



1. Introductions of Senate members and Chair's Opening Remarks
2. Adoption of the Agenda
3. NON-CONFIDENTIAL Minutes of the Meeting of April 23, 2016 p. 3
4. Business from the Minutes
5. **CONFIDENTIAL:** Joint Nomination Committee for Chancellor
 - 5.1 **For approval:** Vote on recommendation for Chancellor
(In accordance with Senate Bylaws this item is circulated to Senate members only and non-members will be asked to leave the room when this item is discussed.)
6. President's Report
(Peter Stoicheff, President) p. 37
 - 6.1 **Motion to adopt:** Mission, Vision and Values statement (Brent Cotter, Liz Harrison) p. 53
7. Report on Undergraduate Student Activities
(Kehan Fu, President, USSU) p. 55
8. Report on Graduate Student Activities
(Ziad Ghaith, President, GSA) p. 57
9. Report on Board of Governors Activities
(Senate-elected Board member, Joy Crawford, verbal report)
10. University Council
 - 10.1 Request for Confirmation of University Council Decisions
 - 10.1.1 **For confirmation:** Changes to Admissions Qualifications for the Bachelor of Education 4-year program
(Kevin Flynn, chair, Academic Programs Committee, University Council) p. 59
 - 10.1.2 **For confirmation:** Disestablishment of the Three Divisions in the College of Arts and Science
(Dirk de Boer, chair, Planning and Priorities Committee, University Council) p. 61
11. Senate Committee Reports
 - 11.1 Senate Executive Committee Report (Blaine Favel, Chancellor) p. 70
 - 11.2 Senate Nominations Committee Report (Blaine Favel, Chancellor)
 - 11.2.1 **For approval:** Appointments to the ad hoc Senate Bylaws review committee p. 71
 - 11.3 Senate Membership Committee Report (Davida Bentham, Committee Chair)
 - 11.3.1 Discussion of Senate Election Engagement and Concerns p. 72

11.4 Report of the Special Committee to Review the Standard of Student Conduct in Non-academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals

(Patti McDougall, Vice-Provost, Teaching and Learning)

11.4.1 **For approval:** Revisions to the Standard of Student Conduct in Non-academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals

p. 74

Lunch break: 12:00 – 1:00 p.m.

12. Senate Education Topic – Student Mental Health
(Senate Education Committee)

12.1 Inventory of Student Mental Health Services and Supports

12.2 Reasons for Increased Incidents of Student Mental Health Concerns

12.3 Roundtable Discussions - Suggestions for Mental Health Supports
(Facilitated by Senate Organization Representatives)

12.4 Report on Discussions to Plenary

13. Presentation

13.1 Library Transformation Project
(Charlene Sorenson, Interim Dean, Library)

14. Items for Information
(Elizabeth Williamson, University Secretary)

14.1 Report on Non-academic Student Discipline for 2015/16

14.2 Policy Oversight Committee Annual Report 2015/16

14.3 Senate Elections – Nominations Open

p. 103
p. 105
p. 110

15. Other Business

16. Question Period

17. Adjournment

Dates of Future Convocation and Senate Meetings

Fall Convocation: October 22, 2016

Honorary Degree Recipients

Karim (Kay) W. Nasser, D. Sc.

William Deverell, D. Litt.

Spring Convocation: June 5-8, 2017

Spring Senate: April 22, 2017

Fall Senate: October 21, 2017

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

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

1. Opening Remarks

The chair noted that we are on Treaty Six land and welcomed everyone in Cree and English. He explained that he will not be sitting for a second term and provided the reasons for his decision. He noted a number of the Indigenization efforts that have begun during his three years as chancellor and that the future is positive for these works. The university is seen as a monument of tolerance and demonstrates how to work together for positive change. The chancellor expressed that he is very proud of the U of S, and committed to being an ambassador for the university for all time.

Introductions were then made by everyone present.

2. Adoption of the Agenda

A senator requested that agenda items 13.1 and 13.2 under “Other Business” be prioritized on the agenda to appear before item 11.1 “Presentation – Global Institute for Food Security”.

HANDE/BINNIE: That the agenda be amended so items 13.1 and 13.2 be moved ahead of item 11.1

DEFEATED

COLE/KRISMER: That the agenda be adopted as circulated.

CARRIED

3. Minutes of the Meeting of October 17, 2015

A senator asked for an update on the Responsible Conduct of Research policy. Vice-president research, Dr. Karen Chad, replied that there was a question at the previous Senate meeting about Dr. Peter Phillips, professor in the Johnson-Shoyama Graduate School of Public Policy, and an article regarding impact on GMO research, “Economic Consequences of Regulations of GM Crops”. Dr. Chad explained that the Genetic Literacy Project is part of the Science Library Project, a 501(c)(3) non-profit tax exempt corporation and does not receive funding from corporations. There are two U of S policies that would be invoked by accusations against Dr. Phillips: the Responsible Conduct of Research policy, which aligns with Tri-Council ethics and other international ethics, and the Conflict of Interest Policy. Dr. Chad advised that after reviewing these policies, and those of other organizations in which the University is aligned, she found no wrongdoing by Dr. Phillips. There was no funding or other support provided to him inappropriately and the article could not be considered commissioned. Given this there was no obligation, even under national or international guidelines for him to say that he was asked to pen an article. The article in question was consistent with other articles written by Dr. Phillips. It was not seen nor edited by Monsanto or other organizations prior to publication. In Dr. Chad’s opinion it does not matter who asked him to write the article. It was placed on a public forum and any person, or corporation, is free to make use of the material with confirmation of

authorship. Some may interpret that the article is contrary to university policy in that it was detrimental to the University but this gets to the hub of academic freedom, which the University strongly upholds.

Senator Mihalicz requested that the following language be added to the minutes: "A Senate member told Chancellor Favel there are Indigenous Elders and scientists who would disagree with much of what Neil Alexander said, and asked when senators can expect the Executive Committee to bring in a speaker to balance the information Mr. Alexander presented. The chancellor directed the Senate member to write a letter to the Senate executive committee."

PEZER/KRISMER: That the minutes of the meeting of October 17, 2015 be approved as amended.

CARRIED

4. Business from the Minutes

Patti McDougall, vice-provost teaching and learning, provided an update on the Sexual Assault Prevention policy. She noted that the companion procedures are in the final stages of vetting and have been in use over the past six months. She added there is also a newly redesigned website presence.

Dr. McDougall reported the procedures are within her responsibility and that of Cheryl Carver, associate vice-president of human resources. They will continue to take comments on the process and the procedures as the document is dynamic. She noted the procedures will have three sections: finding and getting help, going on the official record, and making a complaint. The university is working towards the launch of a safety app. Regarding training, the university will be moving towards disclosures, education and prevention to create a culture of consent and to encourage bystander intervention. Dr. McDougall also reported that she was working with a committee to revise the Non-Academic Misconduct Procedures.

A senator asked if any money was received to support the policy. Dr. McDougall replied that no money was requested, but if required she will request it from the provost.

A senator noted concerns around student safety and that students require assistance through an ombudsman office and recommended such an office be available. She also requested information on how faculty will be disciplined through this process. Dr. McDougall replied that the collective agreements as well as Human Resources practices address how to discipline faculty and staff on campus.

A senator expressed her concern with the presentation by Neil Alexander, executive director of the Sylvia Fedoruk Canadian Centre for Nuclear Initiatives at last fall's Senate meeting and proposed the following motion:

MIHALICZ/LEE: That Candyce Paul of English River First Nations now be heard.

DEFEATED For 20/Against 30.

Following the vote, a protest was brought by the Committee for Future Generations. In response Chancellor Favel invited Candyce Paul to speak at the university at another time when students would be able to attend, and noted that senators will be invited to that meeting.

The chancellor shared his personal experience noting that when he first started at the University of Saskatchewan in 1982 there were 40 Aboriginal students and now there are 2000; and the University has come a long way in how it supports Indigenous students.

A senator asked why Senate executive committee did not approve Candyce Paul to speak at Senate following the senator's written request. She was informed that this was a decision of the Senate executive committee and that Ms. Paul has been invited to speak and a date will be provided by the end of the Senate meeting.

The protestors were asked to leave. The Senate meeting was recessed for fifteen minutes and reconvened at 10 a.m.

5. President's Report

President Stoicheff shared that he joined the university in 1986, and prior to becoming president he served the university in a number of roles, first as an English professor and most recently as dean of the College of Arts and Science. He explained that he really wanted to be president of this University and only this University.

Over the past six months as president a number of things have been confirmed for him, one of which is that the University has an enormous impact on this city, province, country and increasingly globally. Saskatchewan people believe the University offers students a high quality of education - 89% of those surveyed believe our teaching and research is beneficial to the community. Based on an economic impact study conducted recently, 62,000 people in Saskatchewan earned their post-secondary degrees at the U of S; we generate \$1.2B dollars in GDP for the whole province which is 1.5% of the province's GDP; we are one of Saskatchewan's largest employers - employing over 6200 people full time or part time; and our per capita impact on the region ranks first or second of all universities of the country. The president concluded that the university provides an enormous value and he continues to bring that message to as many members of the provincial government that he can.

The president drew attention to recent research successes at the university, including being one of five universities to receive a Canada First Research Excellence Fund (CFREF) grant worth over \$35 M (this was the largest federal funding of research ever mounted in Canada); and two U of S researchers received two of thirteen NSERC Create grants which support training of teams of highly qualified students and post-docs - one in the department of Computer Science and the other in the department of Physics and Engineering Physics.

The president noted that the Senate Executive committee meeting where today's agenda was considered was chaired by him, rather than the chancellor who was unable to make the meeting. At that meeting it was decided that the president's report should include information about the indigenization of the university. President Stoicheff advised that the role of this university is to ask questions about fine arts, humanities, social sciences, professions and sciences, and based on what we learn we should be informing our citizens, stakeholders, students and each other, and the things which we are learning we should be able to innovate with, and to indigenize. The president noted that he sees the role of the president is to change the conversation and what he would love to see changed is indigenization. He noted that if it is not us, who is going to change that conversation in this province and if it is not now, after the Truth and Reconciliation Commission (TRC) Calls to Action with specific items addressed to the post-secondary sector, when will it be.

President Stoicheff provided the following information about Indigenization at the university: the number of undergrad Aboriginal students increased by 8% over the past five years, when the overall student population increased by 2.5%; the number of first time direct entry Aboriginal students is up 4% over last year. At the university we are talking about issues that will take more than a generation to solve – but we are moving in the right direction. Over last five years the percentage of our undergraduate students graduating who are Aboriginal has increased from 8.3% to 11%; and graduating graduate students who are Aboriginal has increased from 4% to 5.7%. We are not yet successful and we will only know we are successful when Aboriginals in our communities tell us we are successful.

The president also explained that we need to be the best place we can possibly be for Aboriginal students and their communities and this will take a lot of time. All Canadian universities are working on this, and we need to be a leader – but it is not a contest. President Stoicheff listed what the U of S is doing – with the intent not to be divisive but to build reconciliation:

- Created a successful first year transition programming
- Held the forum on building reconciliation in November 2015 with Aboriginal leaders and university leaders from across the country
- Created a language certificate, and a new program in law
- University Council approved a motion to have Aboriginal content in all programs
- Ceremonies and powwows are held and we have an Indigenous week
- With the assistance of many elders a number of Aboriginal symbols have been identified to be used in our promotion and other materials
- Gordon Oakes Red Bear Student Centre was opened
- We have a director of Aboriginal Initiatives and a director of an Aboriginal Student Centre and we are designing a Vice-Provost, Indigenous Engagement position –which is a coordinating position.
- The chancellor and president are working on designing an Elders Advisory Council which will be of enormous benefit to all on Campus. We have developed protocol language.
- Thirteen new Aboriginal faculty members have been hired since July 2013
- Developed the Aboriginal Career Start Program that welcomes and creates work for Aboriginal employees
- Signed on for the Memorandum of Understanding with the National Centre for Truth and Reconciliation in Winnipeg to provide access to the archive of material gathered by the TRC
- Will have a follow-up forum internally from our Building Reconciliation forum.

A senator acknowledged and thanked Registrar Russ Isinger and USSU President Jack Saddleback for their work in making university application forms gender neutral and offered a suggestion for consideration that the data collection in research projects also be gender neutral.

A senator noted that the Indigenous people have some good models that our non-Indigenous population would benefit from, such as the way disputes are handled in communities, and that making the university a place where Indigenous people can reach their potential is important; but also noted that the term, indigenization, applies to the rest of the university community and defines those values that are missing in the dominant society and that can be found in the culture of First Nations people. The senator asked whether this was behind the president's words. The president confirmed that this is what he is saying and what everyone is trying to do. He invited the senator to raise this point again during the breakout sessions when discussing the vision, mission and values statement.

A senator noted that the provincial government provided \$30 M to the U of S to establish the Sylvia Fedoruk Canadian Centre for Nuclear Innovation and asked whether that funding contained a condition that the U of S promote the nuclear agenda. In response, the president agreed that the question deserves to be asked and that this university is extremely serious about the fact that any contract it signs for research funding allows for academic freedom – such that researchers can pursue what they want and the money is not provided on a condition of a certain finding.

An Aboriginal senator noted that coming from indigenization of the north – he was disappointed not to see the discussion about uranium and would like to see it in the future. He explained that he did not want to see the universities owning Aboriginal knowledge, such as knowledge in relation to medicine or their own ecological knowledge. The rights have to be left with the communities and the people who have passed on that knowledge. He stated that the university has to develop a policy on how that knowledge will be recognized and respected and asked how he could be convinced that the knowledge that will be shared will be saved and the true owners will be recognized and respected. Dr Chad replied stating that two years ago, the U of S took the lead for universities for our discovery mission – in it we spoke about the process in conducting research and community engagement which includes things like the community has to sign off on the research. Dr. Chad committed to sharing that process with Senate.

Chancellor Favel also responded, advising that he is working with the president to set up an Elders Council – a core group of elders to be liaisons to Indigenous communities including the Dene community and asked the senator to help with that, given his language skills. They will also ask Cree, Dakota, Métis and other elders to work on an agreement of what and how to share. We saw this morning that this is not an easy path. Chancellor Favel noted that none of the university people he works with have a bad agenda and he thinks they are doing a good job. Chancellor Favel also announced that September 16, 2016 is the date that Candyce Paul is invited to speak at the university.

A senator raised a point of order seeking clarification regarding when it is appropriate to use the prerogative of the chair. The chair answered that he was trying to honour the approved agenda.

6. Report on Undergraduate Student Activities

Jack Saddleback, USSU president, advised that the year was a collaborative one and the USSU worked closely with the GSA on a number of initiatives, such as missing and murdered Indigenous women, the federal and provincial elections, and others. Regarding Indigenous content -- on November 19, 2015 the University Student Council passed a unanimous motion to have Indigenous content in all programs at the university and then called on University Council to implement this. He congratulated the chancellor and president for the Building Reconciliation forum as he heard a lot of positive responses from others across Canada and in the US. He announced that the university now has a two-spirit scholarship and in ways such as this we are peeling back layers of marginalization.

Mr. Saddleback advised that there is a lot of good work happening at the university from great leaders. He was proud to say that he was part of this institution and proud to work with Patti McDougall and others in administration. Our auspicious chancellor has played a vital role in this work and he stated that the student body is standing behind the chancellor and really appreciated his leadership and all that he has done. He acknowledged that he would not be here

at the University of Saskatchewan if it was not for the hard work of Chancellor Blaine Favel – as he can feel welcome at the university as a Cree, transsexual, two-spirit man.

7. Report on Graduate Student Activities

Rajat Chakravarty, GSA president, explained that many of the GSA executive ran for election on a platform for transparency and governance reform – which they were able to improve in leaps and bounds. The GSA also operated strongly in the area of student wellness with involvement in intramural sports events as the GSA Guppies; and hosting health chats once a month where such things as stress, mental health, and relationship with supervisors were addressed. The Graduate Student Achievement Week was held again this year– with many people participating in the three-minute thesis and GSA Gala. The GSA participated in the opening of the Gordon Oakes Red Bear student centre which is becoming a desirable venue to have events and has created a lot of engagement with Aboriginal issues. The GSA supported the reintroduction of a Campus Legal Services Office where students from the College of Law assist students. Social initiatives were also hosted, such as a non-violent communication workshop and a positive space workshop. They also focused on the economic wellness of graduate students and now have an emergency loans program of \$10,000 that students can access. Regarding tuition and international tuition the GSA is attempting to learn what the graduate students think the issues are and the policies that the university follows. Mr. Chakravarty noted that he needed responses from 300 graduate students to get a representative view of 3000 students with 95% accuracy – and it has been difficult to get students to speak so that is ongoing work.

8. Report on Board of Governors Activities

Joy Crawford advised that she and Daphne Arnason, who was also present, were the senate-elected members on the Board of Governors. Ms. Crawford provided a summary of the work done by the Board since the last Senate meeting. Board of Governors were kept apprised of the president's transition activities, such as meetings with colleges and schools and advancing the president with the external community. In the area of finance and investment, the Board received the quarterly update on university finances indicating revenues were down from last year due to lower than expected government funding and investment returns. The board discussed the recent one-time adjustment to the university's 2015/16 government grant. Board has approved using the central operating reserve to address the grant reduction – to address unexpected risks. The Board is mindful that continual pressure from three directions at once -- a reduced operating grant, a reduction of our reserves and restrictions on our capacity to raise other revenue -- is not sustainable and that the university requires stable funding and continues to work with the government to this end.

The Board approved the Sexual Assault Prevention Policy and approved renaming Arts court as Elders Court. RenewUS is a program that recognizes the growing need to address deferred maintenance of university infrastructure. The Board reviewed how to move the core campus renewal forward. The Board recently discussed the vision, mission and values process and provided their views to the visioning committee. The Board approved the ASPA and CUPE 3287 collective agreements, and approved the award of renewal of probation, promotion and tenure in accordance with the collective agreement with the USFA.

The Board approved Phase 1 of the relationship management system – this phase implements the student recruitment module and will give the university the ability to assist students to select programs to achieve their educational and career goals. On March 28th the Board hosted

its annual reception at Louis' Loft which provided an opportunity for Board members to interact with members of the university community.

9. University Council

9.1 Report on University Council

Roy Dobson, Council Vice-Chair, provided the report on University Council referring first to the written report in the meeting package. There were no questions.

9.2 Request for Confirmation of University Council Decisions

9.2.1 Addition of the Graduate Record Examinations (GRE) as an Admissions Qualification to the Master of Arts (M.A.) in Economics

Prof. Dobson provided a brief description of the GRE as an admissions qualification for the Master of Arts in the Department of Economics. A senator asked why the GRE requirement was being introduced only for students who had not completed their university degrees in Canada and the US, and Prof. Dobson advised that he did not know the answer. The GSA president noted that these exams are very expensive and suggested that in the future the university should try to include in its assessment the economic value to get into the university.

BAXTER-JONES/NEUFELDT: That Senate confirm the addition of the Graduate Record Examination (GRE) as an Admissions Qualification to the Master of Arts (M.A.) in Economics, effective for students who have not completed university degrees in Canada or the United States of America and who are entering the program in or after September 2017.

CARRIED

9.2.2 Doctor of Pharmacy (Pharm.D.) Program – Admissions changes

Prof. Dobson noted that the Pharm.D. program, if confirmed, will begin classes in September 2017 and graduate the first students in June 2021. It will replace the Bachelor of Science in Pharmacy program.

A senator asked how it was justified that the tuition was almost double that of the undergraduate program. Prof. Dobson advised that the requirements are more extensive because some of the current sciences being provided in the first two years will become prerequisites allowing for more pharmacy specific content to be provided in the program, it will be more structured in how the practical training is provided, and additional faculty will be hired to provide the practical experience.

A senator asked if the College of Medicine can be linked with this program. Yvonne Shevchuk, Associate Dean, College of Pharmacy and Nutrition explained that inter-professional education is a big part of the Pharm. D. program and the college is working with the health sciences group to develop the program. In response to a question about how the increased requirement for inter-professional education will be provided, Prof. Shevchuk advised that the college will build on the inter-professional learning modules that they have; and models of inter-disciplinary work were also being built through the Council of Health Science Deans.

A senator suggested the development of learning modules about social competencies around gender and sexual diversity and Aboriginal issues. Prof. Dobson explained that the college was actively developing the new curriculum and had a lot of interaction around developing social competencies for diversity of many types.

Doug Freeman, Dean of the College of Western Veterinary Medicine, advised that he strongly supported this motion and encouraged other senators to vote in favour because increasing inter-professional training to get health professions to work together is very important.

STUMBORG/SMITH: That Senate confirm the admission changes in the College of Pharmacy and Nutrition with the introduction of the Doctor of Pharmacy (Pharm.D.) program, effective September 2017.

CARRIED

10. Senate Committee Reports

Non-Senate members left the meeting and the Senate went into a confidential sitting.

10.1 **CONFIDENTIAL** Honorary Degrees Committee

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

Non-Senate members were welcomed back to the meeting.

10.2 Joint Nomination Committee for Chancellor

The chancellor recused himself from the meeting due to the potential conflict of interest.

10.2.1 Report of the Joint Nomination Committee for Chancellor

President Stoicheff, chair of the committee, provided the report. He advised that the committee has met twice. Once when Chancellor Favel had indicated that he would like to serve a second term and again when he decided that he could not serve a second term.

10.2.2 Recommendation to Form an *ad hoc* Bylaws Review Committee to Identify the Process when Considering Renewal of a Sitting Chancellor

President Stoicheff explained that the committee identified that the Senate Bylaws were lacking when it came to determining what to do when a sitting chancellor wished to sit a second term as they are unable to answer the following questions: Does the university still advertise for full nominations if a sitting chancellor chooses to sit a second term? If senators are asked to vote on a chancellor sitting a second term – what are the criteria to vote on? And what does the committee use as criteria to look at recommending a chancellor for a second term. Therefore the committee is recommending an ad hoc bylaws review committee be formed to recommend to Senate amendments to the bylaws.

KRISMER/MCPHERSON: That on the recommendation of the Joint Nomination Committee for the Chancellor, an ad hoc Senate Bylaws Review Committee be formed to bring forward the following amendments to the Senate Bylaws:

a) a reappointment process for the chancellor that is more carefully thought out and articulated in the Bylaws, and

b) to consider whether Section V.7(b) should be amended to indicate the Joint Nominations Committee for Chancellor be formed in the spring of the second year of the chancellor's first term.

CARRIED

The chancellor returned to the meeting.

10.3 Senate Executive Committee:

10.3.1 Report of the Senate Executive Committee

President Stoicheff reported on behalf of the Senate Executive Committee, noting that the written report was in the materials.

10.3.2 Appointments to Nominations Committee

WELLS/FLATEN: That Senate approve the following senators to the Senate Nominations Committee for one-year terms beginning July 1, 2016 and ending June 30, 2017: Lori Isinger, Vera Pezer, Colleen Toye and Christine Wesolowski; and that Senate approve Lori Isinger as chair of the Senate Nominations Committee.

CARRIED

10.4 Nominations Committee Report

10.4.1 Committee Membership for 2016/17

Vera Pezer, acting chair of the Nominations Committee spoke to the report. She advised that since the meeting materials were distributed to Senate Davida Bentham has confirmed that she would be willing to serve as chair of the membership committee, so this appointment is being added to the motion.

ISINGER/MENZIES: That Senate approve the appointments to Senate committees and positions as indicated in the attached schedule for 2016/17, effective July 1, 2016 and with Davida Bentham as chair of membership committee.

CARRIED

10.5 Education Committee and Discussion Topics

10.5.1 Report of the Education Committee

Pat Flaten, member of the Education Committee spoke to the report as the chair was unable to attend. She noted the topics that would be discussed today will be

the vision, mission and values statement, and thanked the committee for its work.

10.5.2 Visioning Committee

Liz Harrison and Brent Cotter, co-chairs of the Visioning Committee, emphasized that they were at the meeting today to listen to senators. The rest of the Visioning Committee was introduced: Lee Ahenakew, Karen Prisciak, Liz Duret, student Scott Adams, Jennifer Robertson were present, and also on the committee were Wendy Roy, Elder Harry Fontaine, and Tom Crosson.

The co-chairs shared that the goal of the project is to provide the U of S with a proposed new vision, mission and values document, building on the history of institutional dialogue and planning that has shaped the university's aspirations over the past 23 years. Members of the committee have met with: all of the colleges and schools, provincial government, USSU, GSA, president, Board, Council's planning and priorities committee, Aboriginal community, some alumnae, donors, and health regions. Further consultations are planned with Saskatoon city and Chamber of Commerce. Consultations have been very positive and people are very passionate about being involved with the U of S and looking to the future.

Regarding processes and timelines, the co-chairs advised the initial survey that was more exploratory was completed in February 2016, consultation meetings have been ongoing, the committee reviewed a variety of past strategic documents (this committee is not doing strategic planning, although strategy will be informed by this work), and another survey has come out and all senators are encouraged to respond. The goal is for the approval process to occur over the next months, with Senate being asked to approve a final document when meeting again in October. Close to 3000 people responded to the first survey which was intended to ask big questions; and the responses to those questions were shared with Senate.

Prof. Cotter noted that this was now the opportunity to hear the Senate's view on the values that the institution and its people should embrace. A mission statement was last formulated in 1993, and this is the first meaningful exercise to try to articulate the mission, vision and values for the university into the future.

The co-chairs illustrated word clouds which were formulated from the responses received to the big questions posed in the first survey. They illustrated a high degree of enthusiasm about campus, its beauty, meaningful nature of the people and province in which it is situated, importance of students. The larger words in the word clouds are what we heard more of, and are what distinguishes the U of S from other universities and PSE institutions. There is the aspect of the growing nature of Aboriginal. The co-chairs illustrated the mission key words and vision key words – showing the central messages received through the survey. The values were illustrated, and it was noted that the values look at the human relationship within the university and how the university and people within it will respect one another.

10.5.3 Vision/Mission/Values Discussion Break-Out Session

Questions considered during the break-out session:

1. What makes or could make the U of S unique/distinct among Canadian universities?
2. Looking forward 10 years, what are your aspirations for the U of S?
3. What values should guide the attitudes and behaviours of the university and its people?
4. Are there any other thoughts/comments for the committee?

A senator asked what analytical process will be used to analyze the data received. Prof. Harrison answered that with the consultation, they are using thematic analysis related to the variety of inputs. This is the exploratory component and it is not a peer research endeavour – but rather a descriptive approach to evaluate what we are doing. The committee uses a software program to develop the thought clouds.

The Senate meeting recessed for a lunch break at 12:15 pm and reconvened at 1:11 pm.

10.5.4 Report to the Plenary on the Break-Out Session

Prof. Cotter stated that the engagement of Senate has produced some of the best engagement experienced in this process. He asked that the note-takers from each breakout group provide their comments to Lesley Leonhardt who will post them on the Senate page of the university secretary's website. *[Secretary's note: Answers from break-out groups have been posted on the Senate page at <http://www.usask.ca/secretariat/governing-bodies/senate/U%20of%20S%20Vision%20Consultation%20Roundtable%20Responses%20April%202016.pdf>]*

Prof. Harrison invited senators to send the committee emails with any further ideas, as the committee was very happy to receive that input. She also invited senators to complete the second survey.

11. Presentations

11.1 Global Institute for Food Security (GIFS)

Maurice Moloney, Executive Director of GIFS, explained that GIFS was founded in 2012 through a philanthropic donation from Potash Corporation of \$35M, \$15 M from the Province of Saskatchewan and \$2M donated from Viterra. Between 2012 and when Dr. Moloney joined the centre only a small amount of that money had been distributed. Dr. Moloney advised that he assisted in putting together a clear strategic plan of how this would operate and a group of internationally renowned agricultural scientists to help determine how to operate. When Potash Corp. put in the money they did not predispose the money to any one activity but rather left it to the university's scientific community to figure out ways to position this to have relevance to global food security.

Dr. Moloney explained about GIFS' strategic plan. He noted that being a global institute positions GIFS to think globally about why food security is so important. Food security is already a significant problem for more than 800 million people who are on the borderline of starvation. The whole feeling of rebellion during the Arab Spring in 2011 spread across

North Africa - manifested in many different ways. This was sparked by a sense of people who were disenfranchised, to do something about their situation. Already many people were arriving in Southern Europe by boat and this continues today. Fundamentally this was fueled by food insecurity. Once food insecurity turns into something more political, it is difficult to stand on the sidelines. There are many people still living a subsistence farming life and the distribution of wealth in their country is unacceptable. People will move towards where the food is – either a friendly migration or an unfriendly migration.

Canada is in a remarkable situation – being a breadbasket nation of the world. If Saskatchewan was a country we would be one of the top ten producers in the world. We are one of the top ten exporters of lentils overall, and in top eight of world producers. We are one crop disease from a major disaster in the world.

In food security terms, we have a responsibility because our food to population ratio is very favourable. We are going from a world population of 7 billion to 9.6 billion by 2050. Of that group there will be a burgeoning middle class that will have buying power and will determine grain prices; they already look to Canada for high quality product. So we have both a responsibility and an enormous opportunity for our farmers to adapt to this situation.

We have a significant question on our hands – how do we increase food production? There isn't a lot more arable land to expand into. We have to figure out how to get higher yields from the same amount of land, and when you add climate change - expect certain areas to become even more arid. Statistically, Western Canada may do better but we cannot rely on that.

We started farming probably 100,000 years ago, in the next 50 years we will have to produce as much food as has been produced to date to feed the population. Population growth will probably flatten out around 2050, so there is a narrow window of time and we need to act quickly. We will have to find some technologies that are fast and can solve these problems.

Regarding where GIFS fits, Dr. Moloney advised that the emerging middle class is still disenfranchised economically. There is a need for food technologies to make increased production cheap and accessible in Africa. There cannot be an industrial revolution until there is an agrarian revolution. The first thing we will see is people having enough grains and oil seeds to allow them to trade some, rather than just subsist. This then becomes an economic cycle, and allows people to become part of the economic cycle and have better lives and contribute to society.

GIFS can show a lot of leadership to other organizations around the world on how to leverage the science we are engaged in to help resolve some of the issues. We will have to produce more grain and the disenfranchised need to improve their own agriculture. GIFS will investigate technology to improve productivity and food nutritional quality. The same technology can be repurposed for a developing world.

We have done an exhaustive analysis of the areas where this is true – and decided that we will work on: seeds, soils and software. Seeds and hybrids – determining how you get hybrids in the hands of people who need them most and can benefit from the higher yields; soils are going to be a critical factor of how to meet this challenge and some kind of technological intervention is needed in Africa because soil quality is a concern; software

and digital agriculture – parts of Africa have leapfrogged communications technology and jumped way ahead and will continue to adopt technologies and leapfrog in many respects. We want to build a database of image based systems regarding plant diseases. This will give people the ability to access high technological information and relatively cheaply.

We will have technologies that will have a dual use and provide an opportunity to channel through to the developing world. We want to encourage graduate students as to how to develop a mentality to take these technologies and try to repurpose for these two realities: to develop more grain and to advance economic systems.

In response to a call for questions, a senator noted that she had been in Uganda and other places and observed very healthy crops – partly due to their method of mixed agriculture. Crop disease comes out of industrialized food production with one crop being produced. The senator felt that when these countries are characterized as having a subsistence farming life, we are imposing Western values on them that do not measure economic activity that you do for yourself. This type of economic activity is characterized as having no value and those living that reality are said to be living in poverty. The senator suggested they are not living in poverty and that food production fuels population growth. The senator felt that educating women to control population growth would be beneficial. The senator also commented that in emphasizing oil seed production Dr. Moloney is actually speaking of canola that is GMS canola, which is patented and expensive. By promoting monoculture production there is a rise in crop diseases because GMO crops have a higher incidence of fusarium. Would GIFS look at addressing these underlying things?

Dr. Moloney noted that the senator's experience in Africa was extremely important – and she was saying that they should practice agriculture in a different way – and that is correct and important for the remediation of soil. You want the rotation of crops to be optimized for the food needed and for the soil. He provided one correction in that the onset of fusarium is in wheat – and there is no GMO wheat in the world.

A senator commented on safeguarding food security, and that in the past people were starved off of the land to get what we have now, and asked Dr. Moloney how he will make sure this will not happen again. He also noted that in the north the cost of living is very expensive and they have lost a lot of caribou, and he asked how this can be replaced or people can grow their own vegetables just to eat. Dr. Moloney indicated that as a small institute it is difficult to correct the wrongs that took place many years back; but there are certain technologies which could be used to alleviate the cost and provide more types of food in Northern Canada and GIFS should be able to do something about that. The best thing to do with excess carbon dioxide would be to feed it into a food growing system (such as an enclosed greenhouse), which would increase the growth rate by 30%. This would be done in places where there are industries that are generating carbon dioxide. This is currently being done at the British Sugar Factory where they collect all of the waste CO₂, pump it into greenhouses and produce one quarter of the tomatoes produced in the UK in a highly energy efficient manner. Dr. Moloney suggested that it could be possible to put these types of systems together to address the northern parts of our country.

A senator congratulated the University for obtaining the funding for GIFS, but suggested that the institute is taking too narrow an approach by addressing food security only through technology. This is a complex issue and there is the need to determine food

security through a wider approach which would include the social and ecological perspectives. The senator asked Dr. Moloney when GIFS will expand its circle of solutions. Dr. Moloney noted that this was a fair point, as in addition to agricultural research there is another element within the policy and economic space that would have massive leverage in providing a solution. At GIFS they have been trying to determine a way to fund some of this while not building a large organization to do it, and have been working with the Johnson Shoyama Graduate School of Public Policy and the College of Agriculture and Bioresources to figure out some of those answers.

A senator noted that Dr. Moloney spoke about history, politics and migration and asked whether funding was available to look at the human impact of food security. Dr. Moloney replied that there is and noted as an example the large grant of \$37 million that the University obtained recently from the Canada First Research Excellence Fund that included what he believed to be \$4.5M to fund social scientists to look at questions of public engagement about technology to determine the social license, as for example in the developing world many technologies can run into issues of local traditions to do things in a certain way.

A senator noted his agreement with Dr. Moloney that CO² is a good thing but too much contributes to climate change and asked whether Dr. Moloney was aware of the website, 350.org. Dr. Moloney replied that 350 parts per millions CO₂ was probably the level of CO₂ where we should be and noted that we need to bring the parties together to think these things through, as agriculture has part of the solution to the issues that are properly investigated.

12. Items for Information

12.1 Student Enrolment Report

Patti McDougall, Vice-Provost, Teaching and Learning, provided a report on annualized enrolment noting that the university sets targets for enrolment and then strives to meet those targets. Dr. McDougall presented a series of slides providing enrolment data broken down by undergraduate versus graduate student enrolment, direct-entry retention rates, graduation rates, increases in Aboriginal, domestic, and international students, and strategic enrolment management targets by college. She indicated that strategic enrolment management is about creating enrolment targets and evaluating those targets in terms of types of students, diversity within student populations, recruitment objectives, retention goals, and graduation numbers. A copy of the slides are attached as Appendix B.

A number of questions were received from senators. A senator asked if certain populations are targeted to have better access to residences on campus to assist in their success. Dr. McDougall explained that there were as spots are held in residence for some targeted groups – such as for athletes; to go alongside our Aboriginal achievement program; clusters of places; and for peer mentors.

A senator asked how the retention numbers compare to the University of Regina, to which Dr. McDougall replied that she was not sure. She noted that the retention rate varies across colleges at the U of S, so we could drill down and do some college comparisons to look at that question.

Chancellor Favel reported that Dr. McDougall received the USSU's Staff Spirit Award which illustrates her dedication to the students on campus. He noted that she is a quality staff member and exemplifies the staff who live their lives for this institution.

12.2 Senate Elections Update

The chancellor acknowledged and thanked the senators retiring from Senate. The university secretary provided information about the upcoming Senate elections that will run from May 2nd to June 16th. Elections will be held for senators in districts 8, 11, 12 and 14 and for four members-at-large. Senators were acclaimed in districts 2, 3, 4 and 9. There will be two ways for alumni to vote – online or by written ballot. The university secretary advised that efforts will be made to encourage participation in the voting process (such as election notices in the Saskatchewan weekly papers to reach alumni who do not use computers) and she asked Senate members to also encourage participation.

13. Other Business

13.1 Length of Meeting

A senator explained that she had submitted the request to Senate Executive regarding how to manage Senate meetings better. She suggested that her concerns may be able to be addressed, not by extending the length of the meetings, but by following the rules of order of the meeting and by making changes to the presentations coming to Senate. She noted that Kerr and King's *Rules of Procedure* are not readily available, and she would like to see people have better access and be informed of the rules of order. Regarding presentations coming to Senate, she thought it was important to empower the Senate education committee to put the presentations on the agenda and for senators to have a say about what is not on the agenda. She also noted that it is not uncommon at a meeting such as this to ask that 10 to 15 minutes be added to the meeting to allow people to bring questions and have discussions, in a way that reflects the diversity we have on Senate.

A senator suggested that presenters at Senate highlight only a few items and not reread Senate materials and asked that just the crucial sections of Kerr and King be circulated at each meeting.

A senator advised that during his last three years on Senate what he appreciated most was the opportunity to connect with people through discussions in small groups. This allows people to have input and a voice, and he heard a number of good ideas and had some productive discussions today.

A senator wondered if Senate could consider another forum for items that require more discussion that interest a few senators, as she did not believe the Senate meeting was the forum for this but she realized some senators would like to debate these issues. She also asked for a return to decorum and respectful behavior at the microphones, as a number of people were providing long preambles of personal views and opinions before asking their questions which was not respectful to the chancellor. Thirdly she stated that if there was a purposeful will by some senators to create a negative image of the U of S she was very troubled by that as she did not think Senate meetings should be used to promote something negative.

A senator expressed her concern was that senators need to be reminded of the purpose of senate at the beginning of our tenure so we do not go off in different directions at Senate.

A senator explained that the night before every Senate meeting, she sits with a group of young, articulate, and intelligent senators pouring over the rules. She has never been refused to bring forward an item in business arising before – and that they had done their utmost to approach the request for Ms. Paul to speak at Senate with diplomacy.

The chancellor replied noting everyone was at Senate to support the university, not to use the university for our own platforms. It is important to hear what is happening at the university – such as what is being done for Indigenous people. He explained that there is much racism in the province and there is a wall of people he will not convince, and the more he advances his views in a contrary manner, the more they will not listen. So we must think carefully because the decisions made will affect this university. There has to be a healthy place in the middle where discussions can happen – that is the university.

The senator clarified that the item she brought as business arising had nothing to do with nuclear power – but rather it had to do with the labeling of anyone with her views at Senate as “fear mongers” – as she has heard the value in university discussions is to respect divergent views.

A senator noted that he has served on a number of boards and one of the procedures he sees as sacrosanct is that sitting senators should be able to call for the question, no matter what is being said.

13.2 Engagement of Senate Electorate

A senator spoke to the motion she submitted regarding elections in the districts. She noted that there had been difficulties in voting online, and it was important to realize that not everyone had access to high speed internet so elections cannot be run solely over the internet and notices of elections must be made in other ways. She also explained that candidates running for district positions did not have access to lists of district voters making it difficult to campaign and resulting in a low voter turnout. She concluded by stating that they want to make Senate elections more democratic.

MITTEN/THOMPSON: That issues regarding the engagement of the Senate electorate be brought to the membership committee to recommend some solutions and report back at the next Senate meeting so the body as a whole can address these issues.

CARRIED

14. Question Period

In response to a question raised by a senator as to why Senate executive invited Neil Alexander, executive director of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation to address Senate, Provost Ernie Barber explained that there were a lot of questions raised about the university's institutes so it was decided that leaders of the institutes should come to inform Senate about the work of those institutes. That is why in addition to Neil Alexander, Rob Lamb, executive director of the Canadian Light Source and Maurice Moloney, executive director of GIFS, have presented at Senate on the work of their institutes.

A senator encouraged other senators to read two books that tell the story of nuclear: *Atomic Accomplice: How Canada Deals in Deadly Deceit* by Paul McKay; and *Canada's Deadliest Secret: Saskatchewan's Uranium and the Global Nuclear System* by Jim Harding retired professor from U of R.

A senator asked how can we be silent at the university about uranium mining, as there has been tragedy and loss at Aboriginal sites and this demonstrates colonization. Aboriginal people are told that they must take what the uranium mining companies offer as this is the only way they will survive – when will their experiences be heard and respected in Senate meetings? The chancellor responded that when Candyce Paul speaks he would also like to hear from chiefs in the northern communities as the chiefs are trying to partner with these organizations to get their people trained and to get them to university. President Stoicheff noted that if we are talking about Indigenous problems, a university is a wonderful place to have that kind of discussion or debate, but Senate is not the ideal place to have those debates as it has a tightly time-pressured agenda.

In response to the earlier comment that senators should support the university, a senator noted that when she questions the institution, she is a profound supporter of it, recognizing that there are changes necessary and information that needs to be tabled. We need to bring forward motions at Senate in order to function as an institution that is part of a democracy. Senate has a big role in this democratic institution to hold the administration to account - and to do so in a constructive way.

A senator agreed with Provost Barber that Senate wants to hear from the institutions, but asked that the Senate executive committee check the presentation materials in advance.

A senator noted that at the spring Senate meeting, senators are offered the opportunity to attend a reception, and encouraged senators who wanted an opportunity to discourse with other senators to attend the reception as it is the social events where we get the understanding from people.

A senator noted that Senate meets close to Place Riel which recognizes what happened to this province in 1885 and she would not want voices silenced now as they were then.

President Stoicheff led Senate in thanking Chancellor Favel for his service and for agreeing to continue to serve until a new chancellor was in place. The president shared how fortunate the university has been to have Chancellor Favel here during this period. When the university hosted the building reconciliation forum in November – the chancellor made it possible to get the key people here such as Justice Senator Murray Sinclair. The chancellor and president co-authored an op-ed that was printed in the Globe and Mail because of the chancellor; and Perry Bellegarde, Chief of the AFN and others have partnered with the university because the chancellor knows these people. The president expressed how very fortunate he has been to work with Chancellor Favel so closely. The Senate responded with a standing ovation.

15. Adjournment and Dates of Future Convocations and Senate Meetings

Spring Convocation: May 30 – June 2, 2016

Fall Senate: October 15, 2016

Fall Convocation: October 22, 2016

Spring Senate: April 22, 2017

In closing the chancellor shared that when he became chancellor it made a lot of people happy and he wished he could continue to help but he cannot. He encouraged everyone to keep working together, to try to get along and respect each other – and things will work out okay. He expressed that as Aboriginal people, we are not wrong to think that this is our land and that this country is ours – but what do you do – do we live in vile and anger – or try to live in something better. The Truth and Reconciliation Commission has taught what we can do. Our community is so strong and this province is so much stronger if we incorporate Aboriginal leaders. The chancellor stated that this was all that he has been trying to do -- he served his people and did his best. He was proud of the university and believes it has a really good president and administration who live for this place and do the best they can and as Senate we should assist the administration.

GULLICKSON/NEUFELDT: moved adjournment at 3:19 pm.

CARRIED

Senate Attendance April 23, 2016

APPENDIX A

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Acton, Pamela	P	Adam, Allan	P	Barber, Ernie	P
Albritton, William	P	Binnie, Sarah	P	Baxter-Jones, Adam	P
Alexander, Jeanne	R	Hoback, Jerri	P	Bergstrom, Don	R
Ashley, Linda	P	Kopp-McKay, Adelle	P	Bilson, Beth	A
Baker, Carey	P	Krismer, Robert	P	Bonham-Smith, Peta	P
Brandt, Arlene	P	McLeod, Tenielle	P	Buhr, Mary	P
Braaten, Lee	P	McPherson, Russ	P	Calvert, Lorne	R
Christensen, Helen	P	Michalenko, Richard	P	Chad, Karen	P
Danyliw, Adrienne	P	Mitten, Rae	P	Downey, Terrence	R
Derdall, Michele	P	Nicol, Jim	P	Favel, Blaine	P
Dutchak, Dave	R	Pulfer, Jim	P	Fowler, Greg	R
Enoch, Simon	P	Schriml, Ron	P	Freeman, Douglas	P
Ferhatoglu, Yurda	P	Stevenson, Corinna	R	Germida, Jim	R
Flaten, Patricia	P	Stumborg, Mark	P	Greenberg, Louise	R
Forbes, Richard	P	ELECTED MEMBERS-AT-LARGE		Harasmychuk, Robert	P
Fyfe, Ryan	P	Antony, Jenalene	R	Horsburgh, Beth	R
Gable, Kathleen	P	Bentham, Davida	P	Isinger, Russell	P
Gerwing, Karen	P	Cole, Evan	P	Martini, Jeromey	A
Gjetvaj, Branimir	P	Finley, Sandra	P	Martz, Diane	P
Greschner, Toby	P	Gullickson, Gary	P	McCaffrey, Geordy	A
Hollick, Barry	P	Hande, Mary Jean	P	McDougall, Patti	P
Hryniw, Crandall	P	Mihalicz, Deborah	P	McKercher, Peggy	R
Hubich, Larry	R	Rempel, Richard	P	Moe, Scott	R
Isinger, Lori	P	Sambasivam, Chandran (Bud)	P	Molloy, Tom	P
Kies, Richard	P	Swystun, Lenore	R	Ogilvie, Kevin	A
Lanigan, Dennis	P	Thompson, Michelle	P	Pawelke, Michael	A
Lavoie, Armand	R	Wells, Joyce	P	Pezer, Vera	P
Lee, Bryan	P	Wesolowski, Christine	P	Prytula, Michelle	P
MacArthur, Sandra	R	Wickenhauser, Joe	P	Rodgers, Carol	P
MacMillan, Judy	P	STUDENTS		Smith, Preston	P
Martin, Stephanie	P	Chakravarty, Rajat GSA	P	Sorenson, Christine	R
Menzies, Craig	P	Daniels, Kristen	R	Stoicheff, Peter	P
Miller, Lukas	R	Iron, Monica	R	Taras, Daphne	R
Morrison, Karen	P	Robertson, Jordan	P	Turner, Ted	R
Mushinski, Valerie	P	Senacal, Gabe	A	Uswak, Gerry	R
Neufeldt, Victoria	P	Sieffert, Jon	R	Wasan, Kishor	R
Olfert, Charles	P	Tan, Mark	R	NON-VOTING	
Olfert, Ernest	P	P=present		Williamson, Elizabeth	P
Prisciak, Karen	P	R=regrets			
Prokopchuk, Nadia	P	A=absent			
Spitzig, Doug	R				
Thibodeau, Lisa	P				
Toye, Colleen	R				
Wiens, Rod	R				
Yee, Tim	P				



Enrolment report

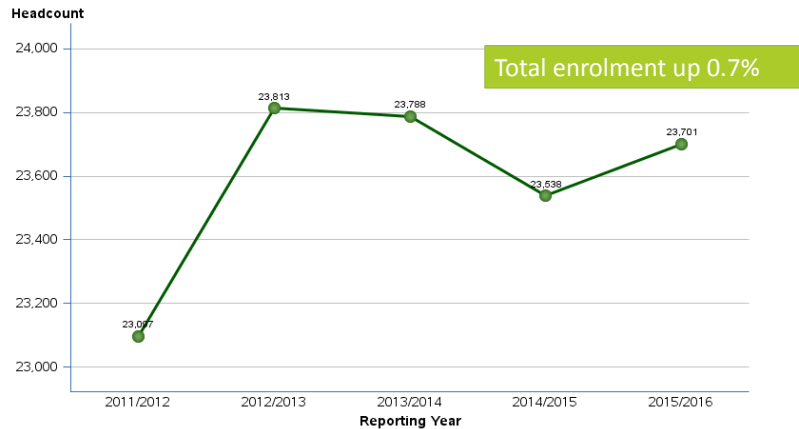
Academic Year 2015/2016



Thinking about our enrolment numbers

- Strategically managing enrolment
- Evaluating against targets (last planning cycle – out to 2015-16)
 - Numbers of students (overall size)
 - Distribution of undergraduate versus graduate students
 - Types of graduate students (MA, Ph.D.)
 - Aboriginal students
 - International Students
 - Recruitment objectives
 - Retention goals
 - Graduation

Total Enrolment Academic Year



Strategic Enrolment Management Targets

College	Academic Year (May-April) 2015-16	2015/16 SEM Targets (annualized)
AgBio	1,300	828
Arts and Science	9,015	8,679
Dentistry	114*	112*
Education	1,340	1,389
Edwards School of Business	1,915	1,827
Engineering	1,755	2,063
Graduate Studies	3,920	4,445
Kinesiology	549	523
Law	410	370
Medicine	397*	400*
Nursing	975	995
Pharmacy and Nutrition	450	460
Vet Med	330	320

*Excludes post-grad clinical

Total Enrolment

Academic Year

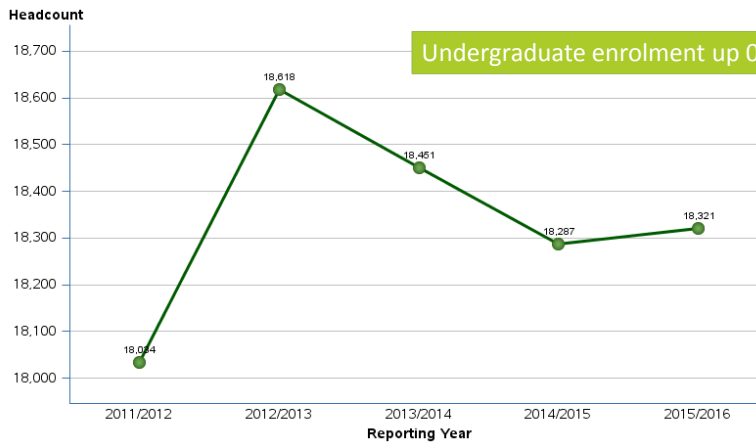
Graduate students up 2.1% over last year
Undergraduates up 0.2% over last year



Academic Year Enrolment

Undergraduate

Undergraduate enrolment up 0.2%



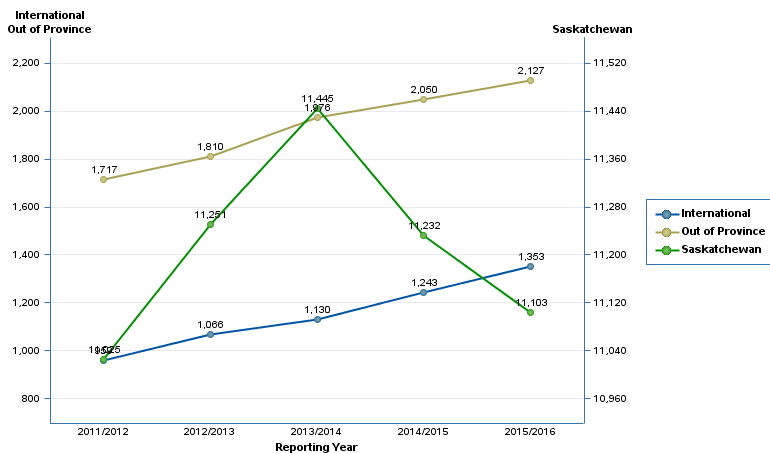
Factors impacting our undergraduate enrolment?

- Highly competitive market for post-secondary students in Canada
- Saskatchewan high school graduates:
 - Marginal increase of 0.4% (44 students) over last year
 - Small increase of 1.9% (225 students) increase over the past five years
- Saskatchewan new direct entry UG students:
 - Marginal increase 0.6% (14 students) over last year
- Direct entry UG students
 - Slight decrease new students
 - Continuing students unchanged
 - External transfer students down slightly

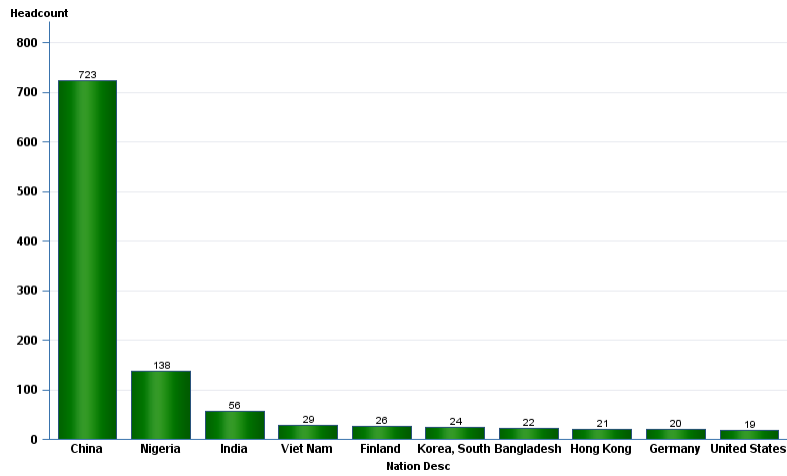


Academic Year Where do students come from?

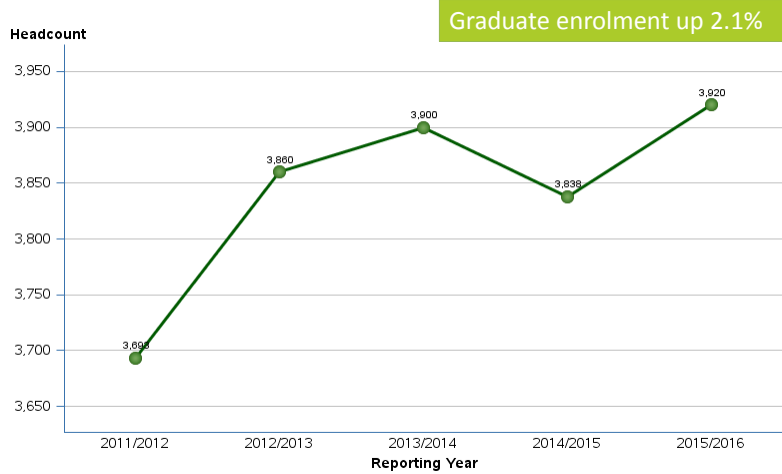
Direct Entry Programs



Academic Year Enrolment International Undergraduates By Country

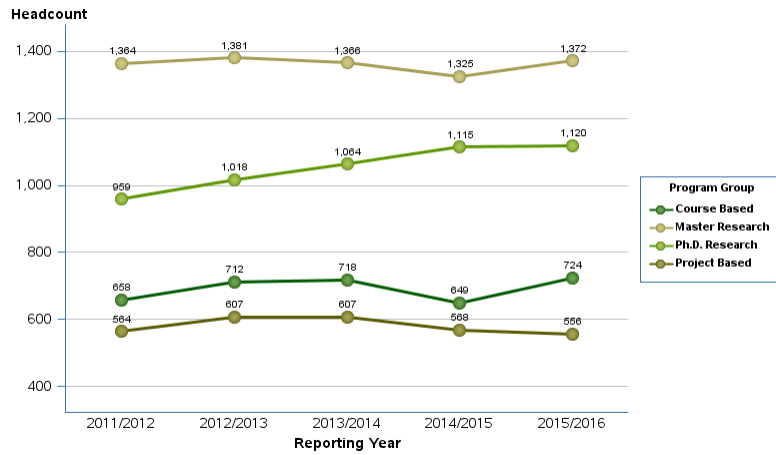


Academic Year Enrolment Graduate



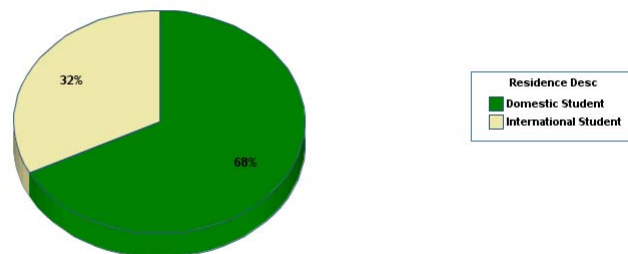
Academic Year Enrolment

Graduate, By Program Type

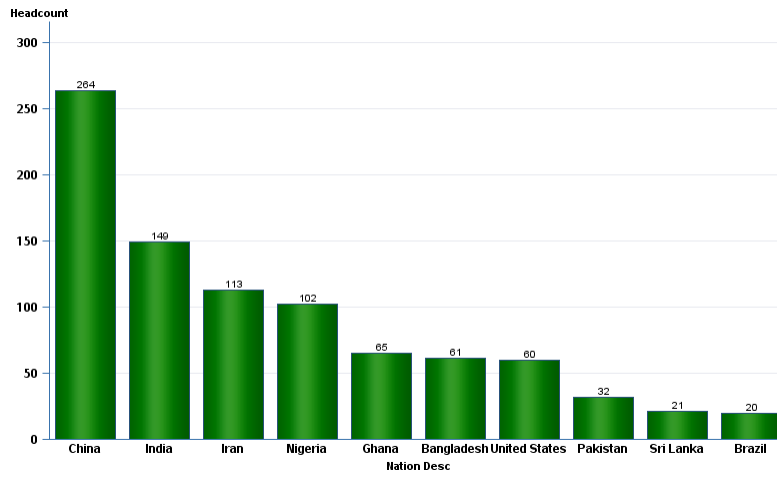


Academic Year Enrolment

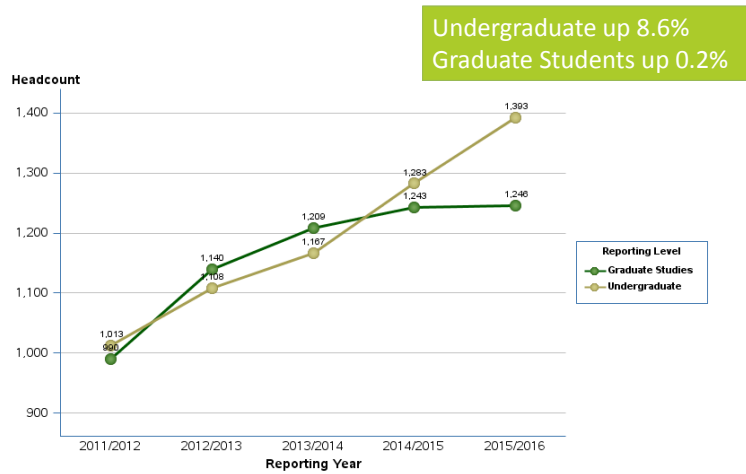
Graduate Students (Domestic and International)



Academic Year Enrolment International Graduate Students By Country

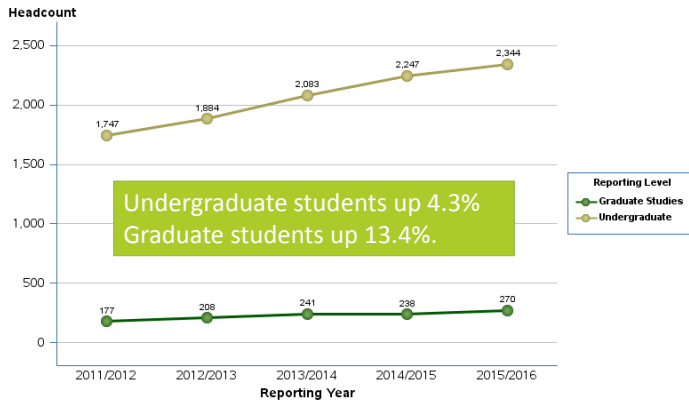


Academic Year Enrolment International Students (Undergraduate and Graduate)



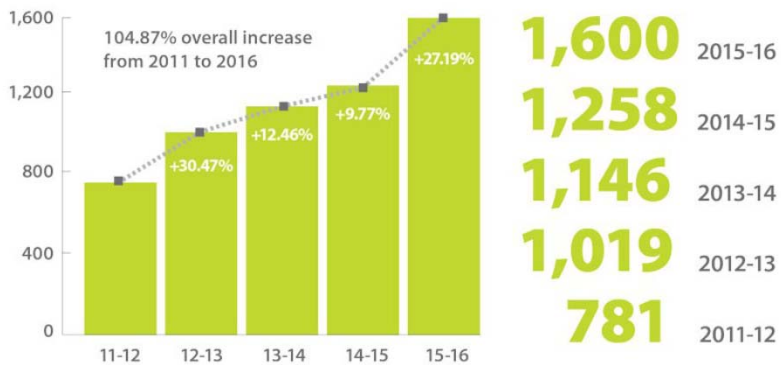
Academic Year Enrolment

Aboriginal Students (Undergraduate and Graduate)



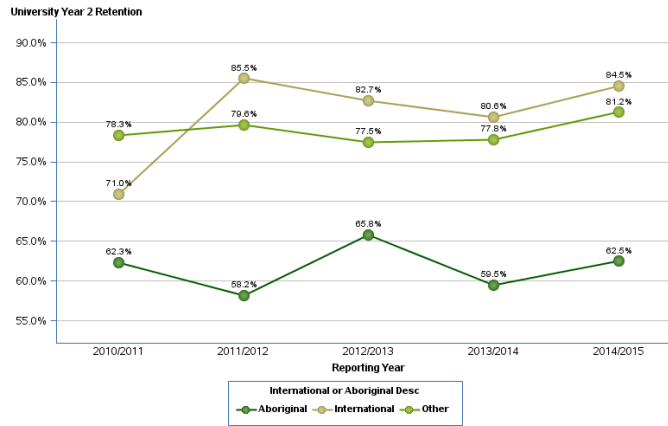
Fall and Winter Term Enrolment

Students Registered for Disability Services (All Student Groups)

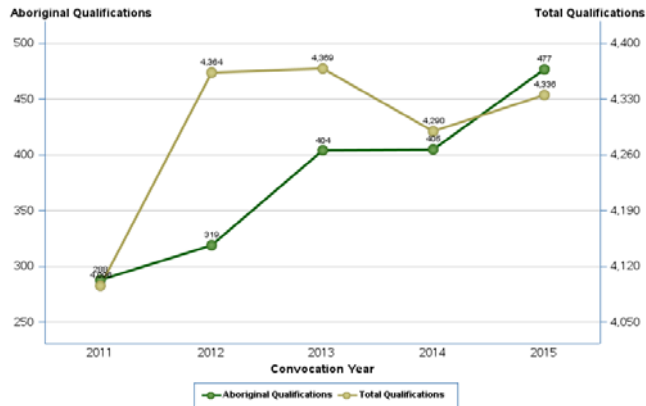


Fall Term 1st to 2nd Year Retention Rate

Direct Entry Programs

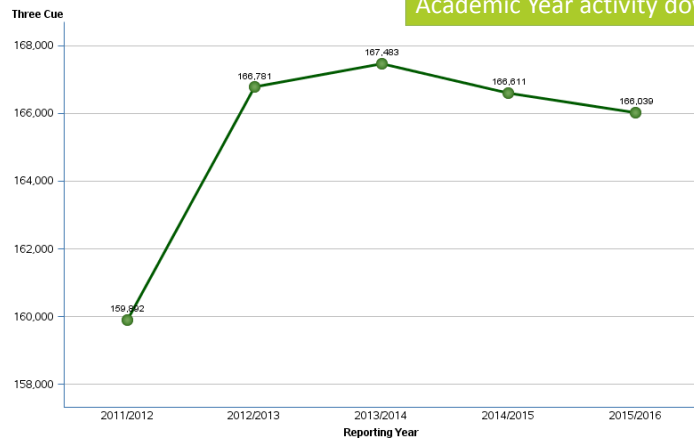


Graduation Fall and Spring Convocation



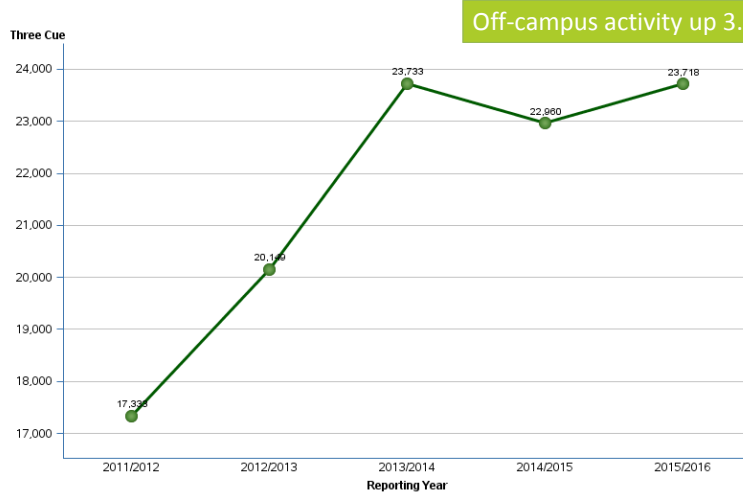
Three Credit Unit Activity

All Student Groups



Three Credit Unit Activity

Off Campus, All Student Groups





Thank you
Questions?



President's Report to Senate – October 2016

Sincere Thank You to Chancellor Favel

I'd like to take this opportunity at the top of my report to thank our chancellor and outgoing chair of university Senate, Mr. Blaine Favel. The term of a chancellor at the U of S is three years and Blaine's term was slated to end on June 30th. He graciously agreed to stay on in this important role until October when our Senate could appoint his replacement. I cannot express enough thanks for the contributions, guidance and support Blaine has provided throughout his time in this role. Blaine was instrumental in bringing together last fall's "Building Reconciliation" forum and has been key in strengthening the university's connections with Indigenous communities and leaders. His contributions to Senate, the board of governors and the University-at-large will be remembered.

Thank you Blaine.

Highlights of Presidential Activity

President's Committee on Vision, Mission and Values

Shortly after my installation as president, I knew that the establishment of a new vision, mission, and values document would be an important first step in my time in office. Since the last guiding statements were established almost 25 years ago, it seemed appropriate to revisit them at this point in time.

The process for generating a new vision, mission and values for the institution had two goals; the first to provide the University of Saskatchewan with a proposed new vision, mission and values document, building on the history of institutional dialogue and planning that has shaped the university's aspirations over the past twenty-three years. The other, a more practical goal, was that the document was to be less than 2 pages in length with a high-level institutional focus. In order to be useful, the document needed to be succinct and clear to guide us long-term and high-level: it was not meant to dictate specific goals for the coming year.

To achieve this goal I knew it would be important to develop a process that would reflect the collegiality and the collaborative nature of the university. To that effect, I constituted an arms-length committee to develop the consultation process and to provide drafts of the document for review. Committee membership included: Brent Cotter and Liz Harrison (co-chairs/faculty); Lee Ahenakew (Board); Karen Prisciak (Senate); Harry Lafond (Elder); Wendy Roy (Council/faculty); Scott Adams (student) Liz Duret (staff); Tom Cross (staff).

Initial consultations by the committee occurred from January to June 2016 and consisted of:

- In person: visioning meetings, presidential transition meetings
- February survey: determined themes
- April survey: confirm support for themes
- Emails sent to *ourvision@usask.ca*
- Review of institutional documents
- Discussions at university Senate
- Mission, vision and values statements for our colleges, schools and units

By June 14th, 2016, an initial draft of the document was released by the committee. Further consultations occurred on the initial draft in the following forms:

- Presentations to University Council (June 23) and Board of Governors (June 27)
- Communications sent to University Senate, faculty, students, staff and alumni with request for feedback
- Discussion of draft with the Graduate Students' Association, University of Saskatchewan Students' Union and Indigenous Students' Association
- Feedback accepted via email to *ourvision@usask.ca*

After a second round of consultations, the committee developed another draft and presented me with their version of the document on September 15th, 2016. I worked with the committee co-chairs, making some additions and changes to language to create the document presented to our Senate today.

In total, the reach of the consultations was wide and deep. Over 1,000 individuals participated in face-to-face meetings (small groups to larger) including internal (faculty, staff, students, retirees, alumni) and external groups (provincial and municipal government; Health Regions; arts groups; Aboriginal community groups). Our survey resulted in more than 4,000 responses as well which has given me the confidence that this process has been significantly collaborative.

At our meeting on Oct. 15th, I will present the finalized document for Senate's approval. Assuming all goes well, I will go through university council and finally our board of governors to ensure all three governing bodies approve of this new document.

Update on University Relations

As many Senators know, relating to our external constituents is a top priority for a president. The unit that has traditionally assisted the president and the university-as-a-whole in this regard has been known as Advancement and Community Engagement (ACE). Given the importance of the work of the unit, I made the continued review of ACE, and the functions within, an early priority.

Results of this review have been a change in name and emphasis within the unit. Now titled University Relations, this unit will be home to fundraising, marketing & communications, alumni

relations, and community relations. It is the last function that I see providing a significant benefit to the work of our Senate. For the first time in the institution's history, we will be developing an institutional-wide strategy to engage with our community. A key aspect of the job of this unit will be to work with Senate and other community-linked aspects of the University of Saskatchewan to ensure strong ties and strong communication with our community partners.

Progress was swift and we announced our first vice-president, university relations – Debra Pozega Osburn -- on Friday July 8th to a crowd of well over 100 people in Convocation Hall. Staff, faculty, senior leaders, board members and donors filled the crowd for this exciting announcement. Debra comes to us from the University of Alberta where she held the position of Vice-President, University Relations. Debra will start in the position as VP on Oct. 1st, 2016. Debra's first tasks will be to better understand the unit in order to ensure the proper structure and leadership is in place to support the institution.

Search for the Provost and Vice-President Academic

The Provost and Vice-President Academic search committee has been meeting with potential candidates throughout the year and will continue to do so into the fall. The U of S's reputation has attracted a deep candidate pool and I am confident we will find a candidate who is an excellent fit for our institution to begin in 2017. The committee is intent on being able to make an enthusiastic recommendation, and the position is a crucial one for the university's future; the committee will take the time necessary to find the best possible candidate.

As Senate members may recall, Ernie Barber stepped into the interim position in July 2014 and has done a superb job. To be respectful of Ernie's commitments to his family and personal pursuits, he will begin an administrative leave from the university effective Sept. 30, 2016. In his place, I have asked Michael Atkinson, professor, Johnson Shoyama Graduate School of Public Policy, to assume the role of interim provost and vice-president academic beginning Oct. 1.

I want to offer my deepest gratitude to Ernie for all that he has done for our university, not just in his most recent role as interim provost, but for his unwavering willingness to step into many leadership roles over his long career at the U of S. I know I speak on behalf of our board when I wish Ernie all the best and thank him for his many years of service. During his leave, he and I will determine in what capacity he will return to campus – and he will return.

I have also had the great opportunity to work with Michael Atkinson who first arrived at the U of S in 1997 as vice-president academic and provost, roles in which he served until 2008 when he became the founding executive director of the Johnson Shoyama Graduate School of Public Policy. He served in that role from 2008-2015, and as a member of dean's council, and provided leadership to both the school and the institution.

Michael, like Ernie, has an exceptional record of service to the U of S. I am confident he will provide excellent guidance and continuity in the interim provost role as we continue our search.

Governance of Huskie Athletics

Carrying on work begun by a community-led task force on Huskie Athletics, our provost, Ernie Barber and dean of kinesiology, Carol Rodgers, have recommended a new governance structure for Huskie Athletics. This structure will incorporate more community involvement and is positioned to recognize the significance of the reputational impact the athletics program has on our institution.

The recommendation was that the U of S establish a Huskie Athletics Board of Trustees consisting of individuals representing the institution and members of the community-at-large. It was proposed that the board be responsible for recommending the appointment of the director of huskie athletics to the president, to review and provide performance feedback on the director, and to steward the finances of the HA program. The chair and vice-chair of the board would rotate between the dean of kinesiology and a community member of the board.

In addition, recognizing the importance of the athletic program to the institution as a whole, it is recommended the Dean of the College of Kinesiology will hold the dual role of dean *and* chair/vice-chair of the Huskie Athletics Board of Directors. In this capacity, the dean shall report directly to the president on matters pertaining to the athletics program.

The first iteration of the board will include the following community members: Diane Jones Konihowski, Tom Anselmi, David Sutherland, Shelley Brown, David Dubé and a sixth member to be named at a later date. The U of S representatives are: Patti McDougall, vice-provost, teaching and learning, Greg Fowler, vice-president finance and resources, Debra Pozega Osburn, vice-president university relations, Chad London, incoming dean of the College of Kinesiology, and Peta Bonham-Smith, interim dean of the College of Arts and Science.

By moving to a university-wide level, Huskies Athletics will be further mandated to provide an elite student-athlete experience within a unique, ever-changing environment that fosters athletic and academic excellence

Highlights of our Teaching and Research Activity

Research Funding for Globally Recognized Initiatives

We have had the pleasure of hosting *multiple* funding announcements for mission-focused research initiatives. The U of S has received investments from the Canada First Research Excellence Fund (CFREF) twice in the last year – the only post-secondary institution in Canada to do so. Total funding received amounts to over \$100 million dedicated to ensure success in our key signature areas of food security and water security. This support cements the University of Saskatchewan’s place in Canada and the world as experts and problem solvers in these areas. I cannot underscore enough the importance this recognition plays in the national and international profile of the U of S.

In addition to funding for these initiatives, the U of S has also received federal support for a Canada Excellence Research Chair (CERC) in Food Systems and Security. With these funds the U of S was able to hire Leon Kochian, one of the world's most highly cited scientific researchers in this area. Dr. Kochian will focus his research on new crop varieties and environmentally sustainable agricultural practices in the developing world

Collaborative Sciences Research Building

Earlier this year the Federal government announced the Strategic Infrastructure Fund for Postsecondary Institutions (SIF). There were a number of criteria that needed to be met in order for a project to be eligible for consideration. In addition there were strict timelines for the completion of the projects. The University submitted 2 projects- The Library Transformation Project and a proposal for a new Collaborative Science Research Building (CSRB). The program offered 50% matching funds and the projects were required to be completed by April 30, 2018.

Our application for the CSRB was successful and at an announcement by Minister Ralph Goodale on August 19, we were awarded \$30M from the federal government for the \$63M project. This building will be located behind the existing classroom wing of the Biology building. Discussion regarding future occupants and how the building will be managed/governed are underway.

The building as per the SIF program requirements will be substantially complete by April 30, 2018.

2016 Images of Research Winners Announced

The U of S launched its second annual *Images of Research* competition this spring to showcase the diverse research taking place on campus and beyond. U of S students, staff, faculty and alumni were invited to submit visual depictions and brief descriptions of their research, scholarly or artistic work. Nearly 100 submissions were received this year, ranging from traditional photographs to abstract images generated by devices such as the Canadian Light Source synchrotron. Multidisciplinary judging panels selected winning entries in five categories along with one grand prize image. Two viewers' choice prizes were chosen by members of the public. More than 5,000 viewers from over 40 countries visited the online image gallery and took part in the public vote.

Images of Research was also an award winner itself as it was a recipient of one of the Canadian Council for Advancement of Education (CCAЕ) 2016 Prix d'Excellence Awards.

To view all of the winning 2016 Images of Research, visit: <http://goo.gl/p2n3Ji>.

New Program in the College of Pharmacy and Nutrition

The University of Saskatchewan will launch a Doctor of Pharmacy (PharmD) program in fall 2017 to replace the Bachelor of Science in Pharmacy as the first professional degree required to practice as a licensed pharmacist.

Pharmacists' roles are changing and we're proactively adapting our curriculum for these new roles. The new program is designed to provide the skills and knowledge necessary for pharmacists to practice as their roles in the healthcare system expand.

This is a significant change compared to the current pharmacy program in which students take classes in basic sciences, such as chemistry and pharmacology, during their first two years, while pharmacy classes are scheduled in the third and fourth years. Under the new curriculum, students will be required to complete at least two years of pre-requisite classes before applying to the pharmacy program.

The new curriculum will include 40 weeks of experiential learning, with 32 weeks of advanced practice in the fourth year. The first three years of the program include two four-week practice experiences, as well as smaller weekly opportunities.

New Royal Society Fellows Named

The Royal Society of Canada has released its list of newly named Fellows this year and I would like to congratulate on behalf of all of us at the University the two U of S faculty members who have made the list.

Jo-Anne R. Dillon from the Department of Microbiology and Immunology and Graham N. George from the Department of Geological Sciences will be honoured this November in Kingston, ON.

Jo-Anne Dillon is a world-leading expert in sexually transmitted diseases and antimicrobial resistance who has pioneered molecular technologies for characterizing the antibiotic resistance and transmission of *Neisseria gonorrhoeae* and other microorganisms. A distinguished administrator and the founding director of Health Canada's National Laboratory for Sexually Transmitted Diseases, Professor Dillon has helped shape Canadian public health and medical research institutions. She is a Fellow of the Canadian Academy of Health Sciences.

Graham N. George is an internationally recognized leader in X-ray spectroscopy and imaging using synchrotron radiation. His research has provided insights into the chemistry of metals in living organisms. His work has had impacts in the areas of bioinorganic chemistry, molecular toxicology, fuel chemistry and environmental science.

Highlights of Indigenous Engagement

In May 2016, we produced a report for the Ministry of Advanced Education summarizing the institution's past and current initiatives with Indigenous education and engagement. This report is one of the most recent and comprehensive summaries of such initiatives on campus and I wanted to be sure to share a modified version with Senate. Please find it below:

The University of Saskatchewan has been advancing on strategic initiatives within Indigenous education and engagement for over 15 years. The goals and aspirations for these on-going strategic activities can be found as recurring themes in foundational and planning documents (summarized below). The release of the Truth and Reconciliation Commission report in 2015 provided calls to action for post-secondary institutions that further guided the work of the U of S and can be characterized under the language of "Building Reconciliation" (see below).

C

On-going Strategic Activities

There have been many activities undertaken at the U of S stemming from strategic planning: *Forging New Relationships: The Foundational Document on Aboriginal Initiatives (October 2003)* Five areas of development and opportunity that were created to build on existing strengths of the university and in which the university would make substantial commitments to address pressing needs including: (1) student affairs, (2) academic programs, (3) research programs, (4) cultural programs, (5) community outreach.

Promise and Potential – the University's Integrated Plan 2012-2016 (extended to 2017)

Four areas of focus through which the university's activities were accomplished over the planning cycle. Three of these areas specifically identify strategies and outcomes for and with Aboriginal communities and people.

- Aboriginal Engagement: Relationships, Scholarship, Programs
 - Coordinate and strengthen university-community relationships
 - Increase visibility of Aboriginal culture and symbols on campus
 - Celebrate success and leverage internal expertise
- Culture and Community
- Celebrate and promote diversity/inclusiveness
 - Innovation in Academic Programs and Services
 - Actively shape the student body – Aboriginal graduate and undergraduate students (students interested in indigenous cultures and issues)
 - Distributed learning opportunities to meet needs of Aboriginal people in rural and remote communities – "learn where you live"

2014-15 Annual Priorities extending into 2015-16 Annual Priorities

- Accelerate the delivery on our commitment to Aboriginal achievement (e.g., increasing numbers of staff and faculty; student success; indigenous knowledge in curricular offerings; co-ordination and leadership)

Building Reconciliation

The Truth and Reconciliation Commission identified an urgent need for reconciliation between Indigenous and non-Indigenous peoples and societies. Of the 94 calls to action outlined by the TRC, a smaller set can be directly or indirectly connected to post-secondary institutions. Universities across the country are examining how they can make changes within the core of their institutions, engage more effectively with Indigenous communities and become leaders and partners in building reconciliation.

Following the release of the TRC’s summary report and calls to action in June, 2015, Chancellor Blaine Favel and I co-hosted a national forum held November 18–19 on our Saskatoon campus and at Wanuskewin Heritage Park. The national gathering attracted more than 200 participants, including 25 Indigenous leaders and 14 post-secondary institution presidents. Notably, there were provincial government attendees at this event.

Knowing that the TRC had set out the “why” and the “what” in their report, forum participants spent time discussing how universities can respond to the calls to action put forward by the TRC. Across the two days of the forum, several powerful underlying messages emerged, cutting across both the “how” and the “what” of moving forward with actions.

(1) The time for action is now. Allies are everywhere and the national agenda has shifted to make this an ideal time to bring about change. Still, patience is needed as real and sustained change will take years.

(2) The change in our institutions must be change to the core; change must be long-term and sustainable.

(3) Concrete resources are required to make change happen and metrics need to be in place to measure progress.

(4) Although the work of changing institutions belongs to everyone with everyone playing a part, Indigenous faculty and administrators are critical to bringing Indigenous viewpoints into post-secondary institutions. Collaboration with Indigenous people is required at every step—exemplifying the idea of “nothing about us without us.”

(5) It is vital that Indigenous students are able to see themselves in our institutions—in our people, in our spaces and in our values.

The U of S has produced a report on themes that emerged from each of the discussion rounds. This report can be found at: <http://aboriginal.usask.ca/building-reconciliation/national-forum.php>

The experience of the National Forum helped the U of S to determine how we wish to develop, track and monitor activities within the larger portfolio of Indigenous initiatives. We are using a

framework that organizes planning and activity into the following areas: (1) Teaching and Learning (including academic programs), (2) Research, Scholarly and Artistic Work, (3) Student Experience, and (4) Structures and Governance.

Activities Currently In Progress

There is a strong willingness amongst the students, faculty and staff to continue to build reconciliation, advancing on Indigenous engagement and education. The university's on-going efforts to shift such things as campus culture, academic programming, and governance and structures are resource intensive and will take considerable time and energy. Sustaining momentum and securing needed resources represent significant challenges going forward. Each framework section of the report includes challenges identified within a given area.

(1) Teaching and Learning (includes Academic Programs)

Indigenous Content:

The U of S supports the inclusion of Indigenous content in all degree programs. The Teaching, Learning and Academic Resource Committee of Council (TLARC) developed a plan to move forward. TLARC has opened the Learning Charter to revisit the language used to describe core learning goals for all graduates.

Language is being developed so that university-level learning outcomes will be tied to Indigenous content and experiences grounded in Indigenous world views. In addition, an inventory is being collected to characterize the Indigenous curricular development activities across all colleges and schools. This inventory will be used to provide suggestions around high impact practice that may be adopted by different colleges and schools.

With support, colleges and schools will be asked to find ways to implement learning outcomes tied to Indigenous content that are suitable and meaningful within all programs. At its January meeting, University Council provided "in principle" support for the concept of degree level expectations featuring Indigenous content. Much work is already underway in colleges, specifically in Law, Education and the Health Sciences. This corresponds well to TRC calls to action that are of a curricular nature.

Specific Academic Programs:

A listing of undergraduate academic programs (and supports) can be found at <http://aboriginal.usask.ca/college-programming.php>.

One program that has not yet been included on the college programming website is the January 2016 launch of the Indigenous Peoples Industry Partnership Program, which includes a partnership with PotashCorp of Saskatchewan to support students financially and to provide them with an opportunity to gain direct experience. Students work as summer employees for

participating corporations in exchange for funds that they can use for tuition and living. Participating corporations also provide an employee to mentor students during their work experiences.

In support of the U of S aspiration for students to “learn where they live”, full degrees in Nursing and Education can be obtained without being physically resident on the Saskatoon campus. In addition, this small set of degree options has expanded to include Sociology and Northern Studies. The university is advancing on adding other full-degree possibilities. These distributed learning initiatives support Indigenous people in rural and remote areas of the province who are unable to leave their local communities but who seek post-secondary opportunities.

At present, graduate degree opportunities include:

- Master and Doctoral programs in Indigenous Studies
- Master of Northern Governance and Development
- GENI - Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous
- Master of Education, Land-Based Indigenous Cohort
- Master of Education, Aboriginal Education Cohort

Learning Pathways:

Saskatchewan Indian Institute of Technologies (SIIT) Memorandum of Understanding and Transfer Agreement – an MOU was signed to create new learning pathways for students by capitalizing on the academic strengths of both institutions and creating opportunities for students who wish to move from one institution to the other as part of their post-secondary education. As part of this, the institutions established a transfer agreement that allows graduates of SIIT’s one-year business certificate program or two-year business diploma program to qualify to transfer either one or two years towards the four-year Bachelor of Commerce degree offered through the Edwards School of Business.

(2) Research, Scholarly and Artistic Work

Research Centres:

The U of S has a number of research centres dedicated to Indigenous issues.

- Aboriginal Education Research Centre
- Indigenous Land Management Institute
- Indigenous Peoples’ Health Research Centre
- International Centre for Northern Governance and Development
- Native Law Centre of Canada

Research Partnerships:

National Centre for Truth and Reconciliation – U of S has joined eight other post-secondary institutions in partnering with the NCTR, providing researchers, students and members of the community with direct access to the NCTR database. A link will be provided on all library public computers and librarians at the U of S are being trained on how to navigate the database and assist local users.

Research Activity:

One of the six signature areas at the U of S is Aboriginal Peoples: Engagement and Education. As a way of reenergizing the signature area, the Office of the Vice-President Research is embarking on an inventory to examine what work is being done and with whom. The next step will be to celebrate and recognize Indigenous scholarship. In addition, the university will undertake to examine where our areas of strength and emerging strength exist with a view to building and supporting clusters and networks.

One recent example of a successful research collaboration can be seen in the *Delta Days* event. In April, 2016 the School of Environment and Sustainability hosted *Delta Days* designed to gather youth, elders, and land users from three land deltas (Peace Athabasca, AB; Slave River, NWT; Saskatchewan River, SK) together with researchers. The goal was to share experiences regarding challenges to traditional ways of life in these regions and to bring together western scientific understanding with traditional knowledge.

Research Resources:

Indigenous Studies Portal (iPortal) is a digital library that links to more than 33,000 full-text online resources related to the interdisciplinary field of Indigenous Studies. These resources consist of articles, e-books, theses, book reviews, websites, film recordings, and archival documents such as photos, correspondence, and transcripts of the RCAP round table hearings (<http://iportal.usask.ca>). There is an Indigenous Studies Librarian within the Library system who serves as a resource to scholars.

(3) The Student Experience

Financial Awards:

A search of the U of S database for scholarships reveals at least 23 scholarships or bursaries targeted for Aboriginal students. In addition, there are bursaries for Indigenous Students with Dependent Children and Bursary support of the Aboriginal Student Achievement Program Learning Communities. We recently reported that we have over a million dollars available to support Indigenous students.

Services for Indigenous Students:

Recruitment – The U of S has a dedicated Indigenous recruiter who travels (among other places) to reserve schools around the province.

Admissions - The University of Saskatchewan's Aboriginal Student Centre and the Undergraduate Admissions Office partnered on a new pilot initiative to support Aboriginal applicants who applied to the University for Fall 2015. Applicants to the five direct-entry colleges: Agriculture & Bioresources, Arts & Science, Edwards School of Business, Engineering and Kinesiology who self-declare as First Nations, Métis, or Inuit are contacted by an Aboriginal Applicant Liaison in the Admissions Office. The Liaison offers each applicant personalized assistance with questions about the application process and required documents, and offers referrals to academic and support services around campus. The intent of personalized service is to assist applicants with completing their application and to identify any potential barriers to a smooth transition to campus in the fall.

On-campus housing/student residences - Aboriginal students are provided priority residence through the living learning communities within Aboriginal Student Achievement Program within the College of Arts and Science.

Academic counseling - The Colleges of Agriculture and Bioresources, Arts and Science (Trish Monture Centre for Student Success), Education (Saskatchewan Urban Native Teacher Education Program and Indian Teacher Education Program), Edwards School of Business, Engineering, Law (Program of Legal Studies for Native People), Medicine, and Nursing (University of Saskatchewan Community of Aboriginal Nursing) have Aboriginal specific programs, departments or academic advising staff.

General counseling - The Aboriginal Students' Centre in close collaboration with campus partners provide Aboriginal students with general counseling. If required, the centre provides strategic referrals to Student Counseling Services, Student Health Services and Disability Services for Students.

Peer-to-peer mentoring - The Aboriginal Student Achievement Program within the College of Arts and Science incorporates peer mentors within the program. Peer mentors host and guide weekly learning community meetings. The College of Education has also begun to use peer mentors as part of off-campus ITEP delivery.

Employment/career counseling - The Aboriginal Students' Centre invites prospective employers to the centre to host career information sessions. The centre also works closely with the Student Employment and Career Centre to provide Aboriginal students with help in career exploration and development workshops.

Child care - The University of Saskatchewan has constructed a new child care centre on-campus that will open this summer. The university will have a total of 200 spots, a portion of which are

allocated to Aboriginal students who are parenting. The next step is to increase the total number of places by a further 23 spots, some of which will also be allocated to Aboriginal student parents.

Social/cultural events - In close collaboration with partners across campus, the Aboriginal Students' Centre (ASC) hosts social and culture events through the school year. For instance, the Centre co-hosts weekly soup and bannock luncheons bringing students together to share a meal and learn about programs, services and events that are being offered across the university. The Centre also hosts seasonal celebrations throughout the year.

The ASC also plays a lead role in organizing Aboriginal Achievement Week and the Annual Graduation Powwow. Aboriginal Achievement week takes place in February and is dedicated to celebrating the success and contributions of Aboriginal students, staff and faculty to the university, Saskatoon, and Saskatchewan as a whole through academic achievement, research, education, community engagement and leadership. The Annual Graduation Powwow celebrates and honors the First Nations, Métis, and Inuit graduates of the University of Saskatchewan and secondary school graduates of Saskatoon and Saskatchewan. It is also an important cultural educational opportunity for elementary school children across the city and surrounding area. The powwow is attended by several thousand people each year.

Gathering space - As an intercultural gathering place, the Gordon Oakes Red Bear Student Centre brings together the teachings, traditions and cultures of First Nations, Métis and non- Aboriginal peoples of Saskatchewan. Grounded in the teachings of collaboration, cooperation, humility, reciprocity and sharing, the centre aims to enhance First Nations, Métis and Inuit student success. The centre's purpose is to facilitate the coordination of effective student services for First Nations, Métis and Inuit students and build relationships within and outside the university with Aboriginal peoples. The centre provides a home for Aboriginal undergraduate and graduate student leadership and allows for mutual learning opportunities for students and faculty. The centre also functions as the university's hub for on-campus Aboriginal engagement such as the coordination and communication of major Aboriginal initiatives.

The Trish Monture Centre for Student Success opened in the College of Arts and Science in 2014, expanding and replacing the former Aboriginal Student Achievement Office. The Trish Monture Centre provides study space, meeting areas, and cultural events in addition to academic programming and advising.

Elder engagement (e.g. visits, mentoring) - The university calls upon elders to support programs and students in a variety of ways. For instance, the College of Education has hired an elder to teach Michif language and culture. The Aboriginal Students' Centre also relies upon elders for their programs and services. The Centre is committed to representing the cultural diversity within the province and asks different elders from different communities throughout the year to visit the Centre. This year, we have an elder leading our Creative Native program, which brings students together each week to learn beading. The Aboriginal Students' Centre also relies upon cultural knowledge keepers to introduce cultural teachings and knowledge into the Centre.

Developing future students:

The U of S invests in a series of programs aimed at elementary and high school students with a view to supporting academic preparation for those students who wish to pursue post-secondary education. The STEM areas have been a specific area of focus.

Science Outreach Program – the College of Arts and Science in partnership with PotashCorp offers the Kamskénow program in Saskatoon community schools which works to increase Aboriginal student engagement in the sciences.

Science Ambassador Program – this program pairs senior university science, engineering and health science students with rural and remote Aboriginal community schools for four-six weeks over the school year, to support creative and culturally-relevant science teaching and learning. Science Ambassadors work alongside teachers to present hands-on science activities, facilitate class discussions and mentor students exploring possibilities for careers and continuing education.

Kirkness Foundation Program – ten Indigenous Grade 11 students from around the Prairie Provinces join the U of S to live on campus for a week in May, to work on projects within research lab settings. Participating lab settings include Arts and Science, Kinesiology, Engineering, Western College of Veterinary Medicine, and the Canadian Light Source. This is our second year of participation.

(4) Governance and Structures

Increasing the number of Indigenous faculty and staff members:

About a year ago, the U of S appointed a Diversity and Inclusion Consultant. More recently, Human Resources also hired an Indigenous Recruitment Specialist. Work has been ongoing to ensure (1) that diversity language is embedded into systems and practices, (2) that the University is preparing the workplace by developing intercultural competency and offering diversity programming.

The development and implementation of a self-declaration campaign will help the university get an accurate estimate of the number of staff and faculty members of Aboriginal descent. In addition, the launch of the Aboriginal Career Start program will help to build qualified Aboriginal staff members.

Work is underway to set targets and provide financial supports for increases in Aboriginal post-doctoral fellows and new faculty members.

Developing leadership and capacity:

Several years ago the College of Arts and Science developed the position of Associate Dean, Aboriginal Affairs (Dr. Kristina Bidwell). This position has been instrumental in focusing on Indigenous student issues (academic and non-academic) within the college. In addition, the work of developing and implementing the Aboriginal Student Achievement Program has been driven by this academic leadership position.

The U of S has determined that we will pursue a new academic leadership position, Vice-Provost, Indigenous Engagement. The successful individual will have an academic track record as well as being strongly connected to Indigenous community. The role is designed so that the individual will work with and through the portfolios of other senior leaders (e.g., vice-presidents, deans, vice-provosts, associate vice-presidents) to give strategic leadership to achieving the university's goals and aspirations.

The Director of Aboriginal Initiatives (Candace Wasacase-Lafferty) works to promote Indigenous values across all elements of the university environment. The Director provides assistance and coordination to colleges and units to achieve success in matters relating to Aboriginal engagement and Aboriginal student success.

The director of First Nations and Métis relations (Joan Greyeyes) oversees activity at English River.

Policies and Practices:

The U of S has developed and adopted key policies. One of these policies is our use of common language to acknowledge the land. The University of Saskatchewan's academic governing body, University Council, created language that may be used to acknowledge Indigenous peoples and lands of the Saskatoon area. Having thoughtful and consistent language that was developed after extensive consultation is important. The aim was to ensure that all Indigenous peoples feel welcomed to the land, and that no one feels excluded. The Director of Aboriginal Initiatives, through the teaching, learning and academic resources committee of University Council, consulted Aboriginal and non-Aboriginal faculty, students and staff. The language that was passed unanimously by University Council is:

As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Another example of important developments in policy is the Smudging and Pipe ceremony policy. This policy was designed to protect, promote and facilitate the practice of time-honoured Indigenous traditions and ceremonies and to support of the university's commitment to Indigenous practices. At the U of S, the practice of Indigenous traditions and ceremonies,

including smudging and pipe ceremonies, will be protected, promoted and accommodated while ensuring acceptable air quality for occupants of adjacent spaces and places.

In addition, much effort was expended on the creation of Aboriginal symbols, which are used widely. Information about the Aboriginal symbols can be found at <http://communications.usask.ca/templates-and-guides/aboriginal-symbols.php>.

A final example of current practice is in the ongoing support, development, and implementation of the Indigenous Voices professional development program for staff and faculty. Indigenous Voices stimulates dialogue, encourages learning and supports collaborative action in building reconciliation between Indigenous and non-Indigenous peoples. Collaborating with colleges, schools, and non-academic units, tailored programs are developed to meet unique needs and support the exploration of Indigenous histories, worldviews, ways of knowing and contemporary issues. The goal of all programming is to support the creation and application of new skills and knowledge that contributes to professional development.

Community Connections and Emerging Partnerships:

One outcome of the National Forum was that the U of S, together with the 24 heads of all Saskatchewan post-secondary institutions, announced a province-wide commitment to work together to close the education gap for Aboriginal people. Planning is underway to determine what the next steps will be in developing actions together.

I am currently developing an Elder's Advisory Council. This body will be connected to senior leaders at the U of S.

The U of S has an Office of First Nations and Métis Relations led by director, Joan Greyeyes. The office is located at English River and works to engage members of First nations and Métis communities to learn about the university and its programming for employment, research and business development opportunities where we can benefit from each other's knowledge. This office has been providing professional development opportunities to First Nations and Métis professionals. In addition, our cultural coordinator, Bob Badger, is at English River. The mandate of the cultural coordinator is to better connect the university to First Nations organizations and vice versa. He works with schools and community organizations to help make transitions smoother for students coming from their communities to university. He also works on educating the rest of the university about Indigenous ways of knowing and culture.

WHO WE ARE

The University of Saskatchewan, situated in the vibrant city of Saskatoon on Treaty Six territory and the traditional homeland of the Métis, and on Canada's most beautiful campus, is grounded in the character of a dynamic, forward-looking province. We have a well-deserved reputation for creativity, collaboration, and achievement. Supported by an innovative, energetic faculty, staff, student, and alumni community, and by a research infrastructure unique in Canada, we are home to one of Canada's widest arrays of academic and professional programs delivered across the province.

The university displays a remarkable resilience and commitment to problem solving, attributes drawn from our prairie roots and from the outstanding contributions by members of our community from around the world. Our university's unique spirit has transformed the lives of those who have experienced it.

OUR MISSION

The University of Saskatchewan advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including artistic, to build a rich cultural community. An innovative, accessible, and welcoming place for students, educators, and researchers from around the world, the university serves the public good by connecting discovery, teaching, and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens.

OUR VISION

To contribute to a sustainable future by being among the best in the world in areas of special and emerging strengths, through outstanding research, scholarly, and artistic work that addresses the needs and aspirations of our region and the world, and through exceptional teaching and outreach.

To be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous and Métis peoples and communities.

OUR PRINCIPLES AND VALUES

A belief in principles vital to our institution and a commitment to key values—ways of conducting ourselves—constitute the life force of our mission and vision.

The University of Saskatchewan community believes in the following principles:

- Academic freedom
- Collaboration
- Commitment to community
- Diversity, equality, and human dignity
- Different ways of knowing, learning, and being
- Excellence
- A healthy work and learning environment
- Innovation, curiosity, and creativity
- Openness, transparency, and accountability
- Reconciliation
- Sustainability

The University of Saskatchewan community is committed to acting in accordance with the following values:

- Collegiality
- Fairness and equitable treatment
- Inclusiveness
- Integrity, honesty, and ethical behaviour
- Respect

Room 110, 1 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 5A3



Telephone: (306) 966-6960
Fax: (306) 966-6978
E-mail: contactus@ussu.ca
Website: www.ussu.ca

Welcome, Huan Ying!

On behalf of the University of Saskatchewan Students' Union (USSU), I would like to extend my warmest welcome to all Senate Members to the heart of Treaty Six Territory. Since its inception in 1909, the USSU is the representative body for all University of Saskatchewan undergraduate, extension and certificate students. To carry out this mandate, the USSU is governed by an elected four-member student Executive and University Students' Council.

In the Operations and Finance Portfolio, VP Emmanuel Barker is focusing on improving the user accessibility of USSU student services. With the increased student group funding allocations made approved by the 2015-2016 USSU Council, the USSU is complementing that funding with increased online resources of students. The Union is in the process of streamlining online applications and approval of campus group insurance. In addition, the USSU is also improving the functionality of our online campus group funding applications with increased response times and informational resources. The USSU is actively involved with University Support Services in the process of releasing the campus-wide USafe App. The Transit-Tracker Plasma has been installed in Upper Place Riel - all that remains is confirmation from Saskatoon Transit.

In the VP Academic Portfolio, VP Brooke Malinoski is focusing on three main initiatives. Academic grievances remains an important responsibility for the Student Union and the USSU is currently streamlining internal documentation to better analyze student cases. Continuing on the work of previous USSU executives, Open Textbook Resources is a continued priority of this year's Academic Portfolio. Increased collaboration with College Units, The Gwenna Moss Centre, as well as the other offices with the VP Teaching and Learning portfolio will culminate in a week-long advocacy Campaign scheduled for Oct. 3rd - 7th. The USSU is expanding its partnership with the Student Learning Services (SLS) and the International Student Study Abroad Centre (ISSAC) to offer more academic advocacy and resources.

In the VP Student Affairs Portfolio, VP Renata Huyghebaert is focusing on sustainability in the upcoming weeks. On Oct. 11th, the USSU will present the 1st-Ever Sustainability Memorandum of Understanding with the U of S President Office. This memorandum will strengthen the commitment from both the USSU as well as the University for greater advocacy, resources, and engagement towards Sustainability initiatives and projects. The creation of the ...new Sustainability Fund was created by the USSU Sustainability Committee in collaboration with the Office of Sustainability with the goal of providing financial support for student-led sustainability initiatives. Continuing the USSU's involvement in promoting Campus Wellness

and Safety. The USSU remains a key partner in the planning and execution of Sexual Assault Awareness Week through our Women's Centre and the Student Affairs portfolio. VP Huyghebaert continues to represent student concerns on the Wellness Strategy Team, including lobbying for student nap rooms and other "de-stress" facilities remain ongoing - including consultations for the Murray Library Transformation Plan.

Advocacy and facilitation of student leadership opportunities remains important among all portfolios. The USSU has committed to an active role in developing and supporting the Student Leadership Community of Practice (SLCoP) in collaboration with the VP Teaching and Learning Portfolio, looking at options for implementing a campus-wide non-academic transcript for student volunteering and leadership experiences, and host the first ever USSU Women in Leadership Week in February to celebrate women's leadership, achievement, and success across the community. VP Malinoski is actively involved in the planning of the Fall Student Leadership Reception set for the upcoming weeks.

In the Presidential Portfolio, the USSU is focusing on communications with key stakeholders groups. The USSU will be active across campus with informal question both as part of the Face-to-Face initiative. More importantly, a Weekly Presidential Address will be broadcasted online to help broaden the Union's general engagement strategy. President Fu is preparing a fall summit for the Association of Constitution Presidents (AOCP) to foster stronger relationship with the student groups representing key student constituencies. As well, the USSU is looking to improve the effectiveness re-examination of its Student Committee in terms of resources allocation, mandate, and committee representation. This comes after the amazing progress made by several Committees last year - including the brand new International Student Affairs Committee, Sustainability Committee, and Academic Affairs Committee. In expanding the Union's involvement with the broader U of S Community, the USSU is continuing its partnership with the Office of University Relations, Student Enrollment (SESD), and Huskies Athletics to build greater campus engagement and leadership. Of special interest to President Fu is the building upon the success of different alumni-student engagement initiatives started during his previous term as VP Student Affairs.

The USSU is diverse in its services and broad in scope. However everything we do ultimately leads back to the student experienced. A more accessible and affordable educational experience. A more engaged and involved student body. A more empowered and inclusive campus community.



University of Saskatchewan - Graduate Students' Association

GSA President's report

Dear Senators:

It is my great pleasure to provide to you my first report for this academic year on the GSA activities and initiative. The GSA holds big plans for this academic year and we look forward to cooperating and working with the Senate board as one of the governance bodies in the University.

The Graduate Students' Association holds a promising plan to improve the graduate students' wellness, representation and to better address graduate students' needs. The GSA will have three priority areas over the coming year:

- **Graduate representation in the Board of Governors, University Council, and Senate**

The graduate students are underrepresented in some important University committees. This includes the Board of Governance, University Council and the Senate. Graduate students in the University of Saskatchewan represent more than 17 percent of the total student population. Improved representation of graduate students within the Board of Governors committee, along with other important University committees assisting the university in its new vision to have an improved study and research environment for its students.

We have recently requested the provincial government to open the University of Saskatchewan Act, 1995 to amend it and allow for the graduate students' representation in the Board of Governors and to increase our representation in the University Council. However, we received a negative response from government officials, however the GSA will continue its efforts to improve the representation. On October 5th, I will meet the Saskatchewan Government Caucus to discuss the importance of graduate students' representation and to further discuss the provincial support for the postsecondary education in the province.

- **Addressing Graduate Students' needs**

One of the priority areas for the GSA is to conduct a graduate wide survey to gather in feedback from our members in order to develop a long term strategic plan to better advocate for our members and to address their urgent needs. The GSA is working on engaging different stakeholders in this committee (ISSAC, CGSR, DSS) and receiving their input to ensure conducting a successful survey. We expect to launch this Survey in November.

The GSA also working on addressing the relationship between supervisors and their students as one of the urgent requests from graduate students. We are currently working on drafting a memorandum of understanding that we will later ask the university to encourage different academic units to utilize, to ensure the University academic standards.

- **Indigenization**

The GSA plans to support indigenization by increasing the U of S Graduate Students' awareness of different indigenous issues, improve cooperation with the IGSC and consult with various colleges, departments and faculty members in regards to the incorporation of indigenous content within graduate programs. The GSA would like to be a leader and an example for all the university units by assisting the University in the indigenization process.

- **National Day of Action**

students in Saskatchewan continue to face unregulated tuition fee increases every year, and the government freezes the funding to postsecondary education in Saskatchewan. The GSA is part of the Day of Action on November 2nd where demand the government to Reduce and eliminate the tuition fees for all, Increase funding to postsecondary education in Saskatchewan, and to provide a provincial grants program for Indigenous students.

The GSA is part of this national day as we believe that education is a right for every student, and more accessible education will be reflected on the quality of life in our province.

Ziad Ghaith, President

Graduate Students' Association

Report from Council

FOR CONFIRMATION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee of Council

DATE OF MEETING: October 15, 2016

SUBJECT: **Changes to Admissions Qualifications for the Bachelor of Education 4-year program**

DECISION REQUESTED: *It is recommended*
That Senate confirm the anticipated approval* of changes to admission qualifications for the Bachelor of Education (B. Ed.) 4-year program, effective for students who are entering the program in or after September 2017.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Education has proposed changes to their admissions requirements for students entering their 4-year, or direct-entry program. For students applying directly from high school, the proposed changes allow for applicants to have deficiencies in two study areas as long as those deficiencies are remediated before being allowed to proceed to the second year in the program. Previously, students were only permitted one deficiency in the required subject areas. The rationale for allowing deficiencies is to facilitate enrolment by students from other provinces whose graduation requirements might not align with admissions requirements to the College of Education at the University of Saskatchewan.

The other change is for students entering the B. Ed. 4-year program with at least 18 credit units of transferable post-secondary work. Students in this admissions category will no longer require any specific high school prerequisites. The rationale for this change is that the completion of a minimum 18.c.u of post-secondary work with a minimum average of 60% accounts for the high school prerequisites.

CONSULTATION:

The Academic Programs Committee of University Council reviewed these proposed admissions changes at their September 14 and October 5, 2016 meetings and University Council is being asked to approve these changes at their October 20, 2016 meeting.

ATTACHMENTS:

1. Proposed changes to 2017-18 Admissions Requirements for the Bachelor of Education (B. Ed.) 4-year

Proposed Changes to 2017-2018 Admission Requirements

College: Education

Program(s): Bachelor of Education (B. ED.), 4 Year

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
 - Proficiency in English.
 - **One prerequisite subject from each of the following subject areas*:**
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30.
 - **Social Sciences:** History 30 or Social Studies 30 or Native Studies 30.
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30.
 - **Approved Second Language or Fine/Performing Art:** 30-level language (other than English) or 30-level Fine/Performing Art.

An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.

- **Regular Admission – Post-secondary (18 credit units or more of transferable post-secondary) :**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses that are transferable to the University of Saskatchewan.
 - Proficiency in English.
 - **No high school prerequisites required.**
- **Special Mature Admission (less than 18 credit units of transferable post-secondary):**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Résumé.
 - Proficiency in English.

Report of the planning and priorities committee of Council

FOR CONFIRMATION

PRESENTED BY: Dirk de Boer, committee chair

DATE OF MEETING: October 15, 2016

SUBJECT: **Disestablishment of the three divisions in the College of Arts and Science**

DECISION REQUESTED: *It is recommended:*

That Senate confirm University Council's decision to authorize the disestablishment of the Division of Humanities and Fine Arts, the Division of Social Science, and the Division of Sciences from within the College of Arts and Science, effective November 1, 2016.

BACKGROUND AND SUMMARY:

The College of Arts and Science seeks to dissolve the Division of Arts and Science, the Division of Social Science, and the Division of Science within the college. As these are academic units, Council and Board approval and Senate confirmation is required in keeping with Section 62(c) of the *University of Saskatchewan Act* which requires that “a decision to authorize the disestablishment of any college, school, department, chair, institute or endowed chair 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.”

Before the implementation of a new administrative structure in the College of Arts and Science, effective July 1, 2015, the college's senior administrative organization and the college's collegial governance structure were in alignment. Divisional vice-deans for each of the Humanities and Fine Arts, the Social Sciences, and the Sciences were responsible for each division. Each division had a divisional faculty council, which reported to the College of Arts and Science Faculty Council. When a new administrative structure comprising of a vice-dean, academic; vice-dean, research, scholarly and artistic work; and vice-dean, faculty relations was implemented, the divisional focus by disciplinary area was lost. As a result, the college sought to restructure its collegial governance to align with its administrative governance. The disestablishment of the Division of Humanities and Fine Arts, the Division of Social Sciences, and the Division of Science and their associated divisional faculty councils is a natural outcome of the administrative restructuring within the college and reflects the college's own self-reflection and desire to achieve a more effective governance model for academic decision-making.

The planning and priorities committee met with Peta Bonham-Smith, interim dean of the College of Arts and Science, and Peter Krebs, college secretary, on May 4, 2016, to discuss the proposal to disestablish the divisions. There was little discussion as the decision was carefully planned and discussed at some length within the college. Prior consultation with the governance committee of Council occurred on May 28, 2014 with then dean Peter Stoicheff and on January 14, 2016, with Frank Klaassen, chair of the college's governance committee. On May 19, 2016, Council approved the disestablishment of the three divisions.

The disestablishment of the divisions will be presented to the Board of Governors October 6 for approval conditional upon Senate's confirmation of the disestablishment of the divisions. All Council bylaws changes will be made November 1.

CONSULTATION:

Consultation occurred with the governance committee of Council with respect to the associated dissolution of the divisional faculty councils. The dissolution of the divisional faculty councils was seen by the college as an opportunity to create a more interdisciplinary, engaged, and integrated decision-making body within the College of Arts and Science Faculty Council. On May 9 the College of Arts and Science Faculty Council approved the dissolution of the divisional faculty councils, effective July 1.

ATTACHMENTS:

Request for deletion of references to the Division of the College of Arts and Science in the University Council Bylaws



April 29, 2016

To: Planning and Priorities Committee of Council

Re: Request for Recommendation to University Council
Changes to University Council Bylaws in Part Three, Section IV, 3 –
Deletion of references to Divisions of the College of Arts and Science

The College of Arts and Science requests that the Planning and Priorities Committee of Council recommends to University Council to amend specific sections in the University Council Bylaws, as follows:

UC Bylaws Part Three, Section IV, 3

– deletion of references to *Divisions in the College of Arts and Science*

1.1 Background

Until July 1 2015, the 21 departments of the College of Arts and Science were administratively clustered into three divisions: Division of Science (6 departments); Division of Social Sciences (7), and Division of Humanities and Fine Arts (8). In reference to the university's nomenclature report, these divisions in the College of Arts and Science were three instances of "... a structure organized to facilitate administration for a group of departments or units with a recognized, distinctive commonality of purpose and practice..."

In keeping with this definition of *Divisions*, the grouping of departments into divisions established separate **administrative** units, with similar specific **administrative** characteristics:

- Each division was headed by a vice-dean for the division, who reported directly to the college dean.
- Each division received an annual operating funding allocation for short-term instructional contracts and support for research for the departments within each division.
- The departments within each division remained autonomous academic departments, in which the department heads liaised and consulted with the respective divisional vice-deans on a variety of matters related to curriculum, infrastructure, and personnel;
- The department heads in each division reported directly to the college dean.

Chart 1A illustrates that the senior administrative leadership, before July 2015, consisted of the following:

- a dean as the chief executive officer of the college,
- three vice-deans with administrative responsibilities for the divisions of Science, Social Sciences, and Humanities and Fine Arts, respectively,
- two associate deans; Student Affairs, Aboriginal



It needs to be noted that all academic programming was (and still is) anchored in the college departments; the divisions did not maintain distinctive divisional programs at the undergraduate or graduate level.

As of July 1 2015, the college completed its transition from the previous divisional organization of senior administrative roles and responsibilities to a functional organizational structure. The key elements of this re-organization included the definition and creation of functional portfolios for the college's vice-deans and, as a consequence, the discontinuation of the roles of the divisional vice-deans in the college. Chart 1B provides an overview of the current administrative organizational structure.

This discontinuation of the roles of divisional vice-deans required that the college abandoned its practice of maintaining identifiable, separate, administrative configurations that were called "Divisions". Following the implementation of the new organizational structure, the college remains an integrated and departmentalized college, with a community of 21 departments that are no longer grouped into intermediary administrative clusters.

1.2 Administrative Rationale

In his memo to college department heads, August 2014, former dean Peter Stoicheff provided the central arguments that support the administrative reorganization at the vice-decanal level:

Our current structure, with its confusing complexity and multiple Divisional identities, puts us out of alignment with the rest of the university, with the public that does not understand Divisions, with students who do not understand them, and with other universities, making us difficult or impossible for anyone outside the college, and some within, to understand and engage with. This does not work in our favour but instead makes our interactions with our many partners problematic or, at worst, non-existent. The current absence of an administrative position devoted to research, scholarly and artistic work is but one example of this, and it has meant that we lose out on many initiatives and opportunities afforded other units at this university and beyond it. The portfolio-defined vice-dean positions in the revised model are intended to achieve that alignment.

A move toward vice-dean positions that reflect cross-cutting portfolios addressing the crucial activities of research, scholarly and artistic work, curriculum and enrolments, and faculty complement means that the Divisionally defined vice-dean positions will no longer exist.

With the university moving to a new budget structure in 2015-16, the college must be as integrated and cohesive as it can be, with administrative positions that strengthen the most significant drivers of our future resourcing -- TriAgency funding and student enrolments -- and that concentrate attention on our main investment, our faculty complement plan. The revised administrative structure, containing a vice-dean of Research, Scholarly and Artistic Work, a vice-dean of Curriculum and Programming, and a vice-dean of Faculty Relations and Planning, is designed to capitalize on the college's potential for integration and cohesion, and to best focus its administrative attentions in a new TABBS environment.



1.2 Consultations Undertaken

Throughout 2014 and into 2015, the college intensified its internal review of organizational configuration of the senior administrative level. Former college dean Peter Stoicheff initiated a series of consultations with:

- Consultation partners in the college: *college departments; College Faculty Council; College Bylaws Committee; Arts and Science Students Association;*
- Consultation partners outside of the college: *Governance Committee of Council; Planning and Priorities Committee; Provost; University of Saskatchewan Students Union; Dean of STM; Vice-Provost of the College of Medicine; organizational change consultants; other Canadian universities with Arts and Science faculties/colleges*

After this extensive consultation, a new organizational structure was chosen and implemented, effective July 1, 2015.

1.3 Other considerations

- Direct impact on the departments

The administrative transition away from divisional vice-deans has resulted in new pathways between department heads and senior college leadership, in respect to their liaison on matters that affect the departments. Under the new organization, department heads must identify the functional vice-dean, or vice-deans, who can best provide advice and assistance in matters of departmental programming, research, or faculty development.

- Direct impact on the college, and the broader University community

Without a divisional structure, the College of Arts and Science is now better positioned to pursue its academic mission as a unified academic entity, thus abolishing the need to plan, to reconcile, and to implement its initiatives through three separate divisional entities. Like any other major academic unit at the University, the College of Arts and Science now speaks with one voice.

- Direct impact on undergraduate and graduate programs, and on research and scholarly work

The creation of new, functionally structured, vice-dean portfolios, along with the dissolution of the divisions, is expected to enhance the college's activities and outcomes in all aspects of academic programming, and research and scholarly work. All academic programming planning and development is now coordinated by one senior administrator, in a manner that is superior to the previous practice of coordination and reconciliation of activities between divisions. Similarly, all facets of research activities in our diversified college, as well as all faculty relations initiatives, are now coordinated by specialized vice-deans.



1.4 Resources and Budget

The implementation of the new administrative structure did not have any significant resource and budget implications. The transition was resource neutral. The divisional operating funding allocations for short-term instructional contracts and support for research are now re-allocated to the new vice-deans in accordance with their portfolio responsibilities. Departments in the pursuit of such funds now liaise with the appropriate vice-dean instead of making requests to their divisional vice-dean.

1.5 Conclusion and Request

Effective July 1, 2015, the College no longer operates within a divisional administrative configuration. The reference to the former three “Divisions” of the College of Arts and Science in the University Council Bylaws is now obsolete and inaccurate. The interim dean of the College of Arts and Science respectfully requests that the Planning and Priorities Committee considers providing its support to the proposed deletion of the references to “Divisions” from the University Bylaws in **Part Three, Section IV, 3.**

Sincerely,

Peta Bonham-Smith
Interim Dean and Professor

Cc: Dean’s Executive Committee; College Secretary; Chair of College Bylaws Committee; Chair of College Faculty Council

CHART 1 A

Before July 1, 2015

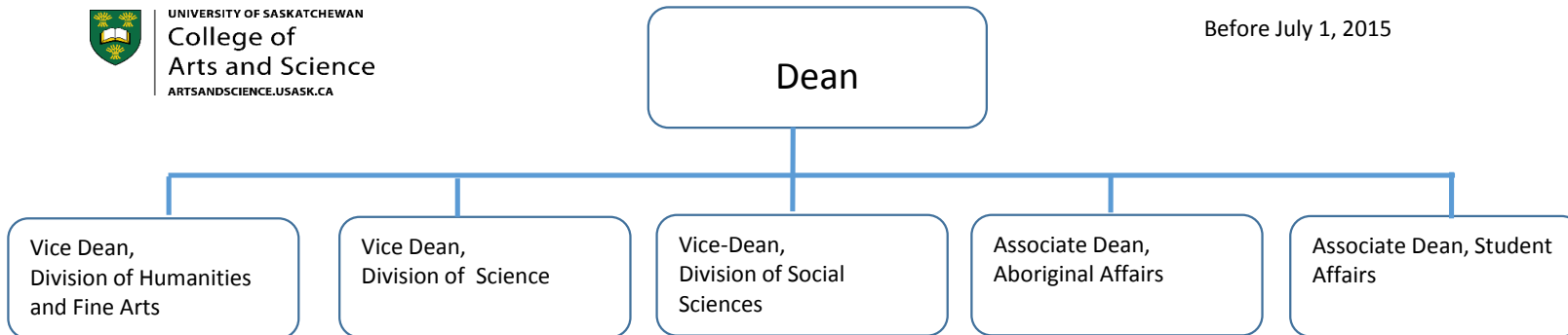


CHART 1 B

AFTER July 1, 2015

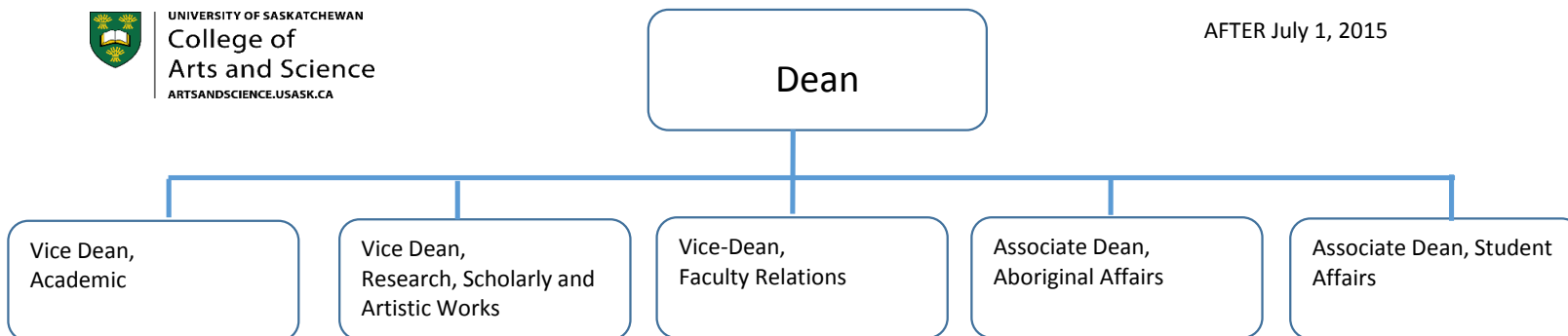


Chart 1 - Current Collegial Governance Structure

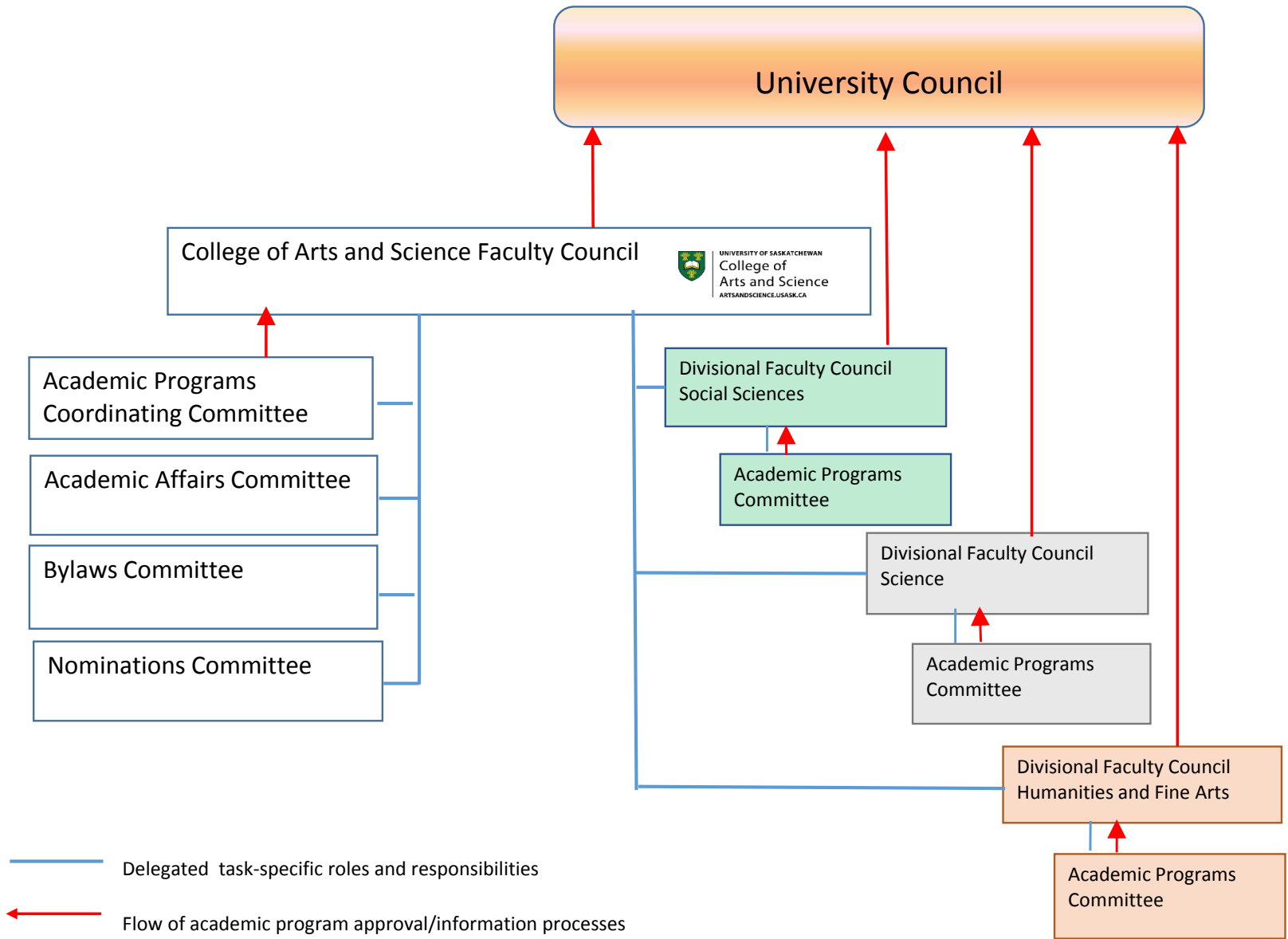
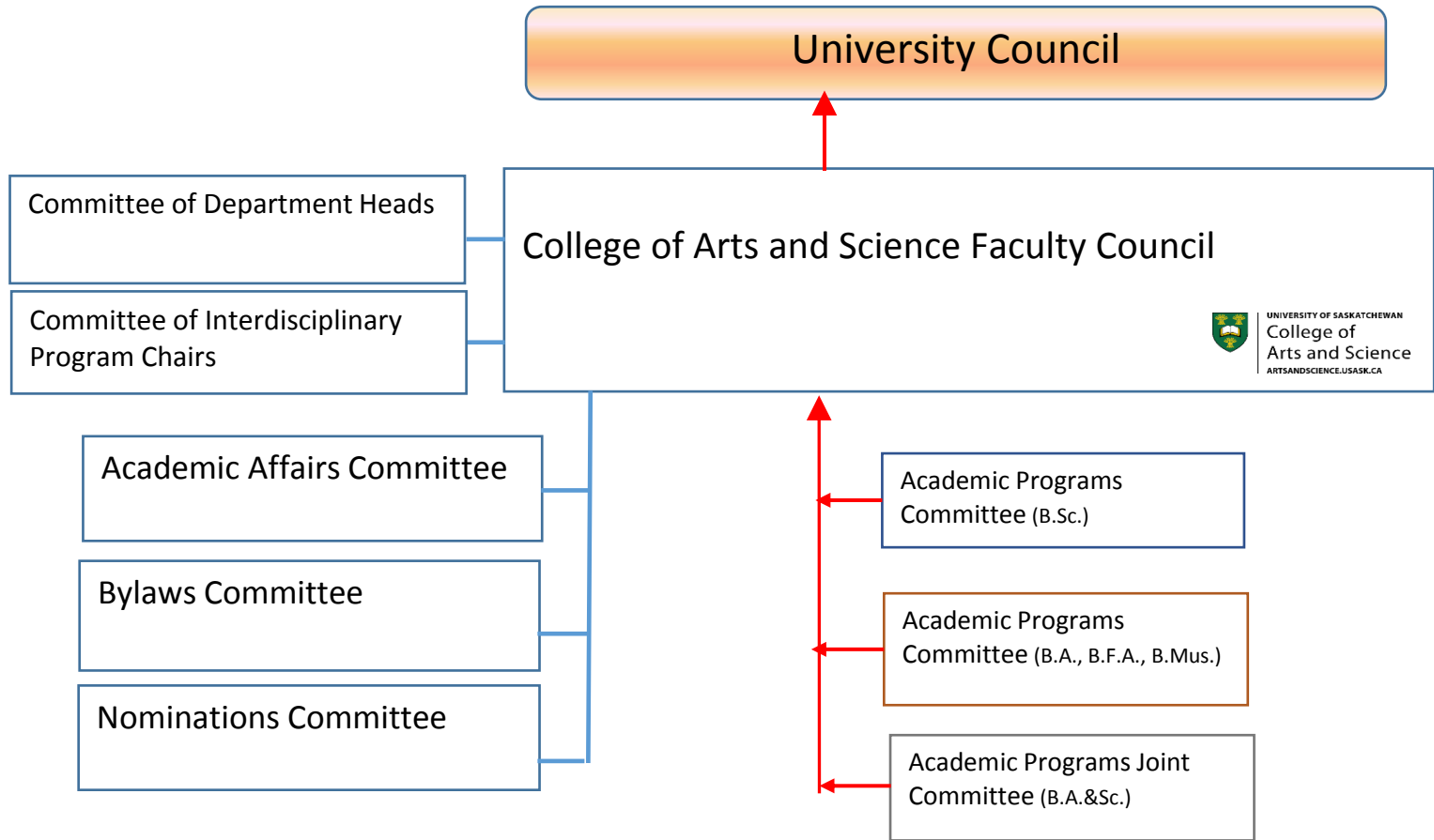


Chart 2: Governance Structure effective July 1, 2016



- Delegated task-specific roles and responsibilities
- ← Flow of academic program approval/information processes

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY: Blaine Favel, Chair, Executive Committee

DATE OF MEETING: October 15, 2016

SUBJECT: Report of the Senate Executive Committee

CONTEXT AND BACKGROUND:

The Senate executive committee met on September 15, 2016. The following information is a report on the work of the Senate Executive Committee.

DISCUSSION SUMMARY:

Proposed Discussion Items from Senate Education

The Senate education committee proposed that the topic 'Student Mental Health' be added to the Senate agenda. The Senate Executive committee agreed that this topic be discussed at the October Senate meeting.

Requests Received by Senate Executive

- 1) The committee received and considered a request made by Dr. Charlene Sorenson, Dean of the University Library, to present on the University Library Transformation project and approved this item for inclusion on the Senate agenda and requested that information regarding the University Archives be added to the presentation.
- 2) The committee received a request from Ziad Ghaith, President of the GSA, asking Senate to endorse the Fight the Fees campaign and for Senate to approve professors providing academic accommodations for those students participating in events held for National Day of Action on November 2, 2016. Senate executive agreed that this item will not go forward to Senate as it falls under the jurisdiction of University Council but suggested that Mr. Ghaith could add information regarding the Fight the Fees campaign in his report to Senate.

Proposed future committee work: Purpose of Senate

The executive committee agreed to a separate meeting where they will review information about comparable governing bodies at other universities and background materials on the history of Senate, and work toward a definition of the purpose of Senate – for approval by Senate.

Report of the Senate Nominations Committee

FOR APPROVAL

- PRESENTED BY:** Blaine Favel
On behalf of Lori Isinger, Chair, Nominations Committee
- DATE OF MEETING:** October 15, 2016
- SUBJECT:** **Appointments to the ad hoc Senate Bylaws review committee:
Chancellor reappointment process**
- DECISION REQUESTED:** *That Senate approve the two appointed, two elected, two ex-officio and one student member of Senate to the ad hoc Senate Bylaws review committee to amend the Chancellor reappointment process.*

BACKGROUND AND SUMMARY:

At the April 2016 Senate meeting the following motion was carried:

“That on the recommendation of the Joint Nomination Committee for the Chancellor, an ad hoc Senate Bylaws Review Committee be formed to bring forward the following amendments to the Senate Bylaws:

- a) a reappointment process for the Chancellor that is more carefully thought out and articulated in the Bylaws, and*
- b) to consider whether Section V.7(b) should be amended to indicate the Joint Nominations Committee for Chancellor be formed in the spring of the second year of the Chancellor’s first term.”*

Pursuant to Senate Bylaws, the Senate nominations committee is mandated 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 Senate nominations committee met on August 25, 2016, to appoint members to the ad hoc Bylaw review committee with the following membership: two appointed members, two elected members, two ex-officio members and one student member. The following members agreed to serve on the ad hoc bylaws review committee:

Appointed: TBD, Crandall Hrynkiw
Elected: Russ McPherson, Gary Gullickson
Ex-officio: Lorne Calvert, Beth Horsburgh
Student: Ziad Ghaith

It is the expectation of this committee to report with its recommendations at the April 2017 Senate meeting.

Report of the Senate Membership Committee

FOR INFORMATION

PRESENTED BY: Davida Bentham
Chair, Membership Committee

DATE OF MEETING: October 15, 2016

SUBJECT: **Senate Election Engagement and Concerns – Suggested Strategies**

BACKGROUND AND SUMMARY:

At the April 2016 Senate meeting the following motion was carried: “That issues regarding the engagement of the Senate electorate be brought to the membership committee to recommend some solutions and report back at the next Senate meeting so the body as a whole can address these issues”. As the Senate membership committee is mandated by the Senate Bylaws “to hear appeals and complaints respecting the election of members of Senate...” the committee met on August 16, 2016, to discuss these concerns.

The following suggestions were made in regards to improving voter turnout, especially in the districts, and to improve the election process:

- Improvements to the Secretariat/Senate website
- 200-300 word limits on bios to allow for a faster review of bios for all nominees
- Continue to advertise in Sask weekly newspapers as was first used for the 2016 election
- Continued use of email, social media, Green and White advertising
- Send targeted emails to alumni in districts informing them of their district candidates (email will be sent by University Relations, Operations and Services)
- More public interest stories focusing on the purpose of Senate to generate interest in elections and Senate
- Connect with the president’s tours and include Senators who reside in the areas for those events to increase role of Senators and their visibility in their districts
- Have Senators present University entrance scholarships to high school graduates
- Add Senate election information to the Alumni website
- Add Senate information to alumni packages handed out to graduates at Convocation to increase visibility and knowledge of Senate
- Speak to PAWS programmers to see if there’s anything that can be done with the PAWS election site timing out for slower internet connections
- Encourage and support Alumni Relations in increasing number of alumni for which they have correct contact information
- Ask association members of Senate to communicate and advocate for Senate elections within their organizations
- Look into a way for district nominees to communicate with members of their district
- Advertise that Senate meetings are open to the public
- Ensure scrutineers are available and present when paper ballots are being counted
- Ensure election process is being following administratively to comply with legal requirements and maintain trust in the election process

The membership committee plans to meet after the Senate meeting to review comments and suggestions made by Senators at the meeting, and oversee implementation of most feasible recommendations.

Report of Special Committee to Review the Standard of Student Conduct in Non-academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals

FOR APPROVAL

PRESENTED BY: Patricia McDougall; Vice-Provost, Teaching and Learning

DATE OF MEETING: October 15, 2016

SUBJECT: *Revisions to the Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals*

DECISION REQUESTED: *It is recommended:*
That Senate approve the revisions to the *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals* as provided, effective January 1, 2017

PURPOSE:

The Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeal serve as the university-level regulations on non-academic conduct. The University of Saskatchewan Act, 1995, provides Senate with authority and responsibility for these regulations. Periodic review and revision of the Standard is necessary.

BACKGROUND:

In April 2014, a special subcommittee of Senate was struck to consider amendments to the Standard of Student Conduct in Non-Academic Matters. These amendments were to look at: presidential suspensions; who serves as chair for hearings under the Standard; and ensure alignment of the Standard with the university's regulations for student academic discipline and appeals. The committee was made up of two members of Senate who had served on hearing boards under the Standard, one student who had served on hearing boards under the Standard, and one member of Council who had served on hearing boards under the Standard, along with the vice-provost, teaching and learning. The committee began their work in 2014.

While this committee was commencing its work on revisions to the Standard, the University was in the process of drafting a policy on Sexual Assault. As disciplinary action regarding sexual assault involving students as respondents falls under the Standard of Student Conduct in Non-Academic Matters, the committee took the opportunity to consider how to ensure hearings dealing with allegations of sexual assault are conducted in a manner that is sensitive and fair for all parties.

SUMMARY:

Presidential Suspension

In section 79 of the University of Saskatchewan Act, 1995 (the Act), the president is granted the authority to immediately suspend a student to avoid disruption to any aspect of activities of the university or any unit of the university, to protect the interests of members of the university community, and/or to protect the property of the university. Under this section the president may suspend the student immediately prior to giving the student an opportunity to be heard, but shall give the student an opportunity to be heard within 15 days of the suspension. The Act provides for

appeals of presidential suspensions to be heard by a Senate hearing board under the Standard and the accompanying regulation.

The subcommittee worked to clarify the language used in discussing Presidential Suspensions in the Standard and worked with legal counsel to ensure that the process for a Presidential suspension and an appeal of a Presidential suspension is clear and fits with other processes outlined in the Standard. A flowchart outlining the process for presidential suspensions and appeals was developed to outline the possible outcomes following the imposition of a Presidential Suspension.

Chair of Hearings

The Standard previously listed the Associate Vice-President, Student Affairs as the non-voting Chair of all formal hearings. As this position no longer exists, the responsibility for chairing these hearings has been assigned to the Vice-Provost, Teaching and Learning or designate.

ATTACHMENTS:

1. *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals* with changes tracked
2. Appendix B to the Standard of Student Conduct - Flowchart outlining the Process for Presidential Suspension and Appeals



Standard of Student Conduct in
Non-Academic Matters
and
Regulations and Procedures for Resolution of
Complaints and Appeals

Approved by Senate October ~~2008~~
~~With minor revisions April 2010~~
~~Further revisions October, 2012~~2016

CONTENTS

Standard of Student Conduct in Non-Academic Matters

Preamble	1
Guiding Principles.....	1
Authority	2

Senate Regulations Governing Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

I. Purpose.....	4
II. Scope.....	4
III. Expectations for Student Conduct.....	5
IV. Procedures for Resolution of Complaints.....	6
1. Informal Procedures	6
2. Formal Complaints.....	7
3. Procedures for Alternative Dispute Resolution.....	9
4. The Rights and Responsibilities of Parties to a Hearing.....	10
5. Procedures for Formal Hearings.....	11
6. Decision of the Senate Hearing Board.....	14
7. Senate Appeal Board	16
8. Disposition by the Appeal Board	18
9. No Further Appeal.....	19
10. <u>Presidential Suspension</u>	20
11. Endorsement on Student Record	21
12. Reports	21
13. Delivery of Documents.....	22
14. Review of the Standard and Regulations.....	22
Appendix A: Sample Report of an Outcome of an Alternative Dispute Resolution Process	23
<u>Appendix B: Process for Presidential Suspensions and Appeals</u>	24

UNIVERSITY OF SASKATCHEWAN STANDARD OF STUDENT CONDUCT

PREAMBLE

The Mission of the University of Saskatchewan is to achieve excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge. The pursuit of this Mission requires an adherence to high standards of honesty, integrity, diversity, equity, fairness, respect for human dignity, freedom of expression, opinion and belief, and the independence to engage in the open pursuit of knowledge. The achievement of the Mission of the University also requires a positive and productive living, working and learning environment characterized by an atmosphere of peace, civility, security and safety.

The University is a key constituent of the broader community, and has a role to prepare students as global citizens, role models and leaders. The University expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the Mission of the University or harm the interests of members of the University community.

Many of these principles and expectations are further discussed in other University policies, including the University Council's *Guidelines for Academic Conduct* and the *University Learning Charter*¹.

Guiding Principles

These principles are cited from the University's *Policy on Student Discipline*, approved by Council in January 2012 [and by Senate in April 2012]. The same principles are common to both academic and non-academic misconduct regulations.

Freedom of Expression: The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the University. The University encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.

- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The University will uphold the rights and freedoms of all members of the University community to work and study free from discrimination and harassment, regardless of race,

¹ The *Guidelines for Academic Conduct* were approved by University Council in 1999 and are available at http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml. The *Learning Charter* was approved by University Council in June 2010 and is available at http://www.usask.ca/learning_charter/.

ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.
- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the University will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.
- **Security and Safety:** The University will act to safeguard the security and safety of all members of the University community. When situations arise in which disagreement or conflict becomes a security concern, the University will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from University property and contact with law enforcement authorities if required. The University will endeavour to provide appropriate support to those who are affected by acts of violence.
- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The University will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the University or harms the interests of members of the University community.

It is acknowledged that while similar expectations govern all members of the University community, including faculty and staff, these expectations and their associated procedures are dealt with under various of the University's other formal policies (such as Council's *Guidelines for Academic Conduct* and *Learning Charter*) as well as by provincial labour legislation, employment contracts, and collective agreements.

Authority

The *University of Saskatchewan Act, 1995* ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to in Council's regulations as "academic misconduct". Council's *Regulations on Student Academic Misconduct* address the principles and procedures applicable to complaints of academic misconduct. All hearing boards, whether at the college or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. The Council delegates oversight of

college-level hearing boards to the respective deans, and oversight of university-level hearing boards to the governance committee of Council.

The Act gives the **Senate** responsibility to make bylaws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals* address the principles and procedures applicable to complaints about non-academic misconduct. This document constitutes a set of procedures under the University's *Policy on Student Discipline*.

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university. ~~Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student's College. The Act also provides that the President shall give a student suspended under this provision will be given an opportunity to be heard within 15 days of the suspension. The process for imposing a Presidential Suspension is governed by section 79 of the Act, not by the Regulations that accompany this Standard. However, Section 79 (9)(b), provides that an appeal of a suspension by the President for non-academic reasons will be heard under the Regulations that accompany this Standard. , by the body established by the Council in the case of academic misconduct, or by the Senate for non-academic misconduct, respectively. An appeal of a suspension by the President under Section 79 (9)(b) of the Act shall go to a formal hearing of a Senate hearing board under this Standard and the accompanying Regulations.~~

Questions relating to the respective authority of Senate, Council, and the President under the Act and associated procedures should be directed to the University Secretary.

SENATE REGULATIONS GOVERNING STUDENT CONDUCT IN NON-ACADEMIC MATTERS AND PROCEDURES FOR RESOLUTION OF COMPLAINTS AND APPEALS

I. PURPOSE

The purpose of these regulations and procedures (collectively referred to as the “Regulations”) is not to actively monitor or control student behaviour, but rather to provide a mechanism for responding to complaints about student behaviour that violates the standard of conduct expected of students in non-academic matters.

Educational in intent, the Regulations

- outline the general expectations for student behaviour in non-academic matters (“the Standard”)
- provide examples of behaviour that may lead to disciplinary action by the University.
- set out the procedures the University will follow when the Standard has been violated
- articulate the rights and responsibilities of all parties who become subject to these procedures, ~~and~~
- provide examples of consequences that may result when this Standard of behaviour is violated, ~~and-~~
- provide a mechanism for appeal of decisions made by a Senate hearing board

II. SCOPE

The Regulations apply to all University of Saskatchewan students in University-related activities. A student is defined as any person who is registered or in attendance at the University of Saskatchewan, whether for credit or not, at the time of the misconduct. University-related activities include activities of any type operated under University auspices at any location. More specifically, the Regulations apply to conduct on University premises and conduct not on University premises that has an identifiable and substantial link to the University or that affects the University learning or living environment. Examples include events where students are acting as delegates or designated representatives of the University, or events that use, or are readily identifiable with, the name of the University or of any College, Department or other entity associated with the University.

No proceedings or action taken pursuant to any other policy, regulation, rule or code (e.g., Criminal Code of Canada and professional or other college codes of conduct) shall bar or prevent the University from also instituting proceedings and imposing sanctions under the Regulations. Nothing in the Regulations shall prevent the University from referring any student to the appropriate law enforcement agency, should this be considered necessary or appropriate.

Lack of awareness of the Regulations, cultural differences, mental health difficulties and/or impairment by alcohol or drugs are not a defence for prohibited behaviours. If it can be

demonstrated that a student knew or reasonably ought to have known that his or her behaviour was in violation of this Standard, that behaviour may be dealt with under the provisions of the Regulations.

III. EXPECTATIONS FOR STUDENT CONDUCT

This Standard is breached when a student behaves in a manner that

- harms or threatens to harm members of the University community, including students, faculty, or other staff of the University;
- disrupts or threatens to disrupt any of the activities of the University;
- harms or threatens to harm the property of the University;
- violates the policies, procedures or rules of the university; or
- abuses or shows disrespect for the processes of the Standard.

The list below is not exhaustive but provides examples of breaches of the Standard. The Regulations deliberately do not place violations in a hierarchy. The relative seriousness of a violation of the Standard must be assessed in the unique circumstances of each case. The following behaviours are prohibited:

1. Threats of harm or actual harm² by any means (including electronic means) such as
 - a) assault
 - b) verbal and non-verbal aggression
 - c) physical abuse; verbal abuse; intimidation or bullying
 - d) harassment or sexual harassment
 - e) sexual assault
 - f) stalking or cyberstalking
 - g) hazing or initiation rites
 - h) possession or use of firearms or other weapons (including replica weapons), explosives or incendiary devices without the written consent of Campus Safety

or any other actions that a student knows or reasonably ought to know could compromise the physical or psychological wellbeing of any member of the University.

2. Significant disruption of or interference with University activities or living and learning environments, by any means such as
 - a) causing a substantial disorder
 - b) bomb threats
 - c) creating dangerous situations
 - d) making or causing excessive noise
 - e) proffering false identification or documentation

² In some circumstances, students' threats of harm or actual harm to themselves can significantly disrupt the learning and/or on-campus living environment, and affect other students' ability to concentrate on and succeed in their studies. The University's first approach to such cases will be, where appropriate, to provide students with the appropriate professional support and treatment they require to resolve the situation. In rare cases, however, a student may be unwilling to seek or accept professional assistance, or to comply with a prescribed treatment plan, or that treatment plan may prove unsuccessful in resolving the underlying issues. In such cases, threats of self-harm or actual self-harm may be considered violations of the Regulations and can be dealt with under its provisions.

- f) misrepresentation to obtain goods or services
 - g) misuse or abuse of university services, programs or facilities
 - h) tampering with University equipment including safety equipment required for the proper functioning of the University
 - i) blocking exit routes.
3. Theft of or damage to the property of the University or its members by any means such as
- a) stealing, damaging or defacing University or another person's property (including computer systems and intellectual property)
 - b) tampering with University fire extinguishing or prevention equipment.
4. Violation of University Policies, Procedures or Rules such as
- a) Computer Use Policy
 - b) E-mail Policy
 - c) University Serving Alcoholic Beverages Policy
 - d) University of Saskatchewan Traffic Regulations
 - e) Discrimination and Harassment Policy
 - f) Canadian Interuniversity Sport Bylaws
 - g) Residence Lease Agreement, Residence Handbook and Residence Assistant/Advisor Code of Conduct
 - h) Rulings of the Residence Community Review Board
 - i) Use of University Property and Services
 - j) Commercial or Non-commercial use of the University's trademarks
 - k) Copyright Compliance Policies
 - l) Sexual Assault Prevention Policy
 - l)m) Violence Prevention Policy-
5. Abuse of or disrespect for the processes of the Standard such as
- a) bringing unfounded complaints with malicious, frivolous or vexatious intent
 - b) failure to comply with the reasonable requests of a University official
 - c) failure to comply with sanctions under the Regulations
 - d) retaliation against any participant in a process under the Regulations.

IV. PROCEDURES FOR RESOLUTION OF COMPLAINTS

1. INFORMAL PROCEDURES

The University recognizes that many disputes can be resolved informally, without resorting to the provisions of these Regulations. Wherever it is possible and appropriate to do so, every effort should be made by instructors, university officials and/or students to resolve minor violations of the Standard through informal procedures. It is expected that these informal procedures will include consulting with the student(s) involved, assessing whether the incident is appropriately handled at this level, and determining resolutions or consequences within the normal jurisdiction of the instructor or university official. The

outcome of an informal process may not be held on the official student record and may not affect the student's standing as a student. If it appears that the violation of the Standard was intentional and/or of a serious nature, or if a resolution cannot be arrived at to all parties' satisfaction, then a formal complaint against a student or students may be filed with the Office of the University Secretary. Such a complaint will be treated as a formal allegation of violation of the Standard under these Regulations, and will be subject to the procedures outlined below.

2. FORMAL COMPLAINTS

The procedures for dealing with formal complaints under the Standard shall be followed for all complaints which have not been resolved through informal means.

- (a) A formal complaint against a student or students:
 - i) may be filed by any individual or individuals, including an official(s) of the University;
 - ii) shall be in writing with the complainant's³ name attached to it (anonymous complaints will not be taken forward);
 - iii) shall be specific with the pertinent details of the alleged incident(s);
 - iv) shall be filed in a timely way (normally a complaint will not be accepted beyond one year after the alleged violation(s) of the Standard or the informal procedures referenced above, unless the University Secretary considers that there are grounds to extend that time limit)⁴;
 - v) shall be delivered to the Office of the University Secretary.

When one or more complaints against a student have been received, the University Secretary or designate (hereinafter referred to as "the Secretary") will take the following steps in consultation with key stakeholders, as appropriate:

- (b) The Secretary will determine whether the complaint falls under the jurisdiction of these Regulations or is more properly dealt with under the *Regulations on Student Academic Misconduct* of University Council, or resides with some other decision-making body. If the complaint pertains to academic dishonesty, the Secretary, will refer the matter to be heard under the procedures described in those *Regulations*~~Rules~~. In cases where it is not clear whether the allegation relates to academic or non-academic misconduct, the Secretary shall consult with the Chairs of University Council and Senate (or their designates) and will rule on the matter. This decision will be final and not subject to appeal.
- (c) -The Secretary has discretion to determine that a formal complaint against a student should proceed together or separately with other complaints or matters under these

³ In these procedures, the term "complainant" refers to the person or persons bringing forward a formal complaint, and the word "respondent" refers to a student or students accused of violating the Standard for Student Conduct.

⁴ If a complaint has been appropriately filed under another University policy (such as the University's harassment policy) and is then referred to be dealt with under these procedures, it will be deemed to have been filed under the Regulations as of the date the complaint was filed under the other University policy.

Regulations. For instance, this discretion may be exercised in situations where more than one complaint is received against the same student, where a complaint is received against two or more students; or where a formal complaint relates to a matter that is the subject of an appeal ~~from~~of a suspension ordered by the President under Section 79 of the Act.

- (d) The Secretary has the discretion to determine that a formal complaint is frivolous or vexatious, and may dismiss a complaint without requesting a response.
- (e) If the Secretary determines that the complaint will proceed, s/he will notify the respondent that a complaint against him or her or them has been received, and will provide a copy of the Regulations and a copy of the complaint, including the name of the complainant, to the student respondent so that he or she or they may be informed of his or her or their rights and responsibilities and may respond. Contact information for the complainant will be kept confidential.
- (f) The respondent will be allowed a reasonable period of time (as determined by the Secretary) to consider the complaint and to respond in writing to the Secretary.
- (g) The Secretary will determine, on the basis of the complaint and, where relevant, the response, and any other relevant information whether the complaint should be dealt with under these Regulations. The Secretary may dismiss the complaint where he or she is of the opinion that
 - i) The complaint is frivolous or vexatious; or
 - ii) The complaint was brought outside the time limit and there are insufficient grounds in the opinion of the Secretary to justify extending the time limit; or
 - iii) In the case of an off-campus incident, there is not an identifiable and substantial link to the University or consequences for the University learning or living environment.
- (h) A decision of the secretary under sections (d) or (g) above may be appealed to the Provost (or designate) who will confirm or overturn the Secretary's decision. The Provost's (or designate's) decision is final and not subject to appeal.
- (i) If a decision is made that the complaint should proceed under these Regulations, then the Secretary will determine whether the situation would be best served by an Alternative Dispute Resolution process (Section 3, below) or by a formal hearing of a Senate hearing board (Section 5, below). In making this determination, the Secretary will take into account factors including but not limited to the following: the nature of the offense, the seriousness of the charge, and the apparent willingness of the parties to enter into a consensual process, and whether there have been previous attempts to resolve the matter by alternative means.

~~(i) Under Section 79 of the Act, the President may suspend a student without a Formal Complaint if the President considers it necessary to immediately suspend a student to avoid disruption to any aspect of the activities of the university or any unit of the~~

~~university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university. The President shall not suspend a student without giving the student an opportunity to be heard (Section 10, below). If the President considers it necessary to immediately suspend a student, the President may suspend a student without given the student the opportunity to be heard, but shall give the student an opportunity to be heard within 15 days of the suspension.~~

3. PROCEDURES FOR ALTERNATIVE DISPUTE RESOLUTION

- (a) The Secretary will appoint an Alternative Dispute Resolution (ADR) Team comprising two or more of the following:
- i) One or more Directors from the following units:
 - ~~Student and Enrolment Services Division;~~
 - Consumer Services;
 - Information Technology Services;
 - Facilities Management Division;
 - ~~University Learning Centre;~~
 - ~~Centre for Continuing and Distance Education~~ Vice-Provost Teaching and Learning Portfolio.
 - ii) Any Associate Vice President or Vice-provost or designate
 - iii) One or more Associate/Assistant Deans or Deans
 - iv) An Executive member of the USSU or GSA or their designate

Any individual who has previously been directly involved in matters relating to the complaint will not be appointed to the ADR Team.

- (b) The Secretary will provide a copy of the formal complaint, the response and all additional relevant information to the members of the ADR Team and will ask them to initiate an alternative dispute resolution process. The ADR team shall establish its own procedures, which at a minimum will include the following:
- i) reviewing the original complaint and the response;
 - ii) consulting with the complainant;
 - iii) consulting with the respondent;
 - iv) consulting with any other parties involved as necessary and conducting any further investigation required.
- (c) Either the Secretary or the ADR team may add one or more additional members to the team at their discretion.
- (d) If at any point in the process the complaint is withdrawn, the matter will not proceed.
- (e) If either the complainant or respondent elects to withdraw from the ADR process, then the complaint will proceed to a formal hearing, unless the complaint is withdrawn. Similarly if in the opinion of the ADR team the complainant or respondent is not engaging constructively in the ADR process, or if the ADR process does not result in an outcome that is satisfactory to all parties the complaint will proceed to a formal hearing unless the complaint is withdrawn.
- (f) Once the ADR Team has consulted with both parties it will assess whether the incident is appropriately handled through a consensual alternative dispute resolution process, such as negotiation or mediation. If the Alternative Dispute Resolution

Team determines that the complaint is not appropriately handled through alternative dispute resolution, or if alternative dispute resolution of the complaint does not lead to a resolution that is satisfactory to both parties, then the ADR Team will notify the University Secretary, who will then arrange for a formal hearing as provided under Section 5.

- (g) The Alternative Dispute Resolution Team will advise the Secretary in writing of the outcome of the alternative dispute resolution process and will obtain the signatures of both the complainant and the respondent on the report of the outcome. A sample outcome report is attached as Appendix A.
- (h) All communications made by the parties during the alternative dispute resolution process will be treated as confidential and the Alternative Dispute Resolution Team will not disclose such communications outside of the ~~informal~~ alternative dispute resolution process except when, in the opinion of the Alternative Dispute Resolution Team, disclosure is necessary to prevent anticipated harm to the University activities, property, or members of the University community or when otherwise required by law. The Secretary must approve any settlement terms relating to confidentiality.

4. THE RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING

Hearings provide an opportunity for a balanced airing of the facts of the case before an impartial board of decision-makers. All cases of alleged breaches of the Standard will respect the rights of members of the university community to fair treatment in accordance with the principles of procedural fairness. In particular,

- (a) Without derogation of the President's authority under Section 79 of the Act, a student against whom a complaint has been made under this Standard is to be treated as being innocent until it has been established, on the balance of probabilities and before a board of impartial and unbiased decision-makers, that he/she has violated the Standard.
- (b) The parties have a right to a fair hearing before a board of impartial and unbiased decision-makers. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.
- (c) Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.
- (d) All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.

- (e) Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right will be deemed to have been waived by a party who fails to appear at a scheduled hearing or to send a representative in his/her place.
- (f) The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. This right is subject to provision of the names and contact information for any witnesses and/or advocates to the Secretary at least 2 days prior to the hearing.
- (g) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.
- (h) The hearing board has a right to determine its own procedures subject to the provisions of these Procedures, and to rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.

5. PROCEDURES FOR FORMAL HEARINGS

A formal hearing may be convened to hear a formal complaint as described in section IV.(2) above, and/or an appeal from a decision of the President to suspend a student under Section 79 of the Act. In this section, the term “respondent” is deemed to also refer to a student bringing forward an appeal of a suspension by the President. In cases where an appeal deals with a matter that is also the subject of a formal complaint under this standard, the complaint and the appeal may be heard together as a single hearing by the same Hearing board.

Notwithstanding a decision of the university secretary under Section IV.(2).(c), if a hearing board has been convened to hear a complaint against two or more students, the hearing board should determine whether there should be one hearing at which all of the students are heard or individual hearings.

When it has been determined that a formal hearing(s) should proceed, the following steps will be taken:

- (a) The Secretary shall strike a Senate hearing board to hear the matter. The hearing board is to receive the evidence, decide whether, on a balance of probabilities, a violation of the Standard has occurred, and if so apply one or more of the sanctions set out in Section 6.
- (b) Membership on the Senate hearing board shall be as follows:

- i) a student member of Senate (or, in the case of the unavailability of a student member, a student appointed by the USSU or GSA Executive to hear the case);
 - ii) a member appointed by Senate for a three-year term, and drawn from a roster of 6 appointed by Senate for this purpose;
 - iii) a member of the University Council, and appointed by Council for this purpose;
 - iv) the ~~Associate Vice President, Student Affairs~~ Vice-Provost, Teaching and Learning, or designate (non-voting, Chair);
 - v) the University Secretary or designate (non-voting, Secretary).
- (c) The Secretary shall be present as secretary for all meetings of the hearing board and shall make all necessary arrangements for a timely hearing of the case.
- (d) Written notice of the hearing, along with a copy of these Regulations and of the formal complaint, the response and any additional relevant information (as outlined in Section 2)—or in the case of an appeal of suspension by the President, copies of the letter of suspension, letter of appeal and any supporting documentation—will be delivered by the Office of the University Secretary to both parties and to members of the Senate hearing board, along with a request that both parties indicate to the Secretary whether they plan to bring an advocate and/or witnesses to be present at the hearing. Where possible and reasonable the Secretary will accommodate the schedules of both complainant and respondent and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.
- (e) If the respondent does not respond to the written notification of the hearing, or refuses to appear before the hearing board, or does not attend the hearing, the hearing board has the right to proceed with the hearing in the respondent's absence. A respondent who chooses to be absent from a hearing may appoint a representative to represent his/her case at the hearing.
- (f) Generally, hearings will be held with all parties present. However, if either of the parties to the hearing or any advocate, witness or observer is unable to attend in person, the hearing board may at its discretion and where circumstances demand, proceed on the basis of written submissions, or it may provide for such person(s) to participate by telephone or other electronic means, subject to the provision that both parties to the dispute (or their advisors) must have access to all evidence being presented, and an opportunity to respond to all evidence and to ask and answer questions, and that witnesses and/or observers may be invited to join the hearing by telephone or other electronic means for the part of the hearing to which they would normally have been invited in person. Provision must be made for all parties to the proceedings to know when a party participating by telephone or other electronic means is signing on and signing off.
- (g) The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures subject to the following:

- i) Hearing boards under these regulations have an adjudicative role. It shall be the responsibility of the complainant(s) (and/or his or her advocate) to present the allegation and provide the evidence to support it, and it shall be the responsibility of the respondent(s) (and/or his or her advocate) to answer the charge.
- ii) Hearings shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
- iii) When the hearing board meets, the complainant and the respondent shall be present before the hearing board at the same time except where, at the discretion of the chair, the circumstances warrant special arrangements. Either side may call witnesses, who will normally be present only to present their evidence and to answer questions. Exceptions may be made at the discretion of the chair.
- iv) The chair of the hearing board should open the hearing by seeking agreement from the parties that the hearing is properly constituted with respect to jurisdiction, notice, and composition of the board. If there is a challenge to any of the above, then the board will hear the arguments in favour of and against the matter, and will rule whether the hearing should proceed.
- v) The complainant or the complainant's advocate shall present the complaint and supporting documentation and witnesses.
- vi) The chair may at his or her discretion grant an opportunity for the respondent and members of the hearing board to ask questions of the complainant (or designate) and of any witnesses.
- vii) The respondent or the respondent's advocate shall then be allowed to respond to the complaint and to present supporting documentation and/or witnesses.
- viii) The chair may at his or her discretion grant an opportunity for the complainant and members of the hearing board to ask questions of the respondent and of any witnesses.
- ix) Both the complainant and the respondent will have the opportunity to explain their respective interpretations of the evidence presented in a closing statement.

- (h) Once a hearing has been adjourned, the hearing board may not consider any additional evidence without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.
- (i) If a student against whom a complaint has been made withdraws from the university prior to the complaint being dealt with, a hearing may go forward and sanctions may be applied; or at the discretion of the Secretary the charges may be held in abeyance and a hold placed on the student's record until such time as the respondent applies for re-admission to the university, at which time the charges will be considered under these Regulations prior to the respondent's being allowed to register.
- (j) If a respondent withdraws from the university prior to having complied with any agreement or sanction imposed under these Regulations, the university reserves the right to require satisfactory evidence be provided to the Secretary of compliance with any agreement or sanctions prior to the respondent's being allowed to register. Until the respondent has complied with any agreement or for sanction imposed under these Regulations, he or she will not be permitted to register. refer the matter to a hearing board prior to the respondent's being permitted to re-register. Upon application by the respondent for re-admission to the university, the Secretary will inform the respondent that he or she will be automatically charged with a violation of the Standard under Section III (5) and that the matter will be sent directly to a formal hearing of a Senate hearing board under Section IV(5). Until the Senate hearing board has ruled on the matter, the respondent will not be permitted to register.

6. DECISION OF THE SENATE HEARING BOARD

After all questions have been answered and all points made, the hearing board will meet *in camera* to decide whether a violation of the Standard has occurred. The deliberations of the hearing board are confidential. The hearing board has the sole authority to determine whether or not, on the balance of probabilities, the respondent has violated the Standard.

- (a) Once the Hearing Board has made its decision, that decision will be communicated to the parties. The Hearing Board will then hear evidence and submissions regarding the appropriate sanction(s), if any. This evidence will include any record held by the Secretary of prior violations of the academic or non-academic Standards by the respondent. Since the Secretary is a member of the hearing board, the Secretary will not discuss with the hearing board any such prior violations unless it is established that a violation of the Standard has occurred. After hearing evidence and submissions on sanctions, the hearing board will meet *in camera* to decide on the sanction(s) to be applied.
- (b) When determining the appropriate sanction, the hearing board shall take into account the prior record of the respondent as well as sanctions imposed by other hearing boards or appeal boards in other similar cases, as recorded by the University Secretary. The hearing board should also consult with and/or notify those

individuals who will be affected by the sanctions and who will be involved in applying or monitoring them, as appropriate.

- (c) When determining the appropriate sanction(s), the hearing board shall also take into account any other discipline for the same behaviour including any suspension served under Section 79 of the Act.
- (d) The Senate hearing board shall have the authority to dismiss the matter completely, or to impose one or more sanctions which may include, but are not limited to, the following:
 - i) Request a formal apology or statement of regret to the complainant, to the larger community, or to any individual affected by the student's actions;
 - ii) Officially admonish the student with a written reprimand which will remain on file with the University Secretary;
 - iii) Withdraw non-essential services for a specified period of time⁵;
 - iv) Require the student to complete a reflective essay, public presentation or research on a specified topic, or to attend and/or successfully complete a course, workshop, or seminar on a topic relating to the violation;
 - v) Require the student to perform a specified number of hours of community service activity;
 - vi) Place the student on a conduct probation which outlines specific behavioural restrictions or requirements and which identifies further sanctions that will be imposed without a further hearing if the student fails to adhere to the terms of the probation;
 - vii) Require restitution for damage to property up to the full cost of repair or replacement;
 - viii) Impose fines or require security deposits;
 - ix) Ban the student from any or all campus buildings and facilities for a period of time or permanently, or impose restrictions related to the student's use of facilities;
 - x) Suspend the student from the University for a specified period of time, and set conditions for the student's return;
 - xi) Expel the student from the University (expulsion is permanent).
- (e) If the decision of the hearing board results in suspension or expulsion of the student, the hearing board must also rule whether the endorsement on the student's record as referenced in Section 110 is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal.
- (f) The decisions of the hearing board, if not unanimous, shall be by majority vote.

⁵ In these Procedures, "non-essential services" means services that, if withdrawn, may restrict a student's full participation in campus life, but do not make it impossible for the student to complete the academic requirements of his/her program.

- (g) In cases of a complaint against multiple students, a hearing board will try to determine the specific individuals who are responsible.
- (h) The ruling of a hearing board is deemed to have been adopted by the Senate unless it is appealed as provided in Section 7.
- (i) A record of the decision shall be prepared and distributed as provided for in Section ~~H~~12.

7. SENATE APPEAL BOARD

The Senate appeal board acts as an appeal review tribunal for decisions of the Senate hearing board. The appeal board will uphold the decision of the Senate hearing board unless the appellant can demonstrate that one of the grounds described below are relevant. The procedures for an appeal are as follows:

- (a) Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanction imposed by delivering to the Office of the University Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. The notice should include a written statement of appeal which indicates the grounds on which the appellant intends to reply, any evidence the appellant wishes to present to support those grounds, and (where relevant) the remedy or remedies the appellant believes to be appropriate. A student may seek assistance in preparing an appeal.
- (b) An appeal will be considered only on one or more of the following grounds:
 - i) that the Senate hearing board had no authority or jurisdiction under the Regulations to reach the decision or impose the sanction(s) it did;
 - ii) that there was a reasonable apprehension of bias on the part of a member or members of the Senate hearing board;
 - iii) that the Senate hearing board made a fundamental procedural error which seriously affected the outcome;
 - iv) that new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the Senate hearing board.
- (c) On receipt of a notice of appeal, the Provost (or designate) will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Provost (or designate) determines that there are no valid grounds under these Regulations for an appeal, then the appeal will be dismissed without a hearing. If the Provost (or designate) determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the Provost (or designate) with respect to allowing an appeal to go forward is final, with no further appeal.

- (d) Membership on the Senate appeal board shall be as follows:
- i) a student member of Senate (or, in the case of the unavailability of a student member, a student appointed by the USSU or GSA Executive to hear the case);
 - ii) a member of the University Council, and appointed by Council for this purpose;
 - iii) a member appointed by Senate for a three-year term, and drawn from a roster appointed by Senate for this purpose;
 - iv) the Provost or designate (non-voting, Chair);
 - v) the University Secretary or designate (non-voting, Secretary).

With the exception of the non-voting members, individuals appointed to serve on the Senate appeal board shall exclude anyone who was involved in the original hearing of the case.

- (e) If the Provost (or designate) concludes that there are valid grounds for an appeal under these Regulations, then the Secretary shall make the necessary arrangements for a timely hearing of the appeal. Except where the Secretary waives the requirement in order to accommodate an exceptional circumstance, the appeal board will hear the appeal within 20 days of the decision to proceed to a formal hearing.
- (f) Written notice of the hearing, along with a copy of these Regulations and of the written statement of appeal, will be delivered by the Secretary to the appellant, to the other party in the original hearing as respondent, to the Chair of the Senate hearing board which heard the case, to members of the Senate appeal board and, where the student record may be affected, to the Registrar. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.
- (g) Upon notice of an appeal, and where the appellant's academic record may be affected by the outcome of the appeal, the Registrar shall arrange for an endorsement on the appellant's record as provided for in Section 110(a)(iii). The appellant may make written application to the Senate appeal board to stay the operation of any other sanction(s) pending the outcome of the appeal; the appeal board will convene a meeting at the earliest possible date to deal with the request for a suspension of sanctions. Unless the appeal board rules to suspend a sanction, it will remain in force unless and until it is overturned as an outcome of the appeal hearing.
- (h) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written record of the previous hearing and the written statement of appeal and/or a written response in lieu of arguments made in person. An appellant who chooses to be absent from a hearing may appoint a representative to present his/her case at the hearing.

- (i) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles.
 - i) Appeal boards under these regulations will not hear the case again but are limited to determining whether the Senate hearing board had authority and jurisdiction to hear the original case; whether there was a reasonable apprehension of bias on the Senate hearing board which heard the case; whether the Senate hearing board made fundamental procedural errors which seriously affected the outcome; or whether any new evidence has arisen that could not reasonably have been presented at the original hearing and that would likely have affected the decision of the Senate hearing board.
 - ii) The parties to the hearing shall be the appellant (who may be either the original complainant or the original respondent), and the other party to the original hearing as respondent. The Chair (or another member designated by the Chair) of the original Senate hearing board is invited to attend and at the discretion of the Chair will be permitted to participate in the hearing and to answer questions of either party or of the appeal board.
 - iii) Except as provided for under 7.(b).iv. and 7.(i).i above, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, and the written statement of appeal, will form the basis of the appeal board's deliberations.
 - iv) It shall be the responsibility of the appellant to demonstrate that the appeal has merit.
 - v) Hearings shall be held *in camera*—that is, restricted to persons who have a direct role in the hearing. Unless new evidence is being presented as provided for under 7.b.iv and 7.i.i above, witnesses will not normally be called, but the appellant may request the presence of an advocate and up to three observers. At the discretion of the Chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
 - vi) The appellant and the respondent shall be present before the hearing board at the same time.
 - vii) Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.
 - viii) Both the appellant and the respondent will have the opportunity to suggest what modifications to the sanction(s), if any, they believe are appropriate to the matter before the Senate appeal board.

8. DISPOSITION BY THE APPEAL BOARD

- (a) After all questions have been answered and all points made, the appeal board will meet *in camera* to decide whether to uphold, overturn or modify the decision of the original hearing board. The deliberations of the appeal board are confidential.
- (b) The Senate appeal board may, by majority vote,

- i) conclude that the appellant received a fair hearing from the original Senate hearing board and uphold the decision; or
- ii) conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section 6; or
- iii) order that a new Senate hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced which could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.

9. NO FURTHER APPEAL

The findings and ruling of the Senate appeal board shall be final with no further appeal and shall be deemed to be a finding and ruling of Senate.

10. PRESIDENTIAL SUSPENSION

(a) The process for imposing a Presidential Suspension is governed by section 79 of the Act, not these Regulations:

(i) Under section 79 of the Act, the President may suspend a student without a Formal Complaint if the President considers it necessary to ~~immediately~~ suspend a student to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate; or to protect the property of the university. The President shall not suspend a student without giving the student the opportunity to be heard. If the president considers it necessary to immediately suspend a student, the president may suspend the student without giving the student the opportunity to be heard, -but shall give the student an opportunity to be heard within 15 days of the suspension.

(ii) Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student's College.

(iii) A Presidential Suspension for non-academic misconduct becomes subject to the hearing procedures in this Standard when a student appeals a Presidential Suspension. This section summarizes the relationship between a Presidential Suspension and the hearing processes in this Standard. An outline of this relationship is attached as Appendix B:-

(b) A student has a right to appeal a Presidential Suspension to a Senate Hearing Board in accordance with the process set out in section IV. 5. above.

(c) In cases where an appeal of a Presidential Suspension deals with a matter that is also the subject of a Formal Complaint, the Complaint and the appeal may be heard together as a single hearing by the same hearing board, as per section IV. 2. (c) above.

(d) If the student is unsuccessful before a Senate Hearing Board in his/her appeal of a Presidential Suspension, the student may choose to appeal the decision of the Senate Hearing Board. The appeal of the decision of the Senate Hearing Board will follow the procedures for Appeal outlined in section IV. 7 above. The student will be appealing only the decision of the Senate Hearing Board on the limited grounds of appeal outlined in section IV.7. (b).

11. ENDORSEMENT ON STUDENT RECORD

- (a) Upon receipt of a report of a hearing board as provided in these Regulations and/or upon receipt of a report of an appeal board, the Registrar shall
- i) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for violation of the Standard of Student Conduct on the _____ day of _____, 20__.
 - ii) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for violation of the Standard of Student Conduct for _____" (period of suspension).
 - iii) where an appeal is pending, and where the appellant's academic record may be affected by the outcome of the appeal, endorse on the record of the student and on any transcript of that record the following: "This record is currently under appeal and may be affected by the decision of a Senate appeal board." This endorsement shall be removed from the appellant's record upon receipt by the Registrar of a copy of the decision of the appeal board.
- (b) Except as provided for under 6(e) and 10 (a)(iii), an endorsement on the record is permanent.

1+2. REPORTS

- (a) The Chair of a Senate hearing board or of a Senate appeal board shall prepare a report of the board's deliberations which shall recite the evidence on which the board based its conclusions and its reasons for reaching them, and any consequences which it rules shall result from the decision under the provisions of these Regulations.

- (b) Not later than 15 days after the hearing board or appeal board has completed its deliberations, the Secretary shall deliver a copy of the report, on behalf of the Chair, to the following persons:
 - i) both parties to the hearing;
 - ii) the Chair of the Senate hearing board (or designated member);
 - iii) in the case of suspension or expulsion or any other action affecting the student's academic record, the Registrar; and
 - iv) the dean of the student's college, where deemed necessary or appropriate by the hearing board;
- (c) The University Secretary shall maintain the permanent record of all hearings under these Regulations.
- (d) Subject to the provisions of the Regulations and the requirements of law all records pertaining to complaints and/or hearings and/or sanctions under these Regulations are confidential and should not be kept on a file accessible to individuals not named above or their confidential assistants. Subject to laws governing protection of privacy, the outcomes of hearings and appeals will not be confidential.

123. DELIVERY OF DOCUMENTS

Delivery of any document referred to in these Regulations to a student may be made in person, or by courier, or by e-mail to the student's official university e-mail address and by registered mail addressed to the address of the student as set out in the records of the Registrar. Delivery is presumed to have been made when it is received by the student or 5 days after the date of registration (or Express posting) or after the e-mail was sent to the official university e-mail address. Delivery of any document referred to in these Regulations to anyone else may be made in person or by Campus mail or e-mail services. All students have a responsibility to ensure that the University has current contact information and to regularly monitor their official University of Saskatchewan email account; any notice not received because the student has failed to meet this requirement will have no bearing on the proceedings.

134. REVIEW OF THE STANDARDS AND REGULATIONS

The Regulations including the Standards and Regulations will be reviewed every five years.

Acknowledgements

In creating this document, and in addition to current University of Saskatchewan policies and regulations, the drafters have used segments (with permission) from the York University Student Code of Conduct, University of Alberta Code of Student Behaviour and the University of Western Ontario Code of Student Conduct as foundational references and sources of wording.

The Drafting Committee consulted widely with numerous stakeholder groups including representatives of our undergraduate and graduate student associations, Assistant and Associate Deans, Undergraduate Forum, Regional Advisory Councils, Senate, Huskie Athletics, University Residences and residence students, Campus Safety, University Council Bylaws Committee, U of S Advocacy Network and others.

Non-Academic Student Discipline and Appeal regulations were first approved by Senate in October 2000. Substantial revisions to the standards were approved by Senate in 2008, 2012, and 2016.

Appendix A – sample report of an Alternative Dispute Resolution Process

SAMPLE REPORT OF OUTCOME OF AN ALTERNATIVE DISPUTE RESOLUTION PROCESS

On [date], a complaint was lodged by [complainant(s)] against [respondent(s)] under Senate’s *Standard for Student Conduct in Non-Academic Matters*. The complaint alleged that [brief summary of substance of complaint.] In accordance with Senate’s approved procedures, an alternative dispute resolution team was held to consider the complaint and the response and to bring the parties to a mutually agreed-upon resolution.

The parties have mutually agreed as follows:

That [summarize what commitments are made, including any applicable deadlines or dates]

This outcome is the result of a voluntary process entered into by all parties with their full consent.

It is understood that failure of the parties to comply with the terms of this agreement [by date/on an ongoing basis] may at the request of either party result in the convening of a Senate Hearing Board to hear the complaint, and that if such a Board is struck it may have access to the outcome of the ADR process, including the terms of this agreement.

Signed this _____ day of _____, 20__

Complainant: _____

Respondent: _____

Members of the ADR Team:

1. _____
2. _____
3. _____

- This agreement has been fully complied with as of [date] [signature of ADR team representative]
- Compliance with this agreement will be monitored by [university official]

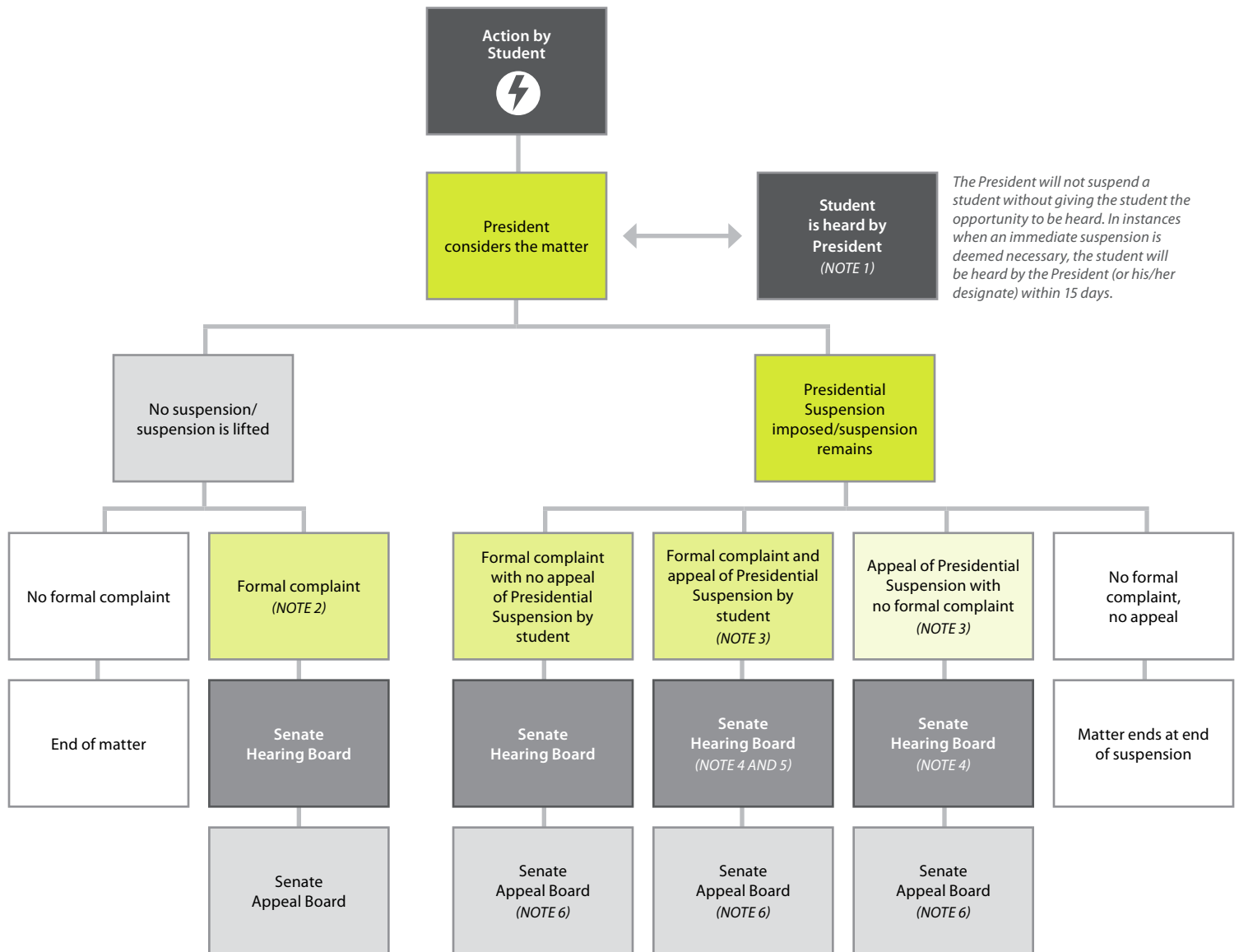
cc: University Secretary
Complainant
Respondent



PROCESS FOR PRESIDENTIAL SUSPENSIONS AND APPEALS

A Presidential Suspension is initially outside of the hearing procedures approved by the Senate in the *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals* (the “Standard”), as it is imposed pursuant to an independent power given directly to the President (or his/her delegate) in The University of Saskatchewan Act, 1995. A Presidential Suspension, however, becomes subject to the hearing procedures in the Standard when a student appeals a Presidential Suspension.

If a Presidential Suspension is not appealed, and the student is subsequently found to have committed non-academic misconduct under the Standard in relation to the same events, the Senate Hearing Board should take into account any prior disciplinary action of the Presidential Suspension on the student when deciding the appropriate sanction to impose.



The President will not suspend a student without giving the student the opportunity to be heard. In instances when an immediate suspension is deemed necessary, the student will be heard by the President (or his/her designate) within 15 days.

- As per section 79 (3) of the *University of Saskatchewan Act 1995*, the President will not suspend a student without giving the student the opportunity to be heard. In instances when an immediate suspension is deemed necessary, the student will be heard by the President (or his/her designate) within 15 days.
- If the President chooses not to suspend a student, it does not preclude a member of the University community from bringing forward a complaint under the Standard. If a complaint is brought forward, it will proceed in the same manner as a “normal” complaint under the Standard.
- A student has a right to appeal a Presidential Suspension to a Senate Hearing Board in accordance with the process set out in the Standard.
- An appeal of a Presidential Suspension triggers the formal hearing process under the Standard much in the same way as a formal complaint. Under the Standard, the Senate Hearing Board has authority to impose a range of sanctions to deal with non-academic misconduct by a student. This full range of options will be available to a Senate Hearing Board in an appeal from a Presidential Suspension if the Senate Hearing Board determines that the student engaged in non-academic misconduct. The decision of the Senate Hearing Board, and the sanctions they impose (if any) will replace the Presidential Suspension.
- As per Section IV. 5. of the Standard, in cases where an appeal of a Presidential Suspension deals with a matter that is also the subject of a Formal Complaint under the Standard, the Complaint and the appeal may be heard together as a single hearing by the same hearing board.
- If the student is unsuccessful before a Senate Hearing Board in his/her appeal of a Presidential Suspension, the student may choose to appeal the decision of the Senate Hearing Board. The appeal of the decision of the Senate Hearing Board will follow the procedures for Appeal outlined in the Standard under section IV.7. He or she will be appealing only the decision of the Senate Hearing Board on the limited grounds permitted in the Standard.

Report for Information

FOR INFORMATION

PRESENTED BY: Elizabeth Williamson, University Secretary

DATE OF MEETING: October 15, 2016

SUBJECT: **Report on non-academic student discipline for 2015/16**

BACKGROUND AND SUMMARY:

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 (ADR) process if this seemed more appropriate than a formal hearing. The following is a report on the number and disposition of complaints received from July 1, 2015 to June 30, 2016.

OUTCOMES:

A total of nine formal complaints were lodged with the University Secretary which is the same number as last year. Three of the formal complaints related to falsification of university documents, one related to disorderly conduct, three related to verbal and non-verbal aggressions, one related to violation of the computer use policy, and one related to sexual assault.

One complaint was dismissed by the University Secretary as not falling under the scope of the Standard of Student Conduct in Non-Academic Matters and one complaint was ultimately withdrawn by the complainant.

Four complaints were sent to an alternative dispute resolution team (ADR). Three were successfully resolved through the ADR process. One complaint sent to ADR was not successful and a formal hearing is being scheduled.

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

- 1 year suspension
- 6 month suspension
- One instance where sanctions were community service, sensitivity training, a formal apology, and conduct probation

One appeal of a decision of Senate hearing board was received. The appeal was upheld and the sanctions imposed by the original hearing board were lifted.

ANALYSIS:

Due to the small number of formal complaints each year, it is not possible to release more detailed information without risking identifying those involved in the complaints. That being said, a few trends have been identified with regards to both the manner of resolution and those involved in complaints. We caution the reader that one risk in analyzing data made up of small sample sizes is that any extrapolated conclusion could be inaccurate because the increase in numbers may be due to completely different factors (i.e. one event in a year could involve three or four students which would completely skew the numbers).

There has been an increase in the number of complaints being resolved by an Alternative Dispute Resolution processes – 40% of complaints received in 2015/16 were sent to ADR (with 75% of ADRs being successful), compared to 33% of complaints in 2014/15, 20% in 2013/14, and 10% in 2012/13 being sent to ADR. The reasons for the increase in resolutions by ADR as opposed to a hearing are that the university secretary has committed to attempting ADR whenever it is appropriate in order to resolve complaints in a more collaborative manner and usually more swiftly. Also staff in the Office of the University Secretary are now more involved in the ADR process and provide administrative assistance and guidance to ADR boards, leading to timelier resolutions.

With regards to those involved in the complaints made under the Standard, we are seeing more complaints made about the conduct of graduate students, as compared with undergraduate students. Eighty percent of complaints made in 2015/16 (and 56% of complaints made in 2014/15) involved graduate students as the respondents, while graduate students only account for about 18% of the student population.

Additionally, we are seeing more complaints being made about the conduct of international students than their proportional representation at the university, with 70% of formal complaints in 2015/16 (and 78% in 2014/15) involving international students as the respondents. International students account for approximately 41% of the graduate student population and only 9% of the undergraduate student population. We do not know the reason for this over-representation by international students as respondents to formal complaints, but the Office of the University Secretary will continue to observe this issue and is committed to investigating if this trend continues.

**Policy Oversight Committee
Annual Report
2015-2016**

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, 2015 and June 30, 2016. 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 2015-16

June 2016

Use of Materials Protected by Copyright

This policy defines acceptable use of materials protected by copyright, and outlines the responsibilities of all users of copyright materials. The policy was originally approved on December 16, 2009, and has been amended to align with current Canadian copyright law, specifically the definition of fair dealing. Also, reference to regulations in the Copyright Act was added, and clarification of the differences in copyright protection for hard copy and electronic materials. A definition of the university community was added, as were details in the Non-compliance section to clarify what constitutes a breach of policy, and to specify possible actions taken for a breach or reason to suspect a breach. In June, 2012, the University made the decision to operate without a blanket Access Copyright agreement. As part of this decision, a program for education of staff, faculty and students regarding appropriate use of copyright material was put in place, and a robust copyright compliance program, including audits was established to mitigate the risk of copyright infringement by the University.

It is important to have a policy which reflects the current legal copyright environment, since as part of our compliance program we ask faculty to complete an annual Faculty Statement of Copyright Compliance. The statement asks them to read the Use of Materials Protected by Copyright Policy, and distribute material in their classes in accordance with the policy.

The Board of Governors approved the amendments to this policy effective June 21, 2016.

March 2016

Debt policy

The university policies to address capital debt and internal loans had not been reviewed in depth since 2011 however the internal loan policy was updated in 2014 to reflect the delinquency and write-off guidelines. Review of these policies in conjunction with the university's capital renewal strategy, identified an opportunity to combine these two policies into a single policy which provides a more holistic view of capitalization. The purpose of this policy is to provide a framework for the overall capitalization of the University of Saskatchewan (aligning external debt, internal loans, and investments). The policy also establishes the financial measures and procedures that will be used to monitor the financial impact on the university and to ensure the overall level of risk does not exceed acceptable levels.

The Board of Governors approved the Debt Policy, effective May 1, 2016 and approved the deletion of the Capital Debt Policy and Internal Loan Policy, effective May 1, 2016.

Flying of the Flag at Half-Mast

The flag is lowered to pay respect to deceased students, faculty and staff who worked and studied at the University of Saskatchewan and to pay respect to the Sovereign, the Prime Minister of Canada, the Premier of the Province, or other distinguished persons as designated by the President, a Vice-President or the University Secretary. The amendments to the policy now indicate additional circumstances in which the flag may be flown at half-mast such as national days of mourning and remembrance. The revised policy also gives the President the ability to identify other individuals and situations when we want to lower the flag such as the recent La Loche tragedy. The policy was also amended to reflect the current practice regarding the date when the flag is lowered.

The Board of Governors approved the amendments to the policy effective March 29, 2016.

Use of the University Seal

This policy sets out the proper and appropriate use of the University Seal and provides for its protection in a safe and secure place. The University Act has been amended to state that the application of the seal is no longer a requirement. The Board bylaws have been revised to reflect the amendment to the Act. The policy has been amended to align with our Signing Authority Policy. The sealing requirement will act as a control that the proper authorization has been received from the Board. In addition to the academic uses of the seal, the seal is now required only on contracts that require a resolution of the Board, as set out in our Signing Policy.

The Board of Governors approved the amendments to the policy effective March 30, 2016.

December 2015

Sexual Assault Prevention

This policy provides all members of the University of Saskatchewan community 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.

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 or 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. The policy applies to virtual environments such as any form of electronic or social media.

The Board of Governors approved this policy effective December 15, 2015.

Procurement Policy

The purpose of this policy is to ensure that the operational activities related to procurement are consistent with, and supportive of the university's strategic directions, and to ensure that all procurement is authorized by appropriate individuals; is undertaken in a manner that provides the best value to the university; is supportive of sustainability practices; is based on recognized procurement principles; and is in compliance with funding agency guidelines and applicable legislation and regulations.

The policy sets forth the university's approved procurement framework and identifies the applicable procedures that are to be followed when goods and services are procured.

The Board of Governors approved the Procurement Policy with the amendments to the Non-Compliance section effective January 1, 2016; and the Board of Governors approved the deletion of the following policies effective January 1, 2016:

- Procurement Card
- Procurement and Solicitation of Competitive Bids.

Assets Management Policy

The purpose of this policy is to enable the University of Saskatchewan (UofS) to effectively manage its assets. This policy applies to all members who purchase, construct, use, manage, or otherwise have access to assets belonging to the University from all sources of funding including operating, research, trust and restricted funds.

The Board of Governors approved the Asset Management Policy effective January 1, 2016; and approved the deletion of the following policies effective January 1, 2016.

- Disposal of Surplus Assets
- Fixed Assets – Inventory Control
- Write-off of Valueless Assets.

October 2015

English Proficiency Policy

The purpose of the policy is to ensure that students admitted to the University of Saskatchewan have the proficiency in English to understand and communicate clearly and to be successful in their academic

programs. 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.

The policy was approved by University Council effective September 2016.

Policies Deleted Administratively

Capital Debt Policy
Internal Loan Policy

Procurement Card
Procurement and Solicitation of Competitive Bids.

Disposal of Surplus Assets
Fixed Assets – Inventory Control
Write-off of Valueless Assets

Policies Currently Under Development/Revision

Code of Business Conduct
Enterprise Risk Management Policy
Tuition Policy
Research Administration 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)
Gift Acceptance
Conflict of Interest
Radiation Safety
Workplace Safety and Environmental Protection
Alcohol (substances)
Religious Observance
Signing Authority

Nominations open for University Senate members

Our U of S senators are people who:

desire the success of the university for the benefit of our students, Saskatchewan, Canada and the world; and

commit to participating in university governance to provide a connection between the university and their community.

Your opportunity to participate in university governance

An election will be held in the spring of 2017 for five (5) member-at-large positions that expire on June 30, 2017. Elected senators serve three-year terms beginning July 1 and are eligible for re-election to a second consecutive term.

As a senator, you are part of the university's tri-cameral governance structure (Board of Governors, University Council and University Senate). Senate is 'the university's window on the province and the province's window on the university,' and has authority over matters such as selection of the chancellor, awarding of honorary degrees and making regulations concerning non-academic discipline for students.

Election procedures

Only members of convocation¹ are eligible to be nominated and to vote for members at large. There are no restrictions as to where these senators reside. The incumbents eligible for re-election are Jenalene Antony, Davida Bentham, Richard Rempel and Michelle Thompson.

Nominations for senators must be signed by at least three (3) members of convocation¹ and endorsed by the nominee. Nominators should clearly indicate their name and address on the nomination form. Each nomination should be accompanied by a biography of the nominee (no more than 200 words).

Nomination forms are available from the Office of the University Secretary's website (usask.ca/secretariat) or by calling 306-966-4632. You may also draft your own.

Please send your nomination by March 1, 2017 to:

Elizabeth Williamson, University Secretary
University of Saskatchewan
Room 212 Peter MacKinnon Building
107 Administration Place
Saskatoon, SK S7N 5A2
Phone: 306-966-4632 Fax: 306-966-4530
senate.nominations@usask.ca

1. Convocation includes the chancellor, members of Senate and all graduates of the U of S.