www.usask.ca/nursing/news/20150525Alumna.php>



12.2 Senate Education - Breakout session

Community Impact – Locally and Internationally

Associate Dean Baljit Singh

Western College of Veterinary Medicine

Dr. Baljit Singh is a Professor and Associate Dean (Research) in Western College of Veterinary Medicine. He provides leadership to the research programs in the College and works with researchers and trainees to develop research and training initiatives aligned with the priorities of the University of Saskatchewan. He is the lead on the NSERC-funded Collaborative Research and Training Experience Program in Infectious Diseases, Food Safety and Public Policy (2012-2019). The program has collaborative universities from Germany, India and Brazil in addition to the private companies (Maple Leaf Foods Inc) and public sector agencies (Canadian Food Inspection Agency and Agriculture Agri-Food Canada). This program is essentially a One Health program and has led to the development of One Health Graduate Certificate.

Distributed learning opportunities Western College of Veterinary Medicine, U of S

SERVICE LEARNING

The Western College of Veterinary Medicine's new service learning program includes the remote clinical practice rotation for senior veterinary students. For the past two years, the college has worked with the communities of La Ronge, Air Ronge and the Lac La Ronge Indian Band to hold two remote clinics per year (September and May). The clinical team, which includes senior veterinary students along with volunteers from across Saskatchewan, also works closely with the Northern Animal Rescue Humane Society (NAR) to organize the events. The latest remote clinic took place in La Ronge from Sept. 18-20.

The following article gives highlights from the remote clinic that took place in September 2014.

Community clinic fulfils health role

By Christina Weese

Posted on WCVM Today on Oct. 24, 2014

<http://words.usask.ca/wcvm/?p=681>

Out on the hockey rink's cement surface, a masked, blue-gowned veterinary student carefully unwraps a package of sterile surgery equipment. A veterinarian, also in surgical scrubs, gives her directions. Six identical tables are prepped and waiting for their feline and canine patients.

Soon after, there's a quiet flurry of activity as the weekend's first wave of spay and neuter surgeries begins inside La Ronge's Jonas Roberts Memorial Community Centre. The four-day clinic, which is taking place in early September, has attracted dozens of pet owners from La Ronge, Air Ronge and the Lac La Ronge Indian Band.

"It's an opportunity to experience veterinary medicine in an area where you don't necessarily have access to everything you would find in a hospital," says Diti Antonopoulos, a fourth-year veterinary student from the Western College of Veterinary Medicine (WCVM).

"This morning we spayed or neutered 30 cats — that's a huge deal here. And surgery is hard. It's very rewarding, but it's exhausting."

Antonopoulos and seven of her classmates are taking part in the veterinary college's new remote clinical practice rotation that aims to give students experience in delivering veterinary services in remote, rural and indigenous communities.

The rotation combines classroom components with actual field service work over a two-week period. Besides preparing for the clinical aspects of the weekend, the veterinary students have participated in a cultural awareness seminar highlighting the history and culture of Saskatchewan's First Nations people.

During their stay in La Ronge, the students spend a half-day in the clinic's wellness area where they examine incoming patients, give vaccinations and conduct pre-surgery checkups.

Among their visitors is Edna Mirasty and her grandchildren, Ada and Andrew. They have brought their three-month-old kittens, Thunder and Lightning, for a wellness check that includes vaccinations and deworming.

Mirasty, who is from the Bell's Point Reserve near La Ronge, says it means a lot to have animal health services come to their community.

"We've had pet clinics (here) before and we've been to every one of them," says Mirasty. "It's so awesome to see a vet coming at least once a year — twice a year sometimes — to help out with the animal population and maintain pet health.

"The more people know about this, the more they'll bring their pets to be checked out."

Veterinary students spend another half day monitoring anesthetized patients. They also participate in a full day of surgery, working alongside volunteer veterinarians and veterinary technologists from WCVN and private practices throughout Saskatchewan.

Dr. Jordan Woodsworth is the wellness veterinarian at the WCVN Veterinary Medical Centre and lead organizer of this spay-neuter clinic.

"It's a bit of a logistical nightmare to get things organized, especially the first couple of times," says Woodsworth.

"We needed to figure out all the supplies we need, how many people to bring, how we're going to do our appointment scheduling, record keeping, billing, how to get things organized in the community here — it's a big undertaking."

Planning began a year ago, with a volunteer team doing a trial run in May 2014.

"This time around we had the added challenge of making it a rotation, to create learning objectives and a structured learning format prior to arrival," says Woodsworth.

While volunteers performed 65 spay and neuter surgeries in May, Woodsworth expects to complete about 90 surgeries this weekend. That number includes 30 feral cats that will be rehomed by Alley Cat Allies whose involvement was arranged by Northern Animal Rescue (NAR).

With no local veterinarian or SPCA, NAR helps to fulfil the need for animal services in the community.

"People often contact us with questions about their pets' injuries or illness, and we help them figure out what options are available to them," says Joanne Dickson, founding board member of NAR.

"We're working on being able to offer educational programs in the future. The veterinarians who come here would like to go into the schools as well."

NAR rehomes between 450 and 500 animals from the La Ronge area each year. Dickson estimates that less than one per cent of NAR's rescues are humanely euthanized due to illness or aggression. The group hopes that initiatives such as spay-neuter clinics will eventually help to reduce the number of unwanted animals.

The Lac La Ronge Indian Band Council has been instrumental in bringing the clinic to the community. In addition to providing a facility at no cost, the council organized fundraisers to supplement veterinary fees for any families that have their animals licensed with the band.

"The hospital in La Ronge donated oxygen for the surgeries and transported it to the community with its regular shipment. We also received monetary and in-kind support from the band, the town and the

village,” notes Woodsworth. “And Northern Animal Rescue has made financial contributions from their fundraising efforts.”

The WCVM also received significant donations of animal health products, pet food and money from Zoetis Canada, Boehringer Ingelheim Canada, Bayer Animal Health, Vétoquinol Canada, Purina and Ethicon.

As well, the WCVM and the University of Saskatchewan provided funding for the mobile trailer that has been converted into a mobile clinic.

For veterinary students, hands-on experience is only part of the reward.

“Being able to interact with the community has been great,” says fourth-year student Christie Braaten. “It’s also rewarding to help provide care for a community that normally doesn’t have access to services like this and knowing that your work is appreciated.”

“It’s not only that we’re getting opportunities to learn from the experience; it’s a chance to give back,” adds Antonopoulos. “For me, I knew it would be a great learning opportunity, but also I feel like we’re making a huge difference in the community.”

Antonopoulos hopes that the remote clinical practice will continue to be offered as a rotation option for WCVM students.

“I would definitely go home and encourage others to do this.”

ONE HEALTH LEADERSHIP

The U of S One Health Leadership Experience brings together health science students with world-renowned One Health experts each year. The three-day conference introduces students to the concept of One Health at the beginning of their studies – ensuring interprofessional conversations will continue as they enter their field as experts. One of the conference’s legacies is the U of S One Health Club that helps students engage in One Health activities and continue discussions throughout the school year.

The following article gives highlights from the fourth annual U of S One Health Leadership Experience that was held from Aug. 21-23 in Saskatoon. For more information, please visit usask.ca/wcvm/ohle.

Students key part of One Health event

By Jeanette Stewart

Posted on WCVM Today on Sept. 1, 2015

<http://words.usask.ca/wcvm/?p=7566>

For Preston O’Brien, attending the annual One Health Leadership Experience provided valuable insight into how he can work with others in his career as a doctor.

“It’s a great opportunity to meet other future health care professionals and learn more about how you can actually advocate for people and get involved with the community in a global health-type atmosphere,” says O’Brien, a first-year medical student at the University of Saskatchewan (U of S).

“It means collaboration and a focus on not just an individual pursuit of medicine, but a collective pursuit of community, national and global health.”

More than 130 U of S students in medicine, nursing, dentistry, pharmacy and nutrition, public health, veterinary medicine and physical therapy gathered in Saskatoon from Aug. 21 to 23 to take part in the fourth annual conference, which included presentations, small group sessions and networking focused on the concept of One Health – a global initiative promoting collaboration between health professionals in the area of human, animal and environmental health.

While One Health is a global movement, the U of S conference is unique in its focus on health science students – those who will eventually become the leaders of their fields.

“People at my stage of career have been working toward One Health, working to build teams, working to promote collaborative practice. The students are going to take the baton from us. They are the change agents who will continue to move One Health forward,” says Dr. Douglas Freeman, dean of the Western College of Veterinary Medicine (WCVM) and director of the One Health conference.

The WCVM, along with Zoetis and the U of S Council of Health Science Deans, sponsored this year’s event. The conference offers students the opportunity to build leadership skills, equipping a future generation of health care professionals and policy makers with the ability to see problems from a diverse perspective.

“Coming from different angles helps the patient,” says Dwip Parekh, a U of S medical student and vice president of the university’s One Health Club, created by students who attended the first One Health conference in 2012.

The weekend’s activities encouraged participants to meet and team up with students from different disciplines — with the goal of setting a foundation for long-term relationships.

“It’s a great opportunity to network with people,” says Amanda Geradts, who is studying nutrition at the U of S College of Pharmacy and Nutrition. “If you form those connections while you’re learning and growing together, then once you get out into practice it will be second nature to reach out and work together.”

The small group sessions and informal networking opportunities also gave students a chance to interact with the conference’s speakers — health professionals who are internationally renowned for their expertise in the One Health field.

Speakers included Judith Bossé, assistant deputy minister at Natural Resources Canada; Peter Rabinowitz of the University of Washington’s Schools of Medicine and of Public Health and director of the Centre for One Health Research; Frank Cerra, a University of Minnesota professor emeritus and senior advisor to the National Centre for Interprofessional Practice and Education; Colin Basler of the U.S. Centers for Disease Control and Prevention, Epidemic Intelligence Service; and the Mayo Clinic’s animal-assisted activities program co-ordinator, Jessica Smidt, who brought her service dog Alta.

The speakers commended the U of S conference for its emphasis on the future professionals who will someday work to change the health care system.

“You’re all essential to the future,” Cerra told students during his talk. “It’s all about creating a culture of health.”

**UNIVERSITY SENATE
FOR INFORMATION ONLY**

PRESENTED BY: Elizabeth Williamson, University Secretary

DATE OF MEETING: October 17, 2015

SUBJECT: **Report on non-academic student discipline for 2014/15**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

Senate approved the new *Standard for Student Conduct in Non-Academic Matters* 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, 2014 to June 30, 2015.

OUTCOMES:

A total of nine formal complaints were lodged with the University Secretary (compared to five cases the previous year).

Two complaints were dismissed by the University Secretary as not falling under the scope of the *Standard of Student Conduct in Non-Academic Matters*.

Three complaints were sent to an alternative dispute resolution team (ADR) and were successfully resolved.

Four cases went to a formal hearing of the Senate Hearing Board. In all four cases, the students were found to have violated the *Standard*. The outcomes were as follows:

- One instance of conduct probation
- One instance of suspension (1 year)
- One instance of suspension (5 years)
- One instance of expulsion

**Policy Oversight Committee
Annual Report
2014-2015**

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. Responsibility for implementation of the Policy is assigned to a Policy Oversight Committee (POC). 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 Policy Oversight Committee generally meets four times a year. It is the intention that in these four meetings the Committee considers the cases made for new policies (review of Notices of Intent), 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.

This report presents new policies approved and existing policies amended or deleted between July 1, 2014 and June 30, 2015. Links to the policies have been provided for information. For further information regarding the committee please refer to the committee's [terms of reference](#).

New and Amended Policies approved by governing bodies in 2014-15

JULY 2014

[International Travel Risk Management for Student Mobility](#) (Academic Affairs)

Amendments to this policy were approved by the Board of Governors effective July 29, 2014. The amendments reflect changes in terminology, unit names and current practices, which have evolved significantly since inception of the policy in 2005. In addition, the policy has been improved in some respects, e.g. clearer definition of activities that are subject to the policy, more explicit roles and responsibilities, etc.

[Fraud Deterrence Policy](#) (Operations and General Administration)

The policy was approved by the Board of Governors effective July 29, 2014. The university recognizes the importance of protecting the institution, and its operations, assets, employees, and reputation from the consequences of fraudulent activity.

The purpose of this policy is to:

- Clearly state the university's position with respect to fraud, irregularities and other wrongdoing.
- Foster an environment that promotes fraud awareness.
- Facilitate and support the development of controls to aid in the prevention and detection of fraud.
- Confirm the shared responsibility of all university members to report suspicions of fraud or irregularity or other wrongdoing as defined by this policy.
- Articulate the process to be followed in responding to reports of alleged fraudulent activity.
- Evaluate the risk of fraud and implement best practices in processes, procedures and controls that are necessary to mitigate the identified risks, and reduce the opportunities for fraud.
- Develop an effective and appropriate oversight process.

[Safe Disclosure Policy](#) (Operations and General Administration)

This policy was approved by the Board of Governors effective July 29, 2014. The purpose of this policy is to:

- Provide a mechanism through which university members can confidentially and anonymously disclose suspected fraud, irregularities, unethical conduct or other
-

[Safe Disclosure Policy](#) cont.

- wrongdoing that they have witnessed, or have otherwise obtained information about or evidence of, in the process of performing their roles and responsibilities at the university.
- Confirm the university's obligation to protect university members who make good faith disclosures, from reprisal.
- Confirm the university's obligation to protect the rights of the person(s) against whom allegations have been made.
- Provide assurance that university members who knowingly make false allegations will be subject to appropriate disciplinary action.

OCTOBER 2014

[Energy and Water Conservation Policy](#) (Health, Safety and Environment)

Approved October 9, 2014 by the Board of Governors, the purpose of this policy is to ensure the university operates in a sustainable manner managing energy and water consumption by using energy and water efficiently, wisely and responsibly. This policy contributes to meeting the university's commitments and goals with respect to energy and water-related costs as well as greenhouse gas emissions associated with energy use.

[Signing Authority Policy](#) (Operations and General Administration)

The policy was originally approved by the Board of Governors in 2007 and was revised in 2008, 2010, and most recently in December 2014. The policy concerns university contracting and the delegation of authority to contract on behalf of the university, and reflects the commitment of the university to the proper management of and accountability its resources. Compliance with the policy will assist in safeguarding university resources through the application of consistent management practices and controls in the contracting process. It applies to all contractual arrangements to which the university is a party, including, without limitation, contracts involving the university's administrative units, academic departments, its unincorporated entities and institutes. The policy designates the positions within the university structure which carry the authority to approve and sign contracts on behalf of the university, and specifies responsibilities of those who are authorized to approve and sign contracts on behalf of the university.

DECEMBER 2014

[Eligibility to Apply for, Hold and Administer Research Funding](#) (Research and Scholarly Activities)

The policy was reviewed and approved by the Board of Governors effective December 2014. Its purpose is to define who is eligible to apply for all external and internal Research funding and who is eligible to hold and administer Research Funds at the University of Saskatchewan.

[Internal Loan Policy](#) (Operations and Financial Administration)

The amendment to this policy, approved by the Board of Governors December 14, 2014 includes a rules-based write-off guideline for internal loans. Organizational units are expected to manage unit expenditures within limits specified by their Approved Operating Budget or as specified by other revenue sources for those activities where a budget has not been approved. There may be circumstances where expenditures for capital in a given year exceed the funds available to the organizational unit. A mechanism is required whereby units can finance capital purchases and still operate within authorized expenditure limits. The purpose of this policy is to outline the requirements for financing equipment and capital purchases by means of internal loans.

[Signing Authority Policy](#) (Operations and General Administration)

Amendments to this policy were approved by Board of Governors effective December 16, 2014. The policy concerns University contracting and the delegation of authority to contract on behalf of the university. It reflects the commitment of the university to the proper management of and accountability for the resources of the university. Compliance with the policy will assist in safeguarding university resources through the application of consistent management practices and controls in the contracting process.

FEBRUARY 2015

[Articulation and Transfer Credit Policy](#) (Academic Affairs)

This policy was reviewed by the Policy Oversight Committee in November 2014 and approved by University Council in February 2015. The purpose of this policy is to establish key articulation and transfer credit principles for the U of S, define terminology, outline roles and responsibilities, clarify authority, and determine common procedures and guidelines for students, administrators and faculty.

MAY 2015

[Financial Reserves Policy](#) (Operations and General Administration)

This new policy was reviewed and approved by the Board of Governors effective May 26, 2015. The purpose of this policy is to promote long-term financial sustainability of the university through the effective use and deployment of financial resources, in alignment with academic/administrative unit and university strategic directions. A related purpose is to ensure financial reserves held across the university are appropriate and reasonable, and managed in accordance with university guidelines.

JUNE 2015

[Smoking Policy](#) (Health, Safety and Environment)

The policy was originally approved by the Board of Governors in 2005 and was recently amended to include electronic smoking products, effective June 22, 2015.

[Smudging and Pipe Ceremonies Policy](#) (Health, Safety and Environment)

This new policy was approved by the President effective June 2015. The purpose of the policy includes:

- To protect, promote and facilitate the practice of time honoured indigenous traditions and ceremonies, including smudging and pipe ceremonies, in support of the university's commitment to indigenized practices
- To provide guidance in undertaking these traditions while respecting all campus members
- Practices related to this policy will be developed to assist organizers of smoke generating indigenous ceremonies to identify appropriate spaces, proposed communications and preventive practices to endeavor meaningful and healthy experiences for all members of the university community
- Advantages of adopting a policy supporting indigenous traditions and ceremonies:
 - increased aboriginal student, staff and faculty engagement
 - enables recruitment and retention of aboriginal students, staff and faculty
 - reputational incline

[Deans and Senior Administrators Expense \(DSAE\) Policy](#) (Operations and General Administration)

Amendments to the policy were approved by the Board of Governors effective May 2015. The purpose of this policy is to ensure that only eligible and approved expenditure categories are charged to Deans' & Senior Administrators' Expense funds.

[Logo and Secondary Logo Use](#) (Operations and General Administration)

This policy was reviewed and approved by the Board of Governors July 2015. Its purpose is to ensure the correct official primary logo and/or secondary logo(s) are used to represent the University of Saskatchewan in all instances, whether internal or external, and whether commercial or non-commercial.

Policies Deleted Administratively

Donation Assessment Policy – deleted June 2015

Policies Currently Under Development/Revision

Code of Business Conduct
Sexual Assault
Enterprise Risk Management Policy
Tuition Policy
English Proficiency Policy

Policies Pending Development or Revision

E-Mail/Data Management, Data Access and Data Use/Computer Use (ICT policies are under revision to address changes in the structure of the unit)
Mobile Device Management
Gift Acceptance
Conflict of Interest
Radiation Safety
Workplace Safety and Environmental Protection
Alcohol
Immunization
Religious Observance
Procurement
Plagiarism Detection Guidelines

**UNIVERSITY OF SASKATCHEWAN SENATE
2015/2016**

APPOINTED MEMBERS

Name	Representing	Term expires June 30:
Pamella Acton	Saskatchewan Arts Board	2017
William Albritton	College of Physicians and Surgeons of Saskatchewan	2016
Jeanne Alexander	Saskatchewan Writers' Guild	2017
Linda Ashley	Association of Saskatchewan Home Economists	2016
Carey Baker	Saskatchewan Professional Planners Institutes	2017
Lee Braaten	The Institute of Chartered Professional Accountants of Saskatchewan	2016
Arlene Brandt	Saskatchewan Physiotherapy Association	2017
Helen Christensen	Interior Designers Association of Saskatchewan	2017
Adrienne Danyliw	The Saskatchewan Dieticians Association	2017
Michele Derdall	Saskatchewan Society of Occupational Therapists	2016
Dave Dutchak	Saskatchewan Chamber	2016
Simon Enoch	Canadian Centre for Policy Alternatives – Saskatchewan	2017
Patricia Flaten	Saskatchewan Institute of Agrologists	2016
Richard Forbes	Association of Professional Engineers & Geoscientists of SK	2017
Ryan Fyfe	The Chiropractors' Association of Saskatchewan	2018
Karen Gerwing	Saskatchewan Women's Institutes	2016
Branimir Gjetvaj	Nature Saskatchewan	2017
Toby Greschner	Association of Saskatchewan Regional Colleges	2017
Barry Hollick	Saskatchewan School Boards Association	2016
Larry Hubich	Saskatchewan Federation of Labour	2017
Crandall Hrynkiw	Saskatchewan League of Educational Administrators	2017
Lori Isinger	The Provincial Council of Women of Saskatchewan	2018
Richard Kies	The University of Regina Alumni Association	2016
Tim Yee*	Saskatchewan Teachers' Federation	2018
Armond Lavoie	Assemblée Communautaire Fransakoise	2017
Dennis Lanigan	College of Dental Surgeons of Saskatchewan	2016
Bryan Lee	Metis Nation-Saskatchewan	2017
Mairin Loewen	Saskatchewan Library Trustees' Association	2018
Kathleen Lohrenz Gable	Sask. Registered Music Teachers' Association	2017
Sandra MacArthur	Saskatchewan Urban Municipalities Association (SUMA)	2017
Judy MacMillan	University of Saskatchewan Alumni Association	2017
Stephanie Martin	Saskatchewan College of Psychologists	2016
Yurdagul Ferhatoglu*	Saskatchewan Environmental Society	2017
Craig Menzies	The Saskatchewan Association of Optometrists	2017
Valerie Mushinski	Registered Psychiatric Nurses' Assoc. of Saskatchewan	2017
Victoria Neufeldt	Canadian Federation of University Women (Regional Council)	2017
Charles Olfert	Saskatchewan Association of Architects	2017
Ernest Olfert	Saskatchewan Veterinary Medical Association	2017
Karen Prisciak	The Law Society of Saskatchewan	2016

Nadia Prokopchuk	Ukrainian Canadian Congress (Saskatchewan Provincial Council)	2018
Doug Spitzig	Saskatchewan College of Pharmacists	
	2016	
Lisa Thibodeau	Saskatchewan Association of Recreation Professionals	2017
Colleen Toye	Saskatchewan Registered Nurses' Association	2016
Rod Wiens	Saskatchewan Association of Rural Municipalities	2016
Karen Morrison*	Saskatchewan Association of School Councils	2017
TBA	Canadian Arts Representation (CARFAC SASK)	2017
TBA	Federation of Saskatchewan Indian Nations	2015

DISTRICT MEMBERSHIP

Name	District Representing	Term expires June 30:	
Rae Mitten*	1. Weyburn – Estevan - Carlyle	2018	
Tenielle McLeod	2. Chaplin – Moose Jaw - Rockglen	2016	
Mark A. Stumborg	3. Leader – Climax – Swift Current	2016	
Sarah Binnie	4. Kenaston – Indian Head – Moosomin		2016
Russ McPherson	5. Kindersley – Delisle – Lucky Lake	2018	
Adelle Kopp-McKay	6. Wynyard – Esterhazy	2018	
Ron Schriml	7. Unity – Duck Lake – Watrous	2016	
Robert G. Krismer	8. LaLoche–Green Lake– Battleford	2016	
Corinna Stevenson	9. Nipawin - Melfort – Hudson Bay	2016	
Allan Adam*	10. Sandy Bay – Creighton – Stony Rapids		2018
Jerri Hoback	11. Prince Albert	2016	
Richard Michalenko	12. Blaine Lake – Uranium City	2016	
Jim Pulfer	13. Saskatoon	2018	
Jim Nicol	14. Regina	2016	

ELECTED MEMBERS-AT-LARGE

Name	Term Expires June 30:
Jenalene Antony	2017
David Bentham	2017
Evan Cole	2016
Sandra Finley	2016
Gary Gullickson*	2018
Mary Jean Hande	2016
Deborah Mihalicz	2018
Richard Rempel	2017
Chandran (Bud) Sambasivam*	2018
Lenore Swystun	2018
Michelle Thompson	2017
Joyce Wells	2017
Christine Wesolowski*	2018
Joe Wickenhauser	2016

STUDENT MEMBERSHIP

Rajat Chakravarty*	2016
Kristen Daniels*	2016
Monica Iron	2016
Jordan Robertson*	2016
Gabe Senecal	2016
Jon Sieffert*	2016
Mark Tan*	2016

EX OFFICIO MEMBERSHIP

Name	Address
Ernie Barber	Provost & Vice-President Academic
Gordon Barnhart	President
Adam Baxter-Jones	Dean of Graduate Studies & Research
Beth Bilson	Interim Dean, College of Law
Peta Bonham-Smith	Interim Dean, College of Arts and Science
Mary Buhr	Dean of Agriculture & Bioresources
Lorna Butler	Dean, College of Nursing
Lorne Calvert	Principal, St. Andrew's College
Karen Chad	Vice-President (Research)
The Hon. Scott Moe	Minister of Advanced Education
Terrence Downey	President, St. Thomas More College
Blaine Favel (Chair)	Chancellor
Greg Fowler	Vice-President Finance and Resources
Douglas Freeman	Dean of the Western College of Veterinary Medicine
Jim Germida	Vice-Provost Faculty Relations
Louise Greenberg	Deputy Minister of Advanced Education
Robert Harasmychuk	President, St. Peter's College
Russell Isinger	Director, Academic Services and Registrar
Georges Kirpouros	Dean of Engineering
Jeromey Martini	President, Horizon College & Seminary
Diane Martz	Director, International Office
Geordy McCaffrey	Executive Director, Gabriel Dumont College
Patti McDougall	Vice-Provost Teaching and Learning
Peggy McKercher	Past Chancellor
Tom Molloy	Past Chancellor
Rev. Kevin Ogilvie	President, Lutheran Theological Seminary
Michael Pawelke	President, Briercrest College & Seminary
Vera Pezer	Past Chancellor
Michelle Prytula	Dean of Education
Carol Rodgers	Dean, College of Kinesiology
Preston Smith	Dean of Medicine
Peter Stoicheff	Incoming President (effective October 24, 2015)
Daphne Taras	Dean of Edwards School of Business
E.K. (Ted) Turner	Past Chancellor
Gerry Uswak	Dean, College of Dentistry
Kishor Wasan	Dean, Pharmacy & Nutrition
Vicki Williamson	Dean, University Library
TBA	Vice-President University Advancement
TBA	Principal, College of Emmanuel & St. Chad

NON-VOTING PARTICIPANT

Elizabeth Williamson	University Secretary
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