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(Senate-elected Board Member, Daphne Arnason, verbal report)
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11. Senate Committee Reports
 - 11.1 Executive Committee
 - 11.1.1 Report of the Senate Executive Committee (attached) – pp. 75-76
 - 11.1.2 Senate engagement live polling
 - 11.2 Membership Committee
 - 11.2.1 Report of the Senate Membership Committee (to be distributed)
 - 11.3 Education Committee and Discuss Topics
 - 11.3.1 Report of the Education Committee (attached) – pp. 77

Lunch break: 12:30 – 1:30 p.m.

12. University Plan – Consultation on draft

13. Items for Information

13.1 Report on Non-academic student discipline for 2016/17 (attached) – pp. 78-79

13.2 Policy Oversight Committee annual report 2016/17 (attached) – pp. 80-86

13.3 Senate Election – Nominations open

14. Other Business

15. Question Period

16. Adjournment and Dates of Future Convocation and Senate Meetings

Fall Convocation: October 28, 2017

Spring Senate: April 21, 2018

Spring Convocation: June 4-7, 2018

Attendance: See Appendix A for list of Senate members in attendance.

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

1. Chair's Opening Remarks

Chancellor Romanow welcomed members to the spring meeting of the Senate, and acknowledged that the meeting was on the traditional territory of Treaty 6 and the homeland of the Métis. He said that he was honoured to serve as chancellor of the University of Saskatchewan, and noted that the institution had changed since his time as an undergraduate. He said that a distinguishing feature of the university is the "sense of place" – the institution's awareness of its importance to the people of the province. He said that the university has always valued the links between the university and the community, and that the Senate plays an important role as a voice of the community in the governance of the university.

Members of the Senate introduced themselves.

2. Adoption of the Agenda

STEVENSON/NEUFELDT: That the agenda be adopted as circulated.

CARRIED

3. Minutes of the Meeting of October 15, 2016

It was noted that the minutes should be changed so that the paragraph quoted from the minutes of the meeting of October 15, 2016 on page 3, line 3, reads "principles outlined" rather than "principals outlined."

GOUGH/BRAATEN: That the minutes of the meeting of October 15, 2016, be approved as amended.

CARRIED

4. Business Arising from the Minutes

4.1 Report Arising from item 5.1 "Vote on recommendation for Chancellor"

The chancellor excused himself from the room for the following item. The vice-chancellor assumed the chair.

The university secretary noted that the previous University Secretary had undertaken at the meeting of October 15, 2016 to report on whether the new chancellor would be continuing in his role as a part-time faculty member in the Department of Political Studies.

The Secretary reported that Chancellor Romanow will be retaining his part-time academic appointment. She said that she surmised that this inquiry had been prompted by a concern about a possible conflict of interest for the chancellor, and she had investigated this question. She had obtained a legal opinion which indicated that counsel could not identify a conflict of interest

under the *University of Saskatchewan Act, 1995* between serving as chancellor and having an academic appointment. She also stated that she had reviewed the university Conflict of Interest Policy, which is binding on all members of the university community, and requires that a member of the university community not engage in any activities for personal gain or benefit which are inconsistent with any obligation towards the university. Members of the university community are expected to identify situations in which their personal interests or professional work outside the university may compromise their ability to participate objectively in decision-making. Thus, the chancellor might have to excuse himself from participating in Senate discussion of the disestablishment of the Department of Political Studies, for example. Many people in the university must play more than one role, and are expected to be sensitive to situations in which this might create a conflict of interest.

The secretary concluded by saying that she could find no support for the suggestion that the chancellor's dual role would create a general conflict of interest.

One senator wished to record that she still felt the dual role played by the chancellor would be subject to misinterpretation by members of the public.

The chancellor resumed his duties as chair of the meeting.

5. President's Report

President Stoicheff noted that a written report had been circulated. He acknowledged the presence of the new chancellor and university secretary. He spoke of the new Vice-President University Relations, Debra Pozega Osburn, and the incoming Provost and Vice-President Academic Tony Vannelli, as well as several dean searches which are nearing a conclusion. He said that all of these developments demonstrate the wish of highly qualified candidates to be part of the University of Saskatchewan. He also expressed his thanks to Michael Atkinson for his service as Interim Provost and Vice-President Academic.

He mentioned that the university will be participating in three anniversaries in 2017 – Canada 150, the 100th anniversary of the Alumni Association and the 110th anniversary of the University of Saskatchewan. Plans are being made for a number of events to celebrate these milestones.

He said that in a “post-truth era,” universities are more important than they have ever been. This university has extraordinary potential to make a contribution to the innovation agenda, given the breadth of its programming, and its significant research infrastructure – the Canadian Light Source, VIDO/Intervac, the cyclotron, the health sciences complex, and a strong Agriculture and Bioresources college, to name a few examples. The university already makes a greater economic impact in its region than any other university in Canada, and this is something that should be brought home to the government and the community. He said that the recent budget will not define the university, and it will continue to provide strong instructional programs and research in keeping with the statement on mission, vision and values recently adopted by the governing bodies of the university. The question is not what the university needs to be but what the province, the country and the world need it to be.

The importance of the university is illustrated by recent successes in obtaining significant federal research funding, such as the Canada First Research Excellence Fund grants and those under the Major Science Initiatives Fund. The recent creation of a chair for research on multiple sclerosis shows that the university is able to attract talented researchers.

President Stoicheff also alluded to the recent Indigenous forum as part of the continuing effort of the university to become the best place for Indigenous students. He mentioned the MOU signed with the Federation of Sovereign Indigenous Nations, as well as stories in large US publications about the indigenization strategy at this university.

He also referred to the MOU with the Saskatoon Symphony Orchestra as an example of partnership in the arts, and to the successful fundraising for Merlis Belsher Place, which represents a strong sports partnership with alumni, donors and the community.

John Rigby, the Interim Assistant Provost in the Institutional Planning and Assessment office, joined the president to outline the current round of strategic planning. This process is a departure from that employed to formulate the first three integrated plans because the recently completed mission, vision and values statement creates a framework for a different kind of plan. The plan is expected to be a high level statement of the aspirations of the university over the next 5 to 7 years, built around the themes of connectivity, sustainability, creativity and diversity. More detailed implementation plans will be formulated at both the central and the unit level.

The timeline for development of the plan is aggressive, with consultation and surveying taking place between now and the fall. Senate will be asked to discuss the plan at its meeting in October.

6. Report on Undergraduate Student Activities

Kehan Fu, President of the University of Saskatchewan Students' Union, distributed a written report. He highlighted a number of initiatives taken by the USSU in 2016-17:

- Under the auspices of the Vice-President Academic, the USSU is working on an open textbooks initiative, which has already saved students a considerable amount of money.
- Several members of the USSU executive had travelled to the UK to participate in meetings that focused particularly on internationalization, including services for international students and study abroad opportunities.
- The USSU collaborated with Protective Services and ICT to develop the USafe app to provide students with emergency contact information and access to assistance in emergencies.
- In collaboration with the Office of the President, the USSU undertook a number of sustainability initiatives, some of which were focused on economic and social sustainability as well as environmental sustainability.
- The USSU leadership participated in AdvoCan, a coalition of student groups from U15 universities, and took part in meetings with government about student issues.
- The USSU continues to work on tuition policy, in consultation with students and with the administrative leaders of the university.
- The USSU launched a USaskMatters campaign of public statements and advocacy in response to the provincial budget. The campaign included opportunities for students to tell their personal stories about the impact of funding and tuition on their educational path.
- President Fu described the year as a collaborative one in which the USSU had constructive relationships with university administrators. He expressed particular thanks to the office of the Vice-Provost Teaching and Learning Patti McDougall. Dr. McDougall congratulated Mr. Fu on his term as president and thanked the USSU for their co-operation.

7. Report on Graduate Student Activities

Ziad Ghaith, the President of the Graduate Students' Association, referred to the written report included in the Senate meeting materials, and highlighted some of the activities of the GSA in 2016-17:

- The GSA has continued a process of restructuring the organization. This includes the creation of a board which includes alumni representation.
- The GSA has also been strengthening ties to other graduate student bodies externally and internally, such as the Association of Graduate Employees. The GSA hosted a successful national conference for representatives of graduate student organizations. The program included a number of topics of common interest, such as student-supervisor relationships.
- The GSA has been making submissions asking for greater representation of graduate students on university governance bodies.

President Ghaith said the GSA looks forward to further work with the USSU and the university administration. Adam Baxter-Jones, Interim Dean of Graduate and Postdoctoral Studies, thanked the GSA leadership for their collaborative work with the College, and said that they were establishing themselves as national leaders.

8. Report on Board of Governors Activities

Joy Crawford, one of two representatives of Senate on the Board of Governors, presented a report on the board's activities during 2016-17.

- The Board continues to try and make its work more transparent. For the second time, the Board hosted a reception for the university community in March, at which members could raise their questions and concern with Board members.
- The Board has incorporated the language used elsewhere in the university acknowledging the presence of the university on Treaty 6 territory and the homeland of the Métis.
- The Board approved the mission, vision and values statement.
- The Board approved the construction of the collaborative research building and the Merlis Belsher Place facility.
- The Board received a briefing on the university's possible post-budget financial strategy at the March 21 meeting. The board will have further discussion of the financial outlook at future meeting, and is concentrating on how to support the university in adhering to its research and learning mission.

9. University Council

9.1 Report on University Council

Lisa Kalynchuk, chair of university Council, referred to the written report circulated with the Senate meeting materials. She said her report listed a number of specific activities of Council; as an example, she mentioned the approval of the JD program that will be offered in Nunavut beginning in the fall of 2017.

She noted that the tone of discussions at Council over the past year has been collegial and respectful, and expressed her thanks for the hard work done by Council committees. She also commented on the productive relationship between Council leadership and senior administration.

9.2 Request for Confirmation of University Council Decisions

Kevin Flynn, chair of the academic programs committee of Council, presented these items to Senate.

9.2.1 Changes to Admissions Qualifications - Bachelor of Education (Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Indian Teacher Education Program (ITEP))

Professor Flynn explained that the Senate is required to confirm decisions taken by university Council to modify admissions requirements. He said the College of Education had proposed the following changes to bring the admissions requirements for these programs in line with the admissions requirements for the general B Ed degree. These changes would allow students to correct certain deficiencies in their high school credits as they are proceeding through the B Ed program.

STEVENSON/GOUGH: That Senate confirm the approval of changes to the admissions qualifications for the Bachelor of Education (B Ed) Saskatchewan Urban Native Teacher Education Program (SUNTEP and the Indian Teacher Education Program (ITEP), effective for students who are entering the program in or after September 2017.

CARRIED

9.2.2 Changes to Admission Qualifications - College of Medicine

Professor Flynn explained that the College of Medicine had proposed to set aside six seats for entering students from low socio-economic backgrounds provided those students met the standards for admission.

HRYNKIW/LANIGAN: That Senate confirm the approval of changes to admission qualifications for students entering the College of Medicine in or after August 2018.

CARRIED

9.2.3 Direct-Entry Doctor of Philosophy (Ph D) Program in Kinesiology with 85% Admissions Average

Professor Flynn explained that the proposed admissions average for this program falls outside the usual standard, and was raised in order to ensure that highly qualified students will enter the program.

MCPHERSON/GULLICKSON: That Senate confirm the approval of a direct-entry Doctor of Philosophy (Ph D) program in Kinesiology with an 85% admissions average.

CARRIED

10. Senate Committee Reports

10.1 Honorary Degrees Committee

President Stoicheff, the chair of the honorary degrees committee, presented the confidential report of the committee, indicating the list of candidates approved to receive honorary degrees at a future Convocation.

PULFER/TOYE: That the recommendations in the report of the honorary degrees committee be approved.

CARRIED

10.2 Senate Executive Committee

President Stoicheff, vice-chair of the executive committee, presented the reports.

10.2.1 Executive Committee Report

President Stoicheff referred to the written report included in the Senate meeting materials. He noted that one issue under ongoing discussion by the committee is the role of the Senate.

10.2.2 Appointments to Nominations Committee

President Stoicheff explained that the nomination of members to the nominations committee is made by the executive committee.

TOYE/MENZIES: That Senate approve the nomination of the following Senate members to the Senate nominations committee for one-year terms beginning July 1, 2017 and ending June 30, 2018: Stuart Garven, Carrie Stavness, Rod Wiens and Christine Wesolowski.

CARRIED

10.3 Senate Nominations Committee

Lori Isinger, chair of the nominations committee, presented the report. The Chancellor called for additional nominations from the floor; none were made.

ISINGER/STEVENSON: That Senate approve the list of nominations contained in the report of the nominations committee.

CARRIED

10.4 Senate Membership Committee

Davida Bentham, chair of the membership committee, presented the report.

10.4.1 Report of the Membership Committee

Ms. Bentham referred to the written report included in the Senate meeting materials. She summarized the progress being made on the list of communication and promotion ideas that were contained in the report.

10.4.2 Removal of Organization from Membership

Ms. Bentham explained that the Centre for Policy Alternatives - Saskatchewan had requested to be deleted from the list of organizations having representation on the Senate because the membership of the organization is too small to sustain participation in the activities of the Senate.

GOUGH/WELLS: That the Centre for Policy Alternatives – Saskatchewan be removed from the list of organizations with representation on the Senate.

CARRIED

10.5 ad hoc Bylaws Review Committee (Appointment/Reappointment of Chancellor)

Victoria Neufeldt, chair of the *ad hoc* bylaws review committee, presented the report. She indicated that the proposed changes to the bylaws as they relate to the appointment or reappointment of a chancellor largely concern the review process at the end of a three year term.

PROKOPCHUK/MITTEN: That the proposed amendments to the Senate bylaws be approved.

CARRIED

A member of Senate raised the question of why more than one candidate would not be brought forward for consideration at the time a nomination is made for the office of chancellor. Ms. Neufeldt indicated that this had not been a question within the mandate of the *ad hoc* committee. The university secretary suggested that the senator could communicate the concern to the executive to be considered for inclusion on the agenda for a future meeting.

10.6 Senate Education Committee

Lenore Swystun, chair of the education committee, presented the report. She noted that the committee had chosen as a topic to be explored at this meeting the use of technology in research and teaching. She indicated that following the lunch break members of Senate should go to their assigned breakout rooms for a presentation on a particular technological initiatives.

11. Presentations

11.1 Athletics Master Plan

Chad London, dean of the College of Kinesiology, and Paul Rogel, athletics director, made a presentation about the master plan being developed for fitness and recreation needs across the campus over the next 20-25 years. This plan will articulate a campus-wide strategy for both formal and informal athletic and recreational activities.

After wide consultation, an athletics and recreation oversight committee presented a draft report in December 2016, and this draft is now being considered by various decision-making bodies. The draft includes an assessment of existing facilities, which are in need of expansion, renovation or replacement, as well as an assessment of additional facilities that would be needed to serve the needs of the campus and the community.

The draft report articulates eight “Key Directions” to guide planning.

1. **The need for an ice facility to replace the Rutherford Arena.** The plan is to construct a new 2-ice pad facility. One would have seating for up to 3500, which would permit the university to host major games and tournaments. The other would be smaller and focused on minor hockey. The facility would also include basketball practice courts, and an outdoor plaza.
2. **Improvements to Griffiths Stadium.** Under the plan, the turf of the stadium would be replaced and the field made large enough to accommodate competitive soccer as well as football. Track facilities would be moved elsewhere. There would be new seating, concessions and change rooms.
3. **Outdoor fields.** Two grass fields would be included in the plan for the College Quarter area, one of them domed on a seasonal basis. There would also be a large green space retained south of the fields.
4. **Recreational trails.** The plan contemplates that recreational trails will connect all parts of the campus. The trails would be accompanied by exercise stations and spaces for activities like disc golf.
5. **Undergraduate residence quadrangle.** The quadrangle between the undergraduate residences would be refitted to include a walk/jog area, a skating rink and possibly a dining pavilion.
6. **Expansion of the PAC.** An expanded version of the Pac would include additional fitness space, as well as multi-purpose space. It would have a pedestrian connection with other parts of the campus.
7. **Education Building and adjacent fields.** The plan contemplates that track facilities might be moved to this area. In addition, grass fields would be provided for activities that have not been accommodated by existing facilities, such as cricket and outdoor basketball.
8. **Social gathering spaces.** The draft indicates that thought will be given to developing social gathering spaces as part of the plan. These might include such things as splash pools or community gardens.

One Senate member asked how the plan might fit with the continuing obligation of the university to provide financial support to the Meewasin Valley Authority, and suggested that the plan might consider channeling those resources to support the plan. President Stoicheff

responded that the university takes its responsibility as one of the founding partners of the MVA very seriously. Though the recent provincial budget did not provide a “flow-through” amount earmarked for the MVA, the university does not have any current plan to rethink the level of financial commitment. The senator noted that this is the way the university should govern itself, but that this had the effect of permitting the downloading of additional financial responsibility on to the university.

Another senator said that she hoped the plan would not lose sight of the use by members of the community of the university running track. Dean London said that the plan was to move the track facility, but there would not be a gap in the service provided for the public.

11.2 Galleries Reimagined

Peta Bonham-Smith, Interim Dean of Arts and Science made a presentation on the recent “Galleries Reimagined” project and the report that was presented in December 2016. She described the vision outlined in the report as a “game-changer” which described ways of making use of the gallery spaces – the College Art Galleries, the Kenderdine Art Gallery and the Snelgrove Gallery - and the university art collection to support the teaching, research and community engagement mission of the university. The report recommended placing the galleries and the art collection under the administrative aegis of the College of Arts and Science, pushing the boundaries of academic programming, providing more community engagement and increasing experiential learning opportunities for students. The hope is that placing the galleries and the art collection within the administrative structure of the college would increase their connections with each other, help to resolve the disconnect among the fine arts departments, and extend the use of the galleries and the collection to support academic programming and research.

It is anticipated that making the college a hub for the galleries and the art collection will provide opportunities to facilitate art-related interdisciplinary activity across the campus. An example of the potential for this is a recent exhibition at the Snelgrove Gallery that resulted from a collaboration between the departments of Art and Art History and Anatomy and Cell Biology.

Dean Bonham-Smith said that one important aspect of the recommendations in the report is the articulation of Indigenization as a priority. Strategies for achieving this objective may include the recruitment of Indigenous artists-in-residence, acquisitions from indigenous artists for the collection, engagement with Indigenous communities and partnership with indigenous art organizations.

A transition committee has been established to begin the implementation of the recommendations, with a view to appointing an academic director in July of 2018. The director will be a faculty member, who will be expected to focus on pedagogy and programming.

12. Senate Education Committee Discussion Topic – Technology in Research and Teaching

Senators were assigned to five breakout groups. The following were the topics for the presentations.

1. Angela Kalinowski, Department of History: “Using Video Production as an Assessment Tool in Study Abroad Settings”
2. Hayley Hessel, Department of Bioresource Policy, Business and Economics: “Teaching an Online Course: Agrifood Issues and Institutions”

3. Kevin Stanley, Department of Computer Science: “Using Cellphones to Map Social Phenomena”
4. Ryan Banow, Gwenna Moss Centre for Teaching and Learning, and Joel Lanovaz, College of Kinesiology: “Using Technology to Improve the Classroom Experience”
5. Heather Ross, Gwenna Moss Centre for Teaching and Learning, and Eric Micheels, Department of Bioresource Policy, Business and Economics: “Open Textbooks: Increasing Accessibility to Course Materials”

A representative of each group made a brief report to the Senate meeting.

13. Items for Information

13.1 Student Enrolment Report

The Vice-Provost of Teaching and Learning, Patti McDougall, presented a report on enrolment. She noted that the number of Indigenous undergraduate students has reached about 8.3% of the total undergraduate population, the target being 13%. Indigenous graduate students account for around 7% of graduate students.

There has been a steady increase in the number of students registered with the office of Disability Services for Students, with just under 1600 students currently registered. This represents about 7% of students; the general rate at Canadian universities is about 8%. The university continues to look for ways to support these students.

Dr. McDougall said that her office follows the retention rates in first and second year very closely, and the university has adopted a number of retention strategies. The retention rate for Indigenous students has risen somewhat. She also noted that the completion rate for Indigenous students has risen by about 4%.

There has been an increase of 3.4% in 3cu instruction activity, which has a positive effect on the provincial funding formula. Off-campus teaching activity is up about 3.7%, and now represents approximately 14% of total teaching activity.

A senator asked whether it would be possible to have information about the gender breakdown of the student numbers. Dr. McDougall said that she would provide this information at the fall meeting.

13.2 Senate Elections

The university secretary announced that the elections for members-at-large of the Senate would take place between May 2 and June 16, 2017. There are seventeen candidates for five at-large positions. Biographical information will be available on the election tab on PAWS.

14. Other Business

A senator asked that any items being brought to the Senate for consideration should be presented before they are finalized.

Another senator indicated that she intended to put forward a proposal for further amendment of the bylaws concerning the selection of a chancellor.

A third senator said that she was pleased to hear that the executive committee will be considering the role and mandate of the Senate.

Two senators raised the issue of possible conflict of interest in the relationship between the university and corporations. They asked that the Senate be given an opportunity at a future meeting to examine the steps the university has taken to guard against such conflicts.

The chancellor thanked departing senators for their work during their terms as senators.

15. Question Period

A senator asked for an update on the fate of the Kenderdine Campus. President Stoicheff indicated that the university had retained Cal Brook to do a site assessment of the Kenderdine Campus, and a number of options emerged from this assessment. The university is trying to formulate a vision for the use of that site, going beyond visual art, and is considering possible funding strategies.

A senator expressed support for discussions of the future role of the Senate, and asked why it appeared the Senate would only be asked to “rubber stamp” the completed strategic plan rather than being involved in the formulation of the plan. President Stoicheff responded that there will be opportunities for senators to express their views about the themes of the strategic plan, and that senators will still be able to have meaningful input into the version of the plan that comes forward for consideration in the fall.

A senator asked about the plans involving the Northern Teacher Education Program (NORTEP), which is now being administered by Northlands College. He said there are concerns about whether students currently in the program will be able to complete their studies, and also about the future prospects for aspiring teachers in northern communities. He said that it appeared that the program might not be a priority for Northlands College, and that there are uncertainties about funding for students and continued employment for staff.

Dr. McDougall responded that the university was put in the position where they had to release control of the NORTEP program because of loss of funding for it. The university is concerned about the students in the program, and is working to ensure that all of those students will be able to complete their degrees. The university put together a proposal last fall for collaboration with another institution to continue offering the NORTEP program, but in the end the government decided that Northlands was the appropriate administrative home for the program. The university continues to discuss with Northlands College how to maintain course offerings and other aspects of the program,

A senator asked whether the university could comment on the recent cuts to the operating grant. President Stoicheff said that in the years before 2013 the increase in the university’s grant had gone from 8% to 5% to 2% and that this had triggered a major shift in financial strategy. The recent cut of 5.6% must be seen in the context of this altered financial strategy, and also in the context of the shift to responsibility centre management, which means academic and administrative units are more accountable for the use of their resources.

The specific allocations to colleges were the result of a data-driven process, and the variations in the reductions across colleges reflect many factors, including the capacity of the college to absorb the reduction. The university is providing support to the colleges as they determine how to deal with the reductions in their own environments, and how to ensure that their activities continue to align with the overall vision and priorities of the university.

From the university’s point of view, significant tuition increases, involuntary layoffs and reductions in supports for students would be solutions of last resort. There is considerable flexibility in the

system, and much of the evolution of the response to the financial situation will depend on negotiations with unions representing different groups of university employees.

16. Adjournment

The chancellor thanked senators for their attendance at the meeting. The meeting adjourned at 3:30 p.m.

Senate Attendance April 2017

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Acton, Pamella	P	Adam, Allan	P	Atkinson, Michael	P
Alexander, Jeanne	R	Binnie, Sarah	R	Baxter-Jones, Adam	P
Baker, Carey	P	Hall, Lee	P	Bergstrom, Don	P
Braaten, Lee	P	Hoback, Jerri	P	Bonham-Smith, Peta	P
Brandt, Arlene	P	Gough, Rhonda	P	Buhr, Mary	P
Browning, Lynda	P	Kopp-McKay, Adelle	P	Calvert, Lorne	P
Christensen, Helen	R	McLeod, Tenielle	P	Chad, Karen	R
Danyliw, Adrienne	P	McPherson, Russ	P	Downey, Terrence	R
de la Gorgendiere, M.	P	Michalenko, Richard	R	Eyre, Bronwyn	R
Ferhatoglu, Yurda	R	Mitten, Rae	P	Favel, Blaine	R
Forbes, Richard	P	Nicol, Jim	P	Fowler, Greg	R
Fyfe, Ryan	P	Pulfer, Jim	P	Freeman, Douglas	P
Gable, Kathleen	P	Smuk, Shawna	P	Germida, Jim	R
Garven, Stuart	P	Stevenson, Corinna	P	Greenberg, Louise	R
Gjetvaj, Branimir	P	ELECTED MEMBERS-AT-LARGE		Harasmychuk, Robert	P
Greschner, Toby	R	Antony, Jenalene	P	Horsburgh, Beth	R
Harvey, Eileen Mae	P	Bentham, Davida	P	Isinger, Russell	P
Hollick, Barry	P	Berg, Susanne	P	Just, Melissa	P
Hrudka, Christine	R	Cole, Evan	P	London, Chad	P
Hryniw, Crandall	P	Gullickson, Gary	P	Luke, Iain	R
Hubich, Larry	P	Howie, Leah	P	Martini, Jeromey	R
Isinger, Lori	P	Hunter, Rylund	R	Martz, Diane	R
Kreuger, Monica	P	Mihalicz, Deborah	P	McCaffrey, Geordy	R
Lanigan, Dennis	P	Rempel, Richard	R	McDougall, Patti	P
Lavoie, Armand	P	Sambasivam, Bud	P	McKercher, Peggy	R
Lee, Bryan	R	Swystun, Lenore	P	Molloy, Tom	P
MacArthur, Sandra	P	Thompson, Michelle	P	Nel, Michael	R
MacMillan, Judy	R	Wells, Joyce	P	Pawelke, Michael	R
Martin, Stephanie	P	Wesolowski, Christine	P	Pezer, Vera	R
Menzies, Craig	P	STUDENTS		Phillipson, Martin	P
Morrison, Karen	P	Abueidda, Ahmed	R	Pozega Osburn, Debra	P
Mushinski, Valerie	P	D'Eon, David	R	Prytula, Michelle	P
Neufeldt, Victoria	P	Ghaith, Ziad, GSA	P	Romanow, Roy	P
Olfert, Charles	P	Quan, Jessica	R	Smith, Preston	R
Olfert, Ernest	P	Sieffert, Jon	P	Stoicheff, Peter	P
Orr, Mary	P	Brand, Joshua	R	Turner, Ted	R
Prisciak, Karen	P	TBA		Uswak, Gerry	R
Prokopchuk, Nadia	P	P=present		Wasan, Kishor	R
Stavness, Carrie	R	R=regrets		Willoughby, Keith	P
Thibodeau, Lisa	R	A=absent		NON-VOTING	
Toye, Colleen	P			Bilson, Beth	P
Wiens, Rod	R				
Yee, Tim	P				

President's Report to Senate – October 2017



Welcoming New Leadership

This past summer we have welcomed a number of new senior leaders to the U of S. In addition to our new provost and new vice-president university relations who I introduced in my last report to Senate, it is my pleasure to introduce the following senior leaders and welcome them to the U of S:

Vice-Provost, Indigenous Engagement

U of S alumna Jacqueline Ottmann, who is Anishinaabe (Saulteaux) and a member of Saskatchewan's Fishing Lake First Nation, serves as the university's first vice-provost, Indigenous engagement and began on October 1. Ottmann was most recently the Director of Indigenous Education Initiatives and an associate professor in the Werklund School of Education at the University of Calgary (U of C) while also serving as co-chair of U of C Indigenous Strategy.

Dean, College of Engineering

Suzanne Kresta, who is currently a professor in the Department of Chemical and Materials Engineering, and associate dean in the Faculty of Graduate Studies and Research at the University of Alberta, will step into the role effective January 1, 2018.

Executive Director, School of Public Health

Steven Michael Jones began a five-year term as executive director of the School of Public Health on Sept. 1. Jones was formerly an adjunct assistant professor of immunology at the University of Manitoba, and is currently chief executive officer of Cognoveritas Consulting Inc., and a senior advisor to McKinsey & Company global management consulting firm.

Dean, College of Dentistry

Dr. Doug Brothwell has been appointed as dean of the College of Dentistry for a five-year term. Brothwell, who was most recently the associate dean (academic) in the College of Dentistry at the University of Manitoba, stepped into the role effective September 1, 2017.

Chief Athletics Officer

Members of Senate will recall the creation of a Board of Trustees to advise and guide our Huskie Athletics program. One of the first major acts of the Board was the creation of a new position to replace retiring Athletics Director Basil Hughton. The Board created a position with a broader mandate, a Chief Athletics Officer, whose responsibility is not only to manage an elite student-athlete program but to create strong connections with the community and to manage the brand that is Huskie Athletics.

On Sept. 1st, Shawn Burt was selected by the Board of Trustees to be the University of Saskatchewan's first Chief Athletics Officer. Shawn comes to us from Toronto where he was most recently the Chief Hockey Officer for the Princess Margaret Cancer Foundation. Shawn also worked with Ryerson University, IMG Canada Ltd. and Maple Leaf Sports and Entertainment Ltd.



Confederation Centre of the Arts

I have had the honor of being appointed to the board of the Confederation Center of the Arts. Based in Prince Edward Island, where the 1864 Charlottetown Conference discussions set the table for the creation of Canada, the centre is one of the country's cultural hubs, celebrating the best in visual and performing arts across the nation.

The centre's stated mandate is to inspire Canadians through heritage and the arts to celebrate the origins and evolution of Canada as a nation, through creativity, collaboration and dialogue. The facility hosts major live theatre, music and dance performances and features one of the country's leading collections of more than 15,000 historical, modern and contemporary works of art, as well as rare artifacts and archival records. The centre opened in 1964 and is a focal point of Canada 150 celebrations this year, of which the U of S is also a major supporter.

Visual and performing arts are an integral part of the fabric of our Canadian culture and important to many universities across the country, including the University of Saskatchewan. I am proud to represent our university and province on the board of the Confederation Centre of the Arts and it is an honour to contribute to such a prestigious organization.

Memorandum of Understanding to Build Saskatchewan Alliance

The University of Saskatchewan, University of Regina and Saskatchewan Polytechnic have signed a Memorandum of Understanding to create a Saskatchewan Alliance to collaborate on the internationalization of higher education within the province.

This alliance will forge stronger connections between our institutions and advance the internationalization of higher education in our province. It will build upon the longstanding connections we already have and foster relationships with our international communities, while extending Saskatchewan's post-secondary reach around the globe, proving that we are always stronger together.

The alliance will work to:

- enhance recognition of Saskatchewan as a high-quality education destination for international students;
- create a recognizable Saskatchewan education brand;

- increase awareness of Saskatchewan post-secondary programs;
- highlight the research, and scholarly and artistic work of Saskatchewan institutions; and
- establish and foster relations, and partnerships with governments, institutions, and funding agencies abroad.

Engaging in activities such as joint marketing efforts for recruitment, student mobility, and research and development will expand the reach of each organization and create efficiencies.

Development of Memorandum of Understanding with City of Saskatoon

“Great cities need great universities and great universities flourish when connected with the community.”

Saskatoon city council has unanimously endorsed the development of a formal memorandum of understanding (MOU) between the City and the University. As one of the first of its kind in Canada, the MOU will cover a wide range of initiatives including partnering on land development, community programs, and research initiatives. The University and the City already have a close relationship and an MOU of this nature will help cement that for future administrations.

With the recent approval through the city’s governance process, the MOU will be developed over the coming months through a working group of city and university representatives.



Celebration of Pride Month

The U of S celebrated Pride Month in many ways this past June. In addition to raising the Pride flag atop the Thorvaldson Building, the Peter MacKinnon Building was lit up with Pride colours in the evenings, and rainbow pathways adorned campus.

The culmination of our celebratory efforts was marching in the 25th annual Saskatoon Pride Parade. Carrying the U of S banner were dozens of U of S staff, faculty and students. It was a wonderful opportunity to show our commitment to a positive, diverse and inclusive community

U of S Recognized in New York Times for Indigenization Efforts

The University of Saskatchewan was featured in The New York Times, showcasing our successes in Indigenous engagement and reconciliation. In addition to the U of S receiving this international exposure, the article led to local and national news stories as well as a lengthy interview on the BYURadio podcast *Top of Mind with Julie Rose*.

Aboriginal Student Achievement Program (ASAP)

Five years since its inception, the College of Arts and Science Aboriginal Student Achievement Program (ASAP) is demonstrating concrete success. A total of 383 students have enrolled in ASAP since 2012, according to a five-year report released this month.

Students within the program are more likely to return for their second year of study (60 per cent versus 46.5 per cent for those not enrolled in the program). ASAP students are also more than twice as likely to seek out the campus resources they need compared to Aboriginal students outside of ASAP. Three-quarters of ASAP students reported a sense of belonging to the College of Arts & Science and the U of S.

Aboriginal Theatre Program takes centre stage

The first students in the wîcêhtowin Aboriginal Theatre Program at the University of Saskatchewan celebrated the completion of their certificate program with four shows of maskihkiyiwān nehiyawin: Re-igniting the Fire, directed by Carol Greyeyes.

wîcêhtowin, a Cree word meaning living together in harmony, is the first program of its kind at a Canadian university, and is helping a new generation of students tell stories about their place in the 21st century.



President's Sustainability Council

In 2017 the President's Sustainability Council (PSC) was created with the primary purpose of advising and counseling the President on how to advance a sustainability agenda at the University of Saskatchewan. It was agreed that the PSC would work under the following definition of sustainability:

A sustainable future is one in which a healthy environment, economic prosperity and social justice are pursued simultaneously to ensure the well-being and quality of life of present and future generations. (Learning for a Sustainable Future - Teacher Centre)

Toddi Steelman, former Executive Director and Professor, School of Environment and Sustainability, was the Council's first chair. Carrying on her work as chair, as of Sept. 2017, is Chelsea Willness, Associate Dean, Research & Academic, Edwards School of Business. Other members of the Council are:

- Martin Phillipson, Dean, College of Law
- Marcia McKenzie, Professor, Director, Sustainability Education Research Institute (SERI) and Project Director, Sustainability and Education Policy Network (SEPN)

- Tony Chung, Professor of Electrical and Computer Engineering, SaskPower Research Chair in Power Systems Engineering and NSERC/SaskPower Senior Industrial Research Chair in Smart Grid Technologies, College of Engineering
- Alec Aitken, Professor, Department of Geography & Planning, College of Arts & Science
- Susan Shantz, Professor, Sculpture & Extended Media, Department of Art & Art History, College of Arts & Science
- Colin Laroque, Professor, Department of Soil Science, College of Agriculture and Bioresources and Professor, School of Environment and Sustainability
- Colin Tennent, Strategic Advisor, Master Planning & University Architect
- Crystal Lau, VP Student Affairs, University of Saskatchewan Students' Union (USSU)
- Jaylene Murray, PhD Student, President of the School of Environment and Sustainability Students' Association (SENSA), and Graduate Students' Association (GSA) Council Member
- Kara Leftley, Coordinator, Human Resources at Canpotex Limited, Alumni Representative

The PSC has been focusing its efforts this past year on sustainable investment strategies, organizing a possible U of S sustainability forum and providing me with counsel on how best to include sustainability in our next university plan. I look forward to working with them again in this coming academic year.

Ground breaking on Merlis Belsher Place

I am pleased to report that work on our new twin-rink facility, Merlis Belsher Place, is well underway. A ground breaking event brought together numerous supporters of the project, including campaign contributors and volunteers, community members, the City of Saskatoon, Huskie athletes, Saskatoon Minor Hockey players, university alumni, staff and students. Those in attendance represented the diverse and collaborative nature of the initiative.

Merlis Belsher place is a great example of the power and potential of developing strong community partnerships. The U of S, with great support from the Home Ice Campaign volunteer team, has raised over \$28 million in the last 18 months to help build this facility. Of course, this was all possible because of the lead donation from Merlis Belsher, after whom the facility will be named.

Although there are many who helped make this project a reality, I want specifically to recognize Ron and Jane Graham for their \$4 million contribution, the City of Saskatoon and their \$4 million contribution, and Tim Hodgson who chaired the Home Ice Campaign committee. Their leadership was instrumental in moving this project forward as quickly as it did.

Government of Canada invests in U of S livestock-forage research centre

A \$4.47-million investment by the Government of Canada was announced by David Lametti, parliamentary secretary to Navdeep Bains, Minister of Innovation, Science and Economic Development and for Western Economic Diversification Canada on May 26. The funding is to support the planned construction of the university's Livestock and Forage Centre of Excellence (LFCE), two new facilities on U of S land designed to address forage, cow-calf, beef cattle, and environmental research.

The LFCE has already received commitments of \$10 million from the federal and provincial governments, \$10 million from U of S, and \$1 million from the Saskatchewan Cattlemen's Association. Details of the project and funding are available [here](#).



Solving Canada's Water-Related Challenges

The U of S-led Global Water Futures (GWF) program is currently funding 11 initial research projects across Canada totaling nearly \$16.2 million over the next three years to tackle some of Canada's most pressing water-related challenges.

The world is looking to us with considerable interest to help solve issues related to our permafrost thaw, floods and droughts. We are working on projects that will help improve flood forecasting and predict algal bloom and are also working on a new app that is geared to users reporting extreme events with more efficiency. These 11 different projects involve 106 researchers from 15 Canadian universities

Mission/Vision/Values Visual Campaign

I am hopeful that some of you have seen the visual campaign created to educate the campus community on our mission, vision and values approved last year. The document containing the mission/vision/values was the culmination of numerous consultations with the campus community led by a committee comprised of many members of the university community. Given the efforts to build the document, this visual campaign is part of a series of efforts to ensure the mission, vision and values are always top of mind for our campus decision-makers.

You will see these visuals below as well as highlights from the document all around campus. The entire document and select visuals are available for download at www.usask.ca/ourvision.



Canada 150 Celebrations

What kind of Canada do you want in the next 50 years? That’s an important question for all Canadians as we acknowledge the nation’s 150th birthday and it’s particularly important for leading research universities like ours that influence change in the country and the world.

The U of S Canada 150 project looks back over our university’s 110-year history to see how the U of S has helped shape Canada. It looks to the present to recognize those at the university who are making a difference in our country. And it looks ahead by providing our community with an opportunity to reflect on what Canada means to them and what it means to be Canadian. There were many events this fall, a comprehensive list of which can be found at www.Canada150.usask.ca, but a few I’d like to highlight here:

Sept. 15th, Citizenship Ceremony – For the first time at the U of S, approximately 50 new Canadians took the Oath of Citizenship. Former Lieutenant Governor Lynda Haverstock presided over the ceremony.

Sept. 18th, Forum on the Future of Health Care -- Keynote speaker Greg Marchildon was joined by Daniel Béland (Canada Research Chair in Public Policy and JSGS Professor at the University of Saskatchewan), and JoLee Sasakamoose (Assistant Professor in Educational Psychology and Counselling, University of Regina) in a panel discussion emceed by Chancellor Romanow.

Conversations with Former Prime Ministers – Facilitated by Chancellor Romanow, the U of S will be have had the honor of hosting three former Prime Ministers this fall talking about their experiences and hopes for Canada’s Future.

- Sept. 27th, Conversation with Rt. Hon. Jean Chrétien
- Oct. 4th, Conversation with Rt. Hon. Kim Campbell
- Nov. 9th, Conversation with Rt. Hon. Paul Martin

University Senate Report

We - the USSU Executive team - would first and foremost like to extend our welcome to the University Senate members, and express our appreciation for contributing to the campus community.

Before our terms began on May 1st of this year, we gathered to discuss the direction we hoped to take the Students' Union this year. We shortly realized that our shared objectives centred on the theme of accessibility, by both being transparent and involving people in our decision-making process, and by incorporating accessibility into our programs, initiatives, and advocacy. This means that each initiative we have undertaken is both aimed at improving the student experience and empowering students who have engaged with us on our various projects. As such, we would like to acknowledge those members of the community who have contributed to what has been a very successful year to date.

Below is a brief description of the initiatives we have undertaken.

Crystal Lau, VP Student Affairs:

This year, my focus has been to support the wellbeing and success of our students by supporting mental and physical health initiatives through our Student Health Centre, Peer Support, and other services. I am working with the International Students and Study Abroad Centre (ISSAC) to increase the ability, confidence and pathways for intercultural non-academic engagements and activities for students as a means of pursuing internationalization on campus. Other initiatives for this year include providing free menstrual products in 18 of the main bathrooms across campus, and encouraging volunteer engagement by working with Student Employment and Career Centre (SECC) to better advertise opportunities across campus. The Rink in the Bowl project has been approved by all stakeholders, including Risk Management, FMD, Residence & ISSAC, and will help promote wellness for our students, staff, and faculty. We are currently looking for sponsors to help manage the cost and ensure the project can become an annual event. Further, I will take advantage of the Sustainability MOU with the President's office, and work with our Sustainability Committee to improve our campus environment. My objective through these initiatives is to further encourage a strong and healthy campus community and student spirit by maximizing the resources of the University and the Union.

Jessica Quan, VP Academic

One of my main focuses this year is on promoting open textbooks on campus. I plan on working closely with the Gwenna Moss Centre of Teaching and Learning as a student-advocate to help spread the word and celebrate the successes of open educational resources thus far. Additionally,

I am piloting co-curricular records within the USSU's core services and governance structure to account for volunteers in the Food, Help, Pride, Safewalk and Women's Centres, and for student councillors and committee members. I have also produced the Academic Rights Book which covers common academic-related questions and concerns that students have. This handbook is made accessible in both paper and digital form. I will also be working on the annual Undergraduate Project Symposium and the Last Lecture Speaker Series with student constituencies.

Deena Kapacila, VP Op/Fin

I have been working on improving the presentations to Campus Groups and constituents in partnership with Patti McDougal and Peter Hedley, in hopes of increasing awareness of the non-academic misconduct policy and general risk management. I am finalizing several projects that increase the accessibility of resources to student groups. I've also spearheaded moving the on-campus insurance forms online for more effective communication between the colleges, campus groups, VPTL and my office. I'm in the process of finalizing the Student Group Survival Guide which has all the information necessary for successful planning of events, risk management, funding, and insurance for Campus Groups. Other projects are focused on the internal finance and operations of the Union, and are ongoing throughout the year, with a heavy focus on undergraduate involvement in our operations.

David D'Eon, President

This summer, VP Kapacila and I spearheaded the reformation of the Saskatchewan Student Coalition. Member unions in this coalition represent well over 60,000 post-secondary students across the province, including both university and trade school unions. Our efforts for this year are to mobilize the student body in support of the increased funding of post-secondary institutions. This project has garnered positive media attention, along with other articles interviewing myself, other student leaders, and students across the province. We see this as an encouraging step towards greater public support of Saskatchewan students. Throughout the rest of my term, I will be overseeing the operations of the coalition, with the objective being a reversal in the trend of cuts to PSE, and implementation of policies which encourage attendance of lower-income and marginalized youth.

Parallel with this initiative, VP Quan and I have drafted a tuition consultation policy, which has been reviewed by multiple people within senior administration and the student body, with the objectives being (1) to provide an outline of the expected standard of tuition consultation in the

coming year; and (2) to have the policy incorporated into the university's existing tuition policy. Any person who would like to view a copy may contact me via president@ussu.ca.

I have worked on improving our governance structure, engaging constituency groups, and increasing the public profile of the USSU through meetings with municipal, provincial, and federal-level politicians, community leaders, community groups, unions and university employees, administrators, and advocates. Our team has continued the USSU's work on engaging the Indigenous student body on topics of Indigenization and Reconciliation, and the direction that the USSU must take to remain an ally. Finally, I have worked with Innovation Enterprise on an initiative to encourage entrepreneurship on campus.

As a team, we attended the Student Union Development Summit in Vancouver and met with 129 other student leaders to discuss our ideas, projects, and concerns. It was remarkably constructive, and a report on our activities and recommendations has been drafted. The report outlines how the USSU can better structure itself to enhance the student experience, and strategies to address topics such as sexual assault and student engagement. Finally, we are scheduled to attend a November conference in Winnipeg on the topic of reconciliation with Indigenous peoples.



University of Saskatchewan - Graduate Students' Association

GSA Report

On behalf of the Graduate Students' Association, I would like to congratulate our campus community on the beginning of a new academic year. The GSA executives look forward to working with the University Senate over the coming year. In this report, I would like to take this opportunity to introduce the major areas of focus for the GSA over the course of this academic year. We are hoping to cooperate with all stockholders to ensure fulfilling this plan, as we believe that this will reflect positively on the graduate studies and on the graduate students experience in the University of Saskatchewan.

First: Graduate Student Representation

The GSA has been working on this initiative since last year and will continue to do so. The goal being to establish better representation of graduate students on the University of Saskatchewan's higher decision making bodies, so as to ensure that the graduate student perspective is well represented, as is currently being achieved in all other U15 universities in Canada. The rationale for this request is that there is great potential benefit for our University, being a research-intensive university and part of U15, to have graduate students on the University highest decision-making body and to have the graduate students' perspectives in the University strategic planning. I would like to use this opportunity, to draw attention to the Senate members, to the fact that the University of Saskatchewan is the only university among the U15 where graduate students are not represented and have no access to the University Board of Governors and similar to all other university stockholders, including the undergraduate students, faculty members, and the community represented by Senate. The GSA strongly believes that our institution needs to be on the same page in terms of governance practice with other U15. To have better representation of graduate students on the University's highest decision-making bodies will continue to be on the top of GSA priority.

Second: Student Supervisor Relationship

The GSA will continue its efforts to promote the new Student Supervisor Agreement, which has been developed as a joint initiative between the GSA and CGPS and was adopted earlier this year by the CGPS Faculty Council. The GSA plans to run a campus-wide consultation so as to improve the agreement over the course of this year, with a hope to have the University Council to adopt it as a policy in the University of Saskatchewan.

The GSA would also like draw the Senate members attention, that the graduate students in the University believe that this tool is important and necessary and will have direct positive impacts on graduate students experience in the University, and would ultimately enhance the University position as a research-intensive university and demonstrate that the University is making every possible effort to ensure that graduate students successfully excel in graduate school, which will be ultimately reflected on the University research portfolio and encourage graduate students to attend the University of Saskatchewan

Third: Building relationships with Student bodies / unions / associations on campus and in the community

One of the major GSA priorities this year is to build relationships with different student bodies / unions / associations at the domestic, provincial, and national levels so as to better advocate for the graduate students at the University of Saskatchewan. Part of this initiative includes working with the University of Saskatchewan Graduate Students Employees Union PSAC (40004), continuing our efforts to work closely with other GSA's in Canada to establish a national body for graduate students to cooperate together, and to work closely with the USSU and other Saskatchewan student bodies to build a strong provincial network,

Ziad Ghaith,

President, Graduate Students' Association

Report from Council

FOR CONFIRMATION

- PRESENTED BY:** Kevin Flynn; Chair, University Council
- DATE OF MEETING:** October 21, 2017
- SUBJECT:** **Change in admissions qualifications for Educational Administration graduate programs**
- DECISION REQUESTED:** *It is recommended*
That Senate confirm Council's approval of changes to admissions qualifications for Educational Administration graduate programs, effective September 1, 2018.

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:

To respond to changing demographics and interest in their graduate programs from mature students, the Department of Educational Administration has reduced the admissions average to be consistent with the minimum admissions requirements of the College of Graduate and Postdoctoral Studies. The academic average for admission to graduate study in Education Administration is 73%; the minimum CGPS admissions average is 70%.

In addition to this change, the department has added a writing sample as a requirement for applicants to the M.Ed. thesis-based program and for the Ph.D. program.

CONSULTATION:

The Academic Programs Committee of University Council reviewed these proposed admissions changes at its May 24, 2017 meetings and University Council approved these changes at its June 22, 2017 meeting.

ATTACHMENTS:

1. Proposed changes to the Admissions Requirements for graduate program in Educational Administration

Memorandum

To: Dr. Adam Baxter-Jones, Chair, CGPS Executive Committee

Copies: Dr. Vicki Squires, Grad Chair, Department of Educational Administration
Dr. Paul Newton, Head, Department of Educational Administration

From: Graduate Programs Committee, CGPS

Date: May 16, 2017

Re: Proposal to change admission requirements in graduate programs in Educational Administration

On May 12, 2017, the Graduate Programs Committee (GPC) reviewed requested changes to admission requirements and selection criteria in graduate programs in Educational Administration. The proposed changes are requested to bring the admission requirements in line with the CGPS minimum admission requirements. The Department of Educational Administration is requesting these changes to enhance their ability to admit mature, indigenous, and international students.

During the GPC review, members discussed how the department provides graduate-level training in education and leadership – valuable training for people employed or seeking employment in post-secondary institutions with varying background experiences.

The Graduate Programs Committee passed the following motion:

To recommend approval of the revised admission requirements in graduate programs in Educational Administration. Kulshreshtha/Pollak unanimous CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic Change

PROPOSAL IDENTIFICATION

Title of proposal: [Change in Admission Requirements for graduate programs in Educational Administration](#)

Degree(s): [P.G.D., M.Ed., Ph.D.](#)

Field(s) of Specialization: [Educational Administration](#)

Level(s) of Concentration:

Option(s):

Degree College: [College of Graduate and Postdoctoral Studies](#)

Contact person(s) (name, telephone, fax, e-mail):

[Martha Smith-Norris/Kelly Clement 306-966-2229; kelly.clement@usask.ca](#)

[Graduate Chair: Vicki Squires: 306-966-7622; vicki.squires@usask.ca](#)

[Department Head: Paul Newton: 306-966-7620; paul.newton@usask.ca](#)

Proposed date of implementation: [May 2018](#)

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

- a. *Is there a particular student demographic this program admissions change is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

[The department of Educational Administration is looking to diversify enrolment. Many mature students are interested in our programming. We would like to reduce our admission](#)

requirements to be consistent with CGPS minimum admission requirements to increase the diversity of our applicant pool.

Some of these students convoked with their undergraduate degree two or three decades earlier. Following that earlier degree, these potential students have engaged in a number of professional opportunities and made personal life choices at different points of their adult lives. When they do decide to return to postsecondary education, they sometimes lack the requisite previous experiences. Many of our potential students are leaders in their organizations and schools and now understand the desirability of further education. Additionally, we have many more Indigenous students applying to our graduate programs, and they are often leaders within their communities. Our international student applications are also increasing significantly. In order to improve access for mature students and our increasingly diverse applicant pool, we are proposing several changes to our admissions requirements. These changes would align our department's requirements with those of the College of Graduate and Postdoctoral Studies and would reduce confusion during the application process.

We are also proposing that the admission requirements for the Post Graduate Diploma be aligned with those of CGPS, as a natural extension of the changes to the Master's program.

At the same time, we would like to take this opportunity to introduce a slight change to the admission for the Master's thesis program. So that faculty may better judge the applicants' writing skills and potential; the application for the thesis program will have two additional submission documents required. Students will be asked to submit a writing sample of at least 6 pages, and a statement of intent outlining their research interests and describing their potential research. A template and instructions for this written submission will be available on the departmental home page.

In addition, we would like to align the admission requirements for the M.Ed. in Educational Administration with the admission requirements for the M.Ed. in Leadership in Postsecondary Education program in our department.

2. Admissions

a. What are the admissions requirements of this program?

This request for a change in admissions requirements would bring the Department of Educational Administration's entrance requirements into alignment with the College of Graduate and Postdoctoral Studies requirements. This change would reduce confusion for applicants and would address the concerns expressed in Section 1 a. regarding our increasingly diverse student population.

In the following sections, the proposed changes to admissions are indicated in **red** font.

Master of Education (M.Ed.) - Course-based

Admission Requirements

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 73% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

Master of Education (M.Ed.) - Thesis-based Admission Requirements

Successful admission into the M.Ed. Course-based Program, as outlined below

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 73% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

AND

- Submission of a letter of intent outlining research interest
- Submission of a writing sample at least 6 pages in length

Postgraduate Diploma (P.G.D.) Admission Requirements

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 65% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

Doctor of Philosophy (Ph.D.) Admission Requirements

- ~~Master of Education (M.Ed.) or equivalent from a recognized college or university~~
- A master's degree from a recognized college or university

- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~
- Submission of a letter of intent outlining research interest
- Submission of a writing sample of at least 10 pages

3. Description of the program

N/A No changes are being proposed to the programs, only the admission requirements.

- What are the curricular objectives, and how are these accomplished?*
- Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*
- Provide an overview of the curriculum mapping.*
- Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
- Explain the comprehensive breadth of the program.*
- Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
- Describe how students can enter this program from other programs (program transferability).*
- Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
- If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

4. Consultation

N/A No changes are being proposed to the programs, only the admission requirements.

- Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*
- List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
- Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please*

- give special consideration to pre- and co-requisite requires when including courses from other colleges.*
- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
 - e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

5. Budget

N/A No changes are being proposed to the programs, only the admission requirements.

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?*
- c. How are the teaching assignments of each unit and instructor affected by this proposal?*
- d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*
- e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*
- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*
- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*
- i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*
- j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*
- k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*
- l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources*

come from to sustain the program, and what commitments define the supply of those resources?

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*
- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms

- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Report from Council

FOR CONFIRMATION

- PRESENTED BY:** Kevin Flynn; Chair, University Council
- DATE OF MEETING:** October 21, 2017
- SUBJECT:** **English Proficiency Policy – Minimum English proficiency requirements for the College of Graduate and Postdoctoral Studies**
- DECISION REQUESTED:** *It is recommended*
That Senate confirm Council’s approval of revisions to the minimum English proficiency standards for the College of Graduate and Postdoctoral Studies, as per the attached table, effective the 2018/19 admissions cycle.

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 university’s minimum English proficiency standards are outlined in the English Proficiency Policy, which was approved by Council in October 2015 and confirmed by Senate that same month. 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. At the time the policy was approved, consultations were still ongoing with regard to the minimum standards for English proficiency for students in the College of Graduate and Postdoctoral Studies (CGPS). The changes to the English proficiency standards for CGPS align with the undergraduate requirements at the U of S and align required test scores with U15 comparators.

Applicants for admission to credit programs at the U of S may be required to present proof of English proficiency, and the English Proficiency Policy applies to all undergraduate and graduate applicants for admission to credit programs. The revisions for CGPS students remove the option for remedial admission, which previously allowed students to be admitted with individual band scores that did not meet the minimum standard. With the revisions to the standard, the minimum band requirements have been lowered to 19 for TOEFL and minimum of 6.0 for International English language testing system (IELTS), which allows for greater flexibility in admitting students.

The lowering of the minimum band requirements for IELTS to 6.0 puts the U of S in line with U15 comparator institutions, and using IELTS as the baseline comparator test (as opposed to TOEFL) brings CGPS in line with undergraduate standards at the U of S.

CONSULTATION:

The CGPS minimum English proficiency standards were reviewed by the Equity and International Committee of CGPS on February 17, 2017, the Graduate Academic Affairs Committee on April 6, 2017, and the CGPS Executive Committee on April 18, 2017.

The Academic Programs Committee of University Council reviewed these proposed admissions changes at its May 31, 2017 meetings and University Council approved these changes at its June 22, 2017 meeting.

ATTACHMENTS:

- Appendix C – English proficiency standards for graduate students
- Supporting documentation for revisions to minimum English proficiency standards for the College of Graduate and Postdoctoral studies

The English Proficiency Policy can be found [here](#), for your reference.

Appendix C: English Proficiency Standards for Graduate Students

If English is not your first language, you must demonstrate English language proficiency in one of the following ways:

1) Minimum Test Standards

All scores must be from one exam date, not to be combined with other exam dates. Tests are valid for 24 months after the testing date, and must be valid at the beginning of the student's first term of registration in the graduate program.

ENGLISH PROFICIENCY TEST	Minimum Required Score
Test of English as a Foreign Language (TOEFL)	86
<i>Reading</i>	19
<i>Listening</i>	19
<i>Speaking</i>	19
<i>Writing</i>	19
International English Language Testing System (IELTS)	6.5
<i>Reading</i>	6.0
<i>Listening</i>	6.0
<i>Speaking</i>	6.0
<i>Writing</i>	6.0
Pearson Test of English (PTE Academic)	63
<i>Reading</i>	59
<i>Listening</i>	59
<i>Speaking</i>	59
<i>Writing</i>	59
Canadian Test of English for Scholars and Trainees (CANTEST)	4.5
<i>Reading</i>	4.5
<i>Listening</i>	4.5
<i>Speaking</i>	4.0
<i>Writing</i>	4.0
Canadian Academic English Language Assessment (CAEL)	70
<i>Reading</i>	60
<i>Listening</i>	60
<i>Speaking</i>	60
<i>Writing</i>	60
Michigan English Language Assessment Battery (MELAB)	85
University of Cambridge English: Advanced (CAE)	C

2. Completion of an approved English Language Training Program

(a) University of Saskatchewan Language Centre U-Prep 2.

(b) University of Saskatchewan Graduate Pathways Certificate.

(c) University of Regina Advanced English for Academic Purposes

3. Completion of Postsecondary Studies in English

A minimum of three consecutive years of full-time study in a recognized post-secondary institution, where the language of instruction and examination of the institution is English.

Memorandum

To: Adam Baxter-Jones, Chair, CGPS Faculty Council

From: CGPS, Executive Committee

Date: April 28, 2017

Re: Proposed revision to English proficiency policy

The Executive Committee met on April 18, 2017, and reviewed the recommendations of both the Graduate Academic Affairs and the Equity & International Committees of CGPS recommending changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency.

The Executive wishes to remind Faculty Council that these changes are ‘minimum’ requirements. Each department has the flexibility to name their own requirements provided they do not go below the minimum requirements. Additionally a suggestion was made that the institution begin collecting statistical on the student relationship between English proficiency and academic performance (currently not tracked).

Members passed the following motion: “To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency. (Ferrari/Scoles)

If you have any questions, please contact Lori Lisitza at lori.lisitza@usask.ca.

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Memorandum

To: Adam Baxter-Jones, Chair, CGPS Executive Committee

From: Laureen McIntyre, Chair, Graduate Academic Affairs Committee of CGPS

Date: April 13, 2017

Re: Proposed revision to English proficiency policy

The Graduate Academic Affairs Committee met on April 6, 2017, and considered changes to the English proficiency standards. The changes include aligning CGPS requirements with undergraduate requirements on campus and better aligning required test scores with U15 comparators. Detailed information on the proposed changes is provided in the supporting documentation.

A member asked why the proposal included removing the allowance for a remedial score, wondering if there was data to support the requirements, or if we were simply aligning ourselves with other institutions. He indicated it would be beneficial to know the English proficiency scores of students that do not complete their programs to determine if English proficiency may have been a barrier.

Members passed the following motion: *To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency.* Bruneau/Chibbar Unanimous

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229.

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Memorandum

To: Chair, CGPS Graduate Academic Affairs Committee

CC: Dr. Hugo Cota-Sanchez, Chair, Equity & International Committee of Graduate Council
Dr. Adam Baxter-Jones, Dean, CGPS

From: Equity & International Committee of Graduate Council

Date: February 21, 2017

Re: Minimum English Proficiency Requirements for Graduate Students

At their meeting on February 17, 2017, the Equity and International Committee (EIC) reviewed the information provided in the attached discussion paper on the current and proposed changes for English Proficiency Requirements for graduate students. Members discussed the action taken by University Council to approve adopting the IELTS test as the standard point of reference against which other English proficiency tests are measured and agreed that, given the evidence emerging over the last dozen years, this was appropriate. It provides for greater equity between applicants using the two most common tests, the IELTS and the TOEFL, and, it better safeguards that incoming international students have the minimum proficiency levels associated with academic success in a graduate program.

It was agreed that, given the comparator data between IELTS and TOEFL tests and that the IELTS overall test score was to remain at 6.5, it was necessary to raise the minimum overall proficiency required by applicants using the TOEFL test to 86. It should be noted that the purpose of this change was to instill test parity, not raise the overall English proficiency requirements.

Lowering the band requirements to a minimum of 19 for TOEFL and a minimum of 6.0 for the IELTS generated further discussion. It was concluded that to have an overall of 86, a student must have higher than 19 in two or three of the individual band scores (reading, writing, listening and speaking). By allowing one, or even two scores to be at 19 (previous requirement was 20, unless a student was being admitted as remedial qualified) we are providing a greater degree of flexibility. The same rationale supports allowing the IELTS minimum band score to be at 6.0. However, in doing this members also felt that there was no longer the need to provide a “remedial admission” option for students.

One member raised the issue of the University’s international rankings, noting that the number of international students registered in degree programs, particularly Ph.D. programs, has a positive influence on the reputational factoring into some global ranking formulas. This, combined with slightly lower requirements than our competitors, could in turn could have a positive influence on enrolments. Although there was agreement among members that international reputation does have an impact on enrolments, the majority of EIC members were not supportive of this suggestion. They felt that lowering the English proficiency requirements, or test band requirements further, was not a solution to increasing enrolments. Enrolments are influenced by numerous factors, including available funding and supervisor capacity. It is important that the University is comparable with other U15 institutions, and the comparative data presented in the attached briefing document indicates that, for TOEFL the UofS

current graduate standards are lower than the norm. However, for IELTS, the proposal to retain the overall test requirements of 6.5, but drop the band requirements to no less than 6.0, would place us right in line with our competitors.

Maintaining equitable standards with our peer institutions is critical, particularly at the PhD level where students must do qualifying and comprehensive exams, and, engage fully in scholarly debate. In these realms failure can arise, not as a result of poor academic knowledge, but because of a lack of proficiency in English. It was also noted that individual units may, following the appropriate processes for recommending program changes, have approved minimum English proficiency requirements that are higher than those set by the CGPS.

EIC members unanimously passed the motion: ***“To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency.”***

The chart below summarizes the current requirements and the recommended changes for English proficiency for the admission of graduate students into degree programs.

	TOEFL		IELTS	
	Current	Recommended	Current	Recommended
Overall Test Score	80	86	6.5	6.5
Individual Band Score	No band below 20	No band below 19	No band below 6.5	No band below 6.0
Remedial Score	One band at 18 or 19	No remedial option	One band at 6.0	No remedial option

The EIC is requesting that the Graduate Academic Affairs Committee consider this recommendation with a view of approving the changes, and, forwarding them to the Executive Committee for consideration.

If you have any questions, please contact Penny Skilnik at penny.skilnik@usask.ca, or, 966-2022.

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ENGLISH PROFICIENCY REQUIREMENTS FOR GRADUATE ADMISSION

The language of instruction at the University of Saskatchewan is English and in order for graduate students to be successful in their courses and research endeavors, a minimum level of proficiency in academic English is required. The acceptable minimum standards of English proficiency, including in the written, spoken, reading and listening components, are set by the College of Graduate and Postdoctoral Studies through approved graduate faculty policies. The minimum entrance requirements for English proficiency (policy 4.1) for graduate student admission were last revised in 2011 at which time minimum band levels were instated for the IELTS test. It should be noted that, although the CGPS establishes the minimum proficiency requirements, academic units may propose and receive approval for higher than the minimum requirements for admission into their graduate programs.

The CGPS has been asked to re-evaluate the minimum requirements for English proficiency for graduate admission to degree programs. This document provides some background and comparator information to help inform the discussion.

A. Background

During the 2014/2015 academic term, a project was undertaken to review the English proficiency requirements for undergraduate and graduate admissions. The rationale for the project was that there was more current information available on the comparability of test scores across the common testing tools, primarily the IELTS and the TOEFL tests. It was also deemed important to ensure there was consistency in using test sub-score minimums across these most common testing tools. In other words, is a TOEFL test score of 80 equivalent to an IELTS 6.5, and, is the writing score of 20 in TOEFL equivalent to an IELTS writing score of 6.5?

Research was completed to capture the minimum test scores required for both undergraduate and graduate admission among U15 institutions. A survey was undertaken to determine if the U of S requirements for English proficiency were in line with those of competitor institutions across Canada and within the province.

IELTS, TOEFL and other test research was examined including comparability studies of test scores across common test tools and within the four different elements of proficiency - reading, writing, speaking, and listening. The project drew upon the expertise of the language instructors within the University of Saskatchewan Language Centre and outcomes of this research included:

- An IELTS 6.5 overall test score reflects a higher degree of proficiency than an overall TOEFL test score of 80;
- The sub-test band scores across testing tools were not well aligned with those of our comparators;

As a result, a proposal for a revised English proficiency policy (copy attached) went forward to University Council on September 17, 2015 and was subsequently approved. It is important to note that the standards were not changed, but proof of the minimum standard has become more fine-tuned. Key points included:

- The IELTS test replaced the TOEFL as the baseline comparator;
- The minimum required English proficiency score required for admission to an undergraduate program remained at an IELTS of 6.5;
- Based on the research available, other test scores were adjusted slightly to more accurately reflect comparative levels of proficiency to the baseline IELTS test. Most significantly, the TOEFL equivalent of IELTS 6.5 was to an overall 86 with no less than 19 in each sub-score area.

On September 17, 2015 University Council approved a policy on English Proficiency noting that *“This policy will replace the English Proficiency Requirements for Undergraduate Direct Entry Colleges approved by APC in 2009.”* and *“This policy applies to all undergraduate and graduate applicants for admission to credit programs.”* At that time, undergraduate admissions proposed revised minimum test score requirements for the TOEFL test, and,

revised sub-test band score requirements for the IELTS test. No changes were proposed or approved for the minimum entrance requirements for English proficiency for graduate admissions at that time.

B. Graduate Studies Context

The findings into test equivalency comparisons led to the decision by University Council to adopt the IELTS test as the baseline evaluation tool against which other English proficiency tests are compared. These findings, which informed the fine-tuning of the criteria required for proof of proficiency for the two most common testing tools, the IELTS test and the TOEFL test, are equally valid in the graduate context.

There will always be differing opinions as to which test, either the TOEFL or the IELTS, provides a better assessment of a student's English proficiency. However, many experts consider the IELTS test as being more creditable as a standard point of reference against which other tests are compared and aligned. Further support of the University's selection of IELTS as the baseline assessment tool, particularly in the context of graduate admission requirements, is the process used to assess the verbal proficiency of students. The TOEFL speaking section involves the student summarizing or interpreting information from a secondary source and explaining their opinions into a recorder, which is then reviewed by an evaluator. It is not interactive, whereas with the IELTS, the speaking test is done in person and it includes a short speech and an interactive conversation component.

It is also important to consider such a change in the context of the post-graduate landscape in Canada and the English proficiency requirements for admission among U15 comparator institutions. A survey of the English proficiency requirements for graduate admission among U15 institutions was completed in January 2017. The findings, which are available in the attached summary report *Comparison of Minimum English Proficiency Requirements (U-15 plus U of R)*, indicate that changes to the CGPS requirements for English proficiency are required to maintain an optimum standard. For this discussion, an optimum standard is defined as sufficiently high proficiency requirements to ensure adequate student capacity in English for academic success, while still maintaining a central position in comparison to other universities so as not to be at a competitive disadvantage. Results for institutions where the language of instruction is French have not been included in the summarized findings below:

- Four of the fourteen institutions have minimum TOEFL test requirements of 80 overall, including the UofS, which means that the UofS requirements are in the bottom quartile of Canadian comparator institutions.
- The average minimum overall test score required for TOEFL is 86.
- Only the University of Ottawa has no minimum band scores for the TOEFL test; all other institutions have required minimum sub-test scores of 20 or higher.
- The majority of institutions surveyed have minimum IELTS test requirements of 6.5 overall, including the UofS. Three universities had higher requirements (overall IELTS of 7.0) and only one university has a lower requirement (overall IELTS of 6.0)

Based on a review of the comparator data, we can conclude that the current IELTS overall minimum proficiency score of 6.5 is in line with the graduate admission requirements of almost all other U15 institutions. However, an increase to the TOEFL overall minimum proficiency score (currently at 80) is necessary to assure alignment between these two assessment tools.

When examining the sub-test requirements of comparator institutions for the IELTS test, there is more variation between the various universities.

- Three universities have no minimum band requirements;
- Two universities require a 5.0 score in all four bands;
- Six universities require a 6.0 score in all four bands;
- Only three universities require a minimum of 6.5 in all four bands, including the U of S, the University of Toronto and the University of Waterloo.

Given that the University of Toronto and the University of Waterloo have the highest English proficiency requirement for the IELTS test (overall score of 7.0), it is not surprising that they also have the highest proficiency requirements for the IELTS individual band test scores (no less than 6.5 in each band).

By contrast, whereas the U of S requires a minimum IELTS score of 6.5 overall for graduate admission, students must also achieve no less than 6.5 in each of the four sub-test bands. All other institutions that require a minimum of 6.5 in an applicant's overall IELTS test score have minimum band requirements of 5.0 to 6.0. This illuminates two concerns: there is a disconnect between the overall test score requirement and the minimums allowable for the four sub-test bands, and, the significantly higher requirements for the sub-test bands at the U of S puts the institution at a competitive disadvantage.

C. Conclusion and Recommendations for Discussion

The University's adoption of the IELTS test as the standard point of reference against which other tests are compared and aligned in 2015 has provided a more reliable framework for determining minimum admission requirements for English proficiency. The minimum admission requirement for the TOEFL test should be raised to create a greater degree of correlation between it and the IELTS test. This would help to bring a greater degree of consistency between the English proficiency levels of newly admitted students regardless of what assessment tool is used.

This process would be inadequate if it was not also informed by the information on the minimum English proficiency requirements of the other U15 institutions. Aligning the minimum TOEFL test requirements with those of the IELTS required raising the overall TOEFL test score to 86. The findings of the comparator scan would support this change. By contrast, although the overall test score for minimum proficiency as demonstrated by the IELTS test should remain at 6.5, comparator evaluations indicate that a reduction of the minimum requirements in the IELTS sub-test scores is in order.

The following recommended Minimum English Proficiency Requirements for IELTS and TOEFL Tests are offered for consideration.

	TOEFL		IELTS	
	Current	Recommended	Current	Recommended
Overall Test Score	80	86	6.5	6.5
Individual band test scores	No band below 20	No band below 19	No band below 6.5	No band below 6.0
Remedial Score	One band at 18 or 19	No remedial option	One band at 6.0	No remedial option

It should be noted that the College of Graduate and Postdoctoral Studies is responsible for setting the minimum English proficiency requirements for the admission of graduate students into degree programs. Individual units however have the option to recommend and have approved higher requirements for their respective programs than those established by the College.

Comparison of Minimum English Proficiency Requirements (U-15 plus U of R)

Note: Listed below are the minimum admission requirements. Specific programs may have higher or additional requirements.

Institution	TOEFL ¹		IELTS	
	Grad	Undergrad	Grad	Undergrad
University of Saskatchewan ²	80 overall; no band below 20 Remedial qualified 80 overall; with one band at 18 or 19.	86 overall; no band below 19	6.5 overall; no band below 6.5; Remedial qualified: 6.5 overall; with one band at 6.0.	6.5 overall; no band below 6.0
University of Regina ³	80 overall; no band below 20	80 overall; Reading: 19; Listening: 19; Speaking: 18; Writing: 18.	6.5 overall; no band below 6.0	6.5 overall; no band below 5.0.
University of Alberta ⁴	88 overall; no bands below 20	86 overall; no band below 21	6.5 overall; no band below 5.0	6.5 overall; no band below 5.0
University of British Columbia ⁵	90 overall; with minimum: Reading: 22, Listening: 22, Writing: 21, Speaking: 21.	90 overall; with minimum of: Reading: 22, Listening: 22, Writing: 21, Speaking: 21.	6.5 overall; no band below 6.0.	6.5 overall; no band below 6.0.
University of Calgary ⁶	86 overall; no band below 20	86 overall; no minimum bands	6.5 overall; no band below 6.0	6.5 overall; no minimum bands
Dalhousie University ⁷	90 overall; no bands below 20	90 overall; no bands below 20	6.5 overall; no bands below 6.0	6.5 overall; no bands below 6.0
Université Laval	N/A: French-language university		N/A: French-language university	

¹ Unless indicated otherwise, internet-based TOEFL scores are used. As a rule, institutional TOEFL is not accepted.

² <http://explore.usask.ca/admissions/elp.php>; <https://grad.usask.ca/admissions/admission-requirements.php>.

³ <http://www.uregina.ca/gradstudies/future-students/international-students/before-apply/english-requirements.html>; <https://urconnected.uregina.ca/apply/elp.ezc>.

⁴ <https://uofa.ualberta.ca/graduate-studies/prospective-students/international-admissions-protocol/english-language-proficiency>; <http://admissions.ualberta.ca/requirements/language-requirements.aspx>.

⁵ <http://you.ubc.ca/applying-ubc/english-language-competency/>

⁶ <http://grad.ucalgary.ca/future/admissions/admission-requirements>; <http://www.ucalgary.ca/pubs/calendar/current/a-11.html>.

⁷ http://www.dal.ca/admissions/international_students/admissions/graduate-requirements.html; http://www.dal.ca/admissions/international_students/admissions/english-requirements.html.

Institution	TOEFL		IELTS	
	Grad	Undergrad	Grad	Undergrad
University of Manitoba ⁸	86 overall; no bands below 20	86 overall; no bands below 20	6.5 overall; no minimum bands	6.5 overall; no minimum bands
McGill University ⁹	86 overall, no bands below 20	90 overall; no bands below 21	6.5 overall; no band below 5.5	6.5 overall; no bands below 6.0
McMaster University ¹⁰	80 overall; no bands below 20	86 overall; no bands below 20	6.5 overall, no band below 5.5	6.5 overall; no band below 5.0
Université de Montréal	N/A: French-language university		N/A: French-language university	
University of Ottawa	79 overall; no minimum bands	86 overall; minimum 22 in writing	6.5 overall; no band below 5.0	6.5 overall, minimum 6.5 in Writing.
Queen's University ¹¹	88 overall; minimum 24 writing 22speaking, 22 reading, 20 listening.	88 overall; minimum 24 writing 22speaking, 22 reading, 20 listening.	7.0 overall	6.5 overall
University of Toronto ¹²	93 overall; minimum 22 writing, 22 speaking	93 overall; minimum 22 writing, 22 speaking	7.0 overall; no band below 6.5	7.0 overall; no band below 6.5
University of Waterloo ¹³	90 overall; minimum 25 writing, 25 speaking	90 overall; minimum 25 writing, 25 speaking	7.0 overall; minimum 6.5 writing, 6.5 speaking	7.0 overall
University of Western Ontario ¹⁴	86 overall; no band below 20	83 overall; no band below 20	6.0 overall	6.5 overall; no band below 6.0.

⁸ http://umanitoba.ca/faculties/graduate_studies/admissions/139.html; <http://www.umanitoba.ca/student/admissions/international/english/>.

⁹ <http://www.mcgill.ca/gradapplicants/international/apply/proficiency>; <http://www.mcgill.ca/applying/how-we-make-decisions/proof-english-proficiency>.

¹⁰ http://mech.mcmaster.ca/graduate_admissions.html; <http://future.mcmaster.ca/admission/language/>.

¹¹ <http://www.queensu.ca/sqs/prospective-students/preparing-graduate-studies>; <http://www.queensu.ca/admission/apply-high-school/how-apply/required-documents/test-facility-english>.

¹² <http://www.sqs.utoronto.ca/prospectivestudents/Pages/English-Language-Proficiency-Testing.aspx>.

¹³ <https://uwaterloo.ca/discover-graduate-studies/admission-requirements/english-language-proficiency-elp>; <https://uwaterloo.ca/find-out-more/admissions/english-language-requirements>.

¹⁴ http://grad.uwo.ca/prospective_students/applying/index.html; http://www.welcome.uwo.ca/admissions/admission_requirements/english_language_proficiency.html.

English Proficiency Policy

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

Purpose:

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

Principles:

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

Scope of this Policy:

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

Policy:

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

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

Responsibilities

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

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

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

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

Procedures:

The Admissions & Transfer Credit Office maintains the following appendices:

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

Contact:

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

Memorandum

To: Academic Programs Committee of Council
From: Alison Pickrell, Director of Enrolment & Student Affairs
(English Proficiency Policy sponsor)
Date: May 28, 2017

In fall 2015, the University of Saskatchewan approved an English proficiency policy. This policy applies to all undergraduate and graduate applicants for admission to credit programs at the University. The policy states that proof of English proficiency may be required for admission, and it outlines the ways that English proficiency can be demonstrated and it clarifies roles and responsibilities. All acceptable forms of proof of English proficiency, including years of study in English and tests of English proficiency with minimum scores are captured in policy appendices. Minimum test standards for graduate students were tagged as under review.

The College's Equity and International Committee, and Graduate Academic Affairs Committee reviewed a detailed discussion paper and recommended changes to the current English proficiency requirements including aligning CGPS requirements with undergraduate requirements on campus and better aligning required test scores with U15 comparators. Detailed information on the proposed changes is provided in the supporting documentation.

Graduate Faculty Council approved the following motion at their meeting of May 9, 2017:

"To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency".

A revised *Appendix C: English Proficiency Standards for Graduate Students* is being presented to Academic Programs Committee of Council for information. These changes will come into effect for graduate students being admitted to the 2018-19 academic year, which begins May 1, 2018.

Notes from the College of Graduate and Postdoctoral Studies

The University's adoption of the IELTS test as the standard point of reference against which other tests are compared and aligned in 2015 has provided a more reliable framework for determining minimum admission requirements for English proficiency. It was determined that the minimum admission requirement for the TOEFL test should be raised to create a greater degree of correlation between it and the IELTS test. This would help to bring a greater degree of consistency between the English proficiency levels of newly admitted students regardless of what assessment tool is used.

This process would be inadequate if it was not also informed by the information on the minimum English proficiency requirements of the other U15 institutions. Aligning the minimum TOEFL test requirements with those of the IELTS required raising the overall TOEFL test score to 86. The findings of the comparator scan would support this change. By contrast, although the overall test score for minimum proficiency as demonstrated by the IELTS test should remain at 6.5, comparator evaluations indicate that a reduction of the minimum requirements in the IELTS sub-test scores is in order.

In addition, the CGPS continues its effort to collaborate more closely with other central offices (such as undergraduate admissions), to develop and commit to more consistent institutional standards. These changes allow graduate admissions to align with institutional standards which have already undergone a robust development and approval process.

There are some who believe that language proficiency standards should be set higher for graduate program admission, than for undergraduate admission. The opinion seems to vary among faculty, and is largely dependent on the specific discipline in question. It should be noted that although the College of Graduate and Postdoctoral Studies is responsible for setting the minimum English proficiency requirements for the admission of graduate students into degree programs, individual academic units do have the option to recommend and have approved higher requirements for their respective programs, than those established by the College.

Report from Council

FOR CONFIRMATION

PRESENTED BY: Kevin Flynn; Chair, University Council

DATE OF MEETING: October 21, 2017

SUBJECT: **Admissions change for Certificate of Proficiency in Sustainability**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of the removal of the stand-alone admissions option for the Certificate of Proficiency in Sustainability, effective May 2018.

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:

When the Certificate of Proficiency in Sustainability was created by the School of Environment and Sustainability (SENS), admission was open both to students already enrolled in any undergraduate degree program at the U of S, as well as to people not currently registered at the U of S.

In assessing the requirements of the certificate, it has become clear that it is not set up in a way that it would be conducive to someone not already enrolled at the U of S, as many of the required courses for the certificate require prerequisites that are not included in the certificate.

To date there have been no students in the certificate program who have been enrolled under the stand-alone admissions option.

There is healthy demand in the Certificate in Sustainability from U of S students enrolled in undergraduate programs and so it is not anticipated that this change would impact enrolment in the program.

CONSULTATION:

The Academic Programs Committee of University Council reviewed these proposed admissions changes at their September 13, 2017 meetings and University Council has been asked to approve the change at its October 19, 2017 meeting.

ATTACHMENTS:

1. Proposal for Curricular change - Removal of Standalone Admission Option



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: SENS Certificate in Sustainability – Removal of Standalone Admission Option

Degree(s): Certificate in Sustainability

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: School of Environment and Sustainability

Contact person(s) (name, telephone, fax, e-mail): Andrea Eccleston, 966-8755, andrea.eccleston@usask.ca

Proposed date of implementation: 201805 (May 2018)

Proposal Document

Rationale and SENS Approval Process:

The Undergraduate Programs Committee in SENS has proposed the removal of the standalone admissions option from the Certificate in Sustainability based on the following:

- When the Certificate was created, admission was open to allow students already enrolled in undergraduate degree programs in any college to complete the certificate and also so that people not currently U of S students could apply (as standalone) to be accepted to complete the certificate. To date no students have completed the certificate through the standalone option.

- We have found that the Certificate is not set up in a way that would be conducive to someone not already a U of S student to successfully complete as many courses require prerequisites that are not a part of the Certificate. Meaning in addition to the 21 credit units needed for the certificate students would need to take additional classes over and above to be able to attain those.

- The majority of inquiries we have received (mainly in the past few months) for standalone admission have been from International Students wanting to apply and only take the Certificate. Given the demand for the certificate on campus and our ability to meet that demand

it has been determined that it is in our best interest to focus on the students on campus and not hold seats for standalone admission.

This proposed change has been reviewed by SENS APC and there were no major questions or concerns raised. The following motion was voted on my SENS Faculty Council and the motion was carried (please see attachment).

MOTION: Forwarded by P. Loring/Seconded by C. Laroque: that the standalone admission option be removed from the Certificate in Sustainability.

Impact on Student Numbers:

There is no impact on student numbers expected in the program as a result of this change.

Budgetary Implications:

There are no budget implications associated with this change.

Additional Documents:

A Consultation with the Registrar Form was completed on July 7, 2017 and is attached for reference.

Complete Catalogue Entry – attached with changes in red.

From: [Martin, Jennifer](#)
To: sens_faculty@usask.ca; [Eccleston, Andrea](#)
Subject: Fwd: SENS Faculty Vote: Certificate Program - Curricular Change
Date: Thursday, August 17, 2017 7:35:47 AM

Good morning,
Thank you all who responded and voted. We achieved quorum this morning and I am pleased to announce the motion is carried.
Kind regards,
Jennifer

Sent from my iPad

Begin forwarded message:

From: "Martin, Jennifer" <jennifer.martin@usask.ca>
Date: August 16, 2017 at 3:03:10 PM CST
To: "Martin, Jennifer" <jennifer.martin@usask.ca>, "sens_faculty@usask.ca" <sens_faculty@usask.ca>
Subject: RE: SENS Faculty Vote: Certificate Program - Curricular Change

Hello everyone,
We have not yet achieved quorum for this vote – please visit the Fluid Survey at <https://fluidsurveys.usask.ca/surveys/jennifer-martin/sens-certificate-program-changes/> to vote at your earliest convenience.

Thanks again,

Jennifer L Martin, Administrative Officer
School of Environment and Sustainability
University of Saskatchewan
306-966-8431

From: Martin, Jennifer [<mailto:jennifer.martin@usask.ca>]
Sent: Monday, August 14, 2017 8:37 AM
To: sens_faculty@usask.ca
Subject: SENS Faculty Vote: Certificate Program - Curricular Change

Good morning,
I hope this finds you all well rested after a beautiful long weekend!

The Undergraduate Programs Committee would like to propose the removal of the standalone admissions option from the Undergraduate Certificate Program. This would normally be saved for the next SENS faculty meeting; however, the decision needs to be expedited to allow time for the decision, if successful, to be advanced to University Council for consideration, and finally the University Senate, which only meets twice per

year.

Please see the brief fluid survey at <https://fluidsurveys.usask.ca/surveys/jennifer-martin/sens-certificate-program-changes/> to vote at your earliest convenience. I will follow up with the results of the decision once we have achieved quorum.

Have a great week!

Jennifer L Martin, Administrative Officer
School of Environment and Sustainability
University of Saskatchewan
Room 327, Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8
Ph: 306-966-8431

<http://explore.usask.ca/programs/colleges/environment/sustainability/index.php>

Admission Requirements

For students currently enrolled at the U of S, there are no specific admission requirements to enroll in this certificate program and the program is open to students from any U of S college. Current students should contact their academic advisor and the [School of Environment and Sustainability](#) to enroll in the certificate. The certificate typically begins in the second year of a student's degree program.

~~Please note: the School is not currently accepting students who wish to take the Certificate as a stand-alone program~~

~~Students who wish to pursue the Certificate in Sustainability as a stand-alone program in the School of Environment and Sustainability will follow the undergraduate admission requirements, application procedure and deadlines of the College of Arts and Science. Prior to initiating this process, students should contact the [School of Environment and Sustainability](#) for assistance.~~

<http://www.usask.ca/programs/colleges-schools/school-of-environment-and-sustainability/index.php>

Academic Information & Policies

The following college-level policies are subject to [University Council Regulations](#). In the absence of information, or in the case of discrepancies between university and college regulations, university regulations will prevail. Please note that students will graduate according to the regulations effective for the year in which they are approved to graduate. In all other cases, the most current rules will apply, unless otherwise stated.

Students registered in a degree program outside of the School of Environment and Sustainability will follow the academic policies in effect for that program. Students must meet residency requirements as stipulated by their degree-granting college.

~~Students pursuing **only** the Certificate in Sustainability program in the School of Environment and Sustainability will follow the undergraduate admission qualifications of the College of Arts and Science with the following exception:~~

- ~~• Students taking the certificate must take ENVS 201 and ENVS 401. Transfer credits from other institutions cannot be substituted for these courses. The purpose of this is to create coherence among certificate cohorts.~~

~~For complete admission and transfer credit policies, please see the [Prospective Students website](#).~~

~~Students pursuing the Certificate in Sustainability as a standalone program will observe the following policies:~~

~~Promotion~~

~~The minimum requirements for continuing as a full-time student in the School of Environment and Sustainability are based on the Cumulative Weighted Average (C.W.A.) calculated from the weighted grades of all courses attempted, including failures.~~

~~This calculation is made annually in May/June and is based on all grades obtained to the end of April (end of the Fall and Winter Terms). The average calculation for students with deferred examinations will be made upon receipt of all final grades.~~

~~No specific promotion standards are applied to the Certificate in Sustainability program. Students are required to attain an overall Cumulative Weighted Average (C.W.A.) of 62.5% on all courses counted toward the certificate in order to be eligible to graduate.~~

~~Students who are not promoted will receive an e-mail notice from the School in June indicating their faculty action (*Probation* or *Required to Discontinue*). Students should ensure that they regularly check their U of S NSID e-mail.~~

~~For further details on taking courses under *Required to Discontinue* status, refer to *Faculty Actions: Probation* and *Required to Discontinue* below.~~

~~Promotion Standards~~

~~Students enrolled only in the certificate program must meet with the Certificate Advisor annually to ensure adequate progress is made towards meeting the graduation standard, which is 62.5%. All courses attempted, which may credit toward the certificate, will be used in the calculation of the graduation average. In some cases this may mean that more than the minimum number of credit units will be included.~~

~~Faculty Actions: Probation and Required to Discontinue~~

~~Students who fail to make adequate progress towards meeting the graduation standard (see above) will either be placed on *Probation* or be *Required to Discontinue* from the School of Environment and Sustainability for a period of one academic year. Students are notified in June.~~

~~Students who are *Required to Discontinue* from the School of Environment and Sustainability are not permitted to return to the School for a period of one academic year. Students who take courses outside the School of Environment and Sustainability while *Required to Discontinue* must have a C.W.A. of 60% before they can reapply for admission to the Certificate in Sustainability program. Students who do not take courses during their first *Required to Discontinue* year will, on application to Admissions, be accepted for readmission to the School of Environment and Sustainability. The faculty action *Required to Discontinue* is permanently recorded on the transcript.~~

Appeals

Appeals of evaluation, grading, and academic standing are governed by university-wide council regulations.

Students have the right to appeal faculty actions. However, appeals will only be accepted if extenuating circumstances can be shown to account for poor academic performance. Corroborating documentation, such as a letter from a doctor, is required. The appeal, addressed to the Certificate Advisor, must be made *in writing within 30 days of the date of notification*.

Students Required to Discontinue More Than Once

When a student has been *Required to Discontinue* studies in the School of Environment and Sustainability or in any other college or university more than once, any subsequent application for readmission must be accompanied by:

- Explanation of past performance; and potential to succeed;
- Documentation verifying any extenuating circumstances; and
- A letter of intent concerning the applicant's future academic plans.

The applicant is encouraged to contact the Certificate Advisor.

Graduation

Students must apply to graduate in order to be awarded their certificate.

Graduation Check

Once students finalize their registration for their final year, they should request a Graduation Check to ensure all graduation requirements will be completed. To request a Graduation Check please email sustainability.certificate@usask.ca and provide your name and student number. Deadlines to submit graduation checks are June 15 (for Fall Convocation) and February 15 (for Spring Convocation).

Application for Graduation

Students must apply to graduate in order to be awarded their certificate. The Application to Graduate must be submitted by **August 31** for Fall Convocation or by **March 31** for Spring Convocation. A student who fails to graduate must subsequently submit another application.

Completion of Certificate Requirements

~~To qualify for graduation, students must complete the required courses for the certificate as well as the elective requirements for their chosen focus area. The required Cumulative Weighted Average (C.W.A.) must be achieved.~~

~~Required Cumulative Weighted Average (C.W.A.)~~

~~All University of Saskatchewan courses attempted which credit toward the School of Environment and Sustainability certificate are used in the calculation of the Overall C.W.A. and the Subject C.W.A. Failures are included if the course has not been retaken as described under Repeating Courses. Students may not use a grade from another university to replace a University of Saskatchewan grade.~~

~~The graduation standard for the Certificate in Sustainability is 62.5%~~

~~Date of Commencement of a Program~~

~~Students have the option to comply with the certificate requirements in effect at the time of their first registration in a course which credits toward the certificate or to meet requirements subsequently approved by the School, in effect prior to the date of the student's Convocation.~~

~~Students in programs which require courses no longer taught by the School must consult with the School about how to complete certificate requirements.~~

~~It is expected that students will complete their programs within 10 years of their first registration. Students taking more than 10 years to complete their programs will usually be required to meet current program and graduation requirements.~~

~~Deferred and Supplemental Examinations~~

~~Supplemental and deferred examination procedures and policies are subject to the university-wide regulations on supplemental and deferred examinations outlined in the Academic Courses Policy. For the regular supplemental and deferred examination schedule, students should refer to the Academic Calendar.~~

~~Deferred Examinations~~

~~A student who is absent from a final examination for medical reasons (such as illness) or compassionate reasons (such as the illness of a child or death of a loved one) is responsible for applying to the School General Office for a deferred examination. The application must be initiated within three days of the missed examination and must be accompanied by documentation (letter from a doctor, etc.).~~

~~**Students must not make travel plans or schedule other activities during the period scheduled for examinations. Deferred examinations are not granted for these reasons. The dates of the periods during which final exams are scheduled are listed in the Academic Calendar.**~~

~~A student who becomes ill during a final examination should notify the invigilator immediately of the inability to complete the examination. The student should request a deferred examination. A student who has sat for a final examination and handed the paper in for grading will not be granted a deferred final examination.~~

~~A special deferred examination may also be approved for students who submit satisfactory evidence of inability to be present at the regular deferred sitting.~~

~~A student who is absent from a deferred examination will have the final grade reverted to the original failing percentile submitted by the instructor for the course, unless a special deferred examination has been approved based on the above specified criteria.~~

Supplemental Examinations

~~A supplemental examination is the re-writing of a final examination. Only students in their graduating year in the School of Environment and Sustainability may apply for a supplemental examination provided that:~~

- ~~1.—A final grade of 40%—49% has been obtained in the course.~~
- ~~2.—Students who are otherwise eligible to graduate and who fail one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class.~~
- ~~3.—The student has achieved the minimum average in the major and overall to meet the graduation standards of the College or School.~~

~~Note: Supplemental examinations shall be accorded the same weight as the regular exam in the computation of the student's final grade.~~

~~Note: Regardless of the passing grade achieved, a grade of 50% in the course will be used by the School in calculation of the C.W.A. With the inclusion of the 50% in the average, the student must meet graduation standards.~~

~~Approval for the writing of a supplemental examination will not be considered until:~~

- ~~• an application for graduation has been submitted,~~
- ~~• all final examinations for the certificate have been written,~~
- ~~• all final grades have been submitted.~~

~~Students who have applied to graduate at the Spring Convocation (June), but are writing a supplemental exam, will **not** be able to have their certificate conferred until Fall Convocation (October). Upon successful completion of the supplemental examination students may request a letter confirming their certificate requirements, and must be sure to apply to graduate at the Fall Convocation ceremony.~~

~~Graduation standard: The minimum Cumulative Weighted Average for the Certificate in Sustainability is 62.5%. All courses attempted, which may credit toward the certificate, will be used in the calculation of~~

the graduation average. In some cases this may mean that more than the minimum number of credit units will be included.

Repeating Courses

~~Failures and marks below 60% in courses taken from the University of Saskatchewan will be excluded from the average if the course has been retaken from the University of Saskatchewan according to the following rules:~~

- ~~1.—A failed course can be retaken. The highest mark in this course from the University of Saskatchewan will be used in the average.~~
- ~~2.—A course in which the grade was 50 to 59% can be retaken *once* and only the highest mark will be used in the average. Please note that once a student has passed an upper-level course, no prerequisite course can be taken for a higher mark. For example, BIOL 120.3 and BIOL 121.3 (formerly BIOL 110.6) could not be retaken if the student has already passed BIOL 226.3 (or its equivalent at another university).~~
- ~~3.—A course in which the grade was 50 to 59% may be retaken simultaneously with a course for which it is a prerequisite. For example, if a student passed CHEM 112.3 with a grade between 50 to 59%, the student would be allowed to retake the course in the same term as taking CHEM 115.3 or CHEM 250.3.~~
- ~~4.—The grades received for all attempts of the course will remain on the transcript.~~
- ~~5.—For admission, promotion and graduation purposes, other colleges may follow different rules for calculation of the average. For example, they may use only the first grade received or they may use all grades received in a course.~~
- ~~6.—Grades for courses transferred from other universities are not used for the calculation of averages to determine promotion and graduation eligibility. Transfer marks are used in the average for admission to an Honours program. A student cannot retake for credit or to raise the average a course for which transfer credit has been received. A failed transfer course may be retaken at the University of Saskatchewan.~~

Report from Council

FOR CONFIRMATION

PRESENTED BY: Kevin Flynn; Chair, University Council

DATE OF MEETING: October 21, 2017

SUBJECT: **Admissions Templates for Student Mobility Categories**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of the Admissions Templates for Student Mobility Categories, effective immediately.

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.

Admissions template for student mobility categories were developed to ensure standard admissions requirements are outlined for students who come to the University of Saskatchewan for the purposes of short-term study, and not currently enrolled in a degree program at our university.

CONTEXT AND BACKGROUND:

The Visiting Student and the Inbound Student Exchange Program categories have long been established at the U of S, but are only now being formalized with admissions templates outlining the requirements:

Visiting Student Category

The Visiting Student category enables students to enroll in courses at the U of S and have their credits transferred back to their home institution. These students are admitted to the university on the basis of a letter of permission from their home institution, or through a formal partnership agreement. Students must be in good standing at their home institution and meet English proficiency requirements. Tuition is paid to the University of Saskatchewan. Students are admitted for up to one year of study. Extensions require a re-application.

Inbound Exchange Students Category

Inbound and Outbound Exchange Students are managed through a reciprocal Exchange Agreement between the U of S and a partner institution. Numbers of students are limited by the agreement. The selection of Inbound Exchange students (to the U of S) is done by the partner institution. The selection of Outbound Exchange students (to the partner institution) is done by the U of S. The exchange agreement outlines minimum academic and language proficiency requirements. Students are admitted for up to one year of study. Tuition is paid to the student's home institution.

Visiting Research Student Category

On June 1, 2014 the University of Saskatchewan was granted Designated Learning Institution (DLI) status by Immigration, Refugee and Citizenship Canada (IRCC) under the Province of Saskatchewan's Designated Learning Institution Framework. This status enables the U of S to receive international students under the new International Student Program. Designation is granted based on the institution's

adherence to legal regulations regarding the IRCC International Student Program (ISP) as well as requirements established by the Government of Saskatchewan. Any derogation from our responsibilities as a DLI can result in an audit and a potential revocation process. In early 2015, IRCC changed its regulations, effectively requiring the University of Saskatchewan to disallow the option for international students from other universities to be registered at the U of S as Visiting Scholars.

The University was required to establish a new pathway for students to come to the university to undertake short-term research. In May 2015, the Visiting Research Student (VRS) was piloted. This stream allows international and domestic students at both the undergraduate and graduate level to be admitted to the U of S to conduct research in collaboration with and under the supervision of a U of S faculty member. This new category provides a way for the University to adhere to regulations by formally admitting, registering, and recording the successful or unsuccessful completion of research activity by short term visiting research students. Students submit an online application, identify a supervisor, and have their research plan approved before admission is recommended to the College of Graduate Studies & Research. The VRS category was designed to mimic the Visiting Scholars category. Tuition is not assessed and students are not required to provide proof of English proficiency.

When initially approved by University Council in June 2016, students registered under the VRS category was allowed for up to 6 months within a 12-month period. It quickly became clear that it would be necessary to extend the amount of time students under the VRS category are permitted to be on campus. The allowable time under the VRS category was extended to 12-months in an 18 month period.

Rationale for an extension to study time for VRS students include that it is difficulty for doctoral students in some departments to make sufficient progress in research in less than 6 months and that this admission category could facilitate the recruitment of students who hold a scholarship from the China Scholarship Council.

The category also allows international students to apply for a study permit, and if on-campus work conditions are included on the study permit, students may receive payment for research while they are here. Students registered in the VRS category may not register in any credit course work.

CONSULTATION:

The Academic Programs Committee reviewed the admissions templates for mobility categories at its May 25, 2016 meeting and Council approved the admissions templates for mobility categories on June 23, 2016.

The extension to the maximum length of allowable study time for the VRS category was discussed and the Executive Committee of the College of Graduate and Postdoctoral Studies on January 17, 2017 and at Graduate Faculty Council on May 9, 2017. The Academic Programs Committee reviewed the request at its October 4, 2017 meeting and University Council has been asked to approve the change at its October 19, 2017.

ATTACHMENTS:

- Admissions Templates for Mobility Categories
 - Visiting Students
 - Exchange Students
 - Visiting Research Students
 - Rationale for change to maximum length of allowable study time

2016-17 Admission Requirements
Student Mobility Categories

College: All U of S Colleges and Schools

Program(s): Visiting Student Program

Definition:

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

Admission Qualifications:

- Proof of sufficient postsecondary education and English language proficiency to engage effectively in undergraduate-level or graduate-level studies. This proof comes from the home institution, generally in the form of a Letter of Permission, transcripts, or a selection process that is outlined in a current mobility agreement.

Selection Criteria:

- Submission of an application for admission
- Review and approval by College (direct-entry delegated to Admissions & Transfer Credit Office)

2016-17 Admission Requirements Student Mobility Categories

College: All U of S Colleges and Schools

Program(s): Student Exchange Program

Definition:

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. The typical duration of an exchange is one or two terms.

Inbound Exchange Students

Admission Qualifications:

A current exchange agreement must be in place. The exchange agreement outlines minimum academic and English language proficiency requirements at the University of Saskatchewan.

Selection Criteria:

Inbound exchange students, coming to the University of Saskatchewan from a partner institution, are selected by the partner institution.

Inbound exchange student numbers are limited by the agreement.

Outbound Exchange Students

Admission Qualifications:

A current exchange agreement must be in place. The exchange agreement outlines minimum academic and language proficiency requirements at the partner institution.

Selection Criteria:

Outbound exchange students from the University of Saskatchewan, who are attending a partner institution, are selected by the University of Saskatchewan.

Outbound exchange student numbers are limited by the agreement.

Visiting Research Student Category Change to Maximum Length of Allowable Study Time

Submitted by: Trever Crowe, Acting Dean, College of Graduate and Postdoctoral Studies
and Alison Pickrell, Assistant Vice-Provost, Strategic Enrolment Management

Recommendation: *To increase the Visiting Research Student category maximum allowable study time frame for both undergraduate and graduate students from 6 months per twelve-month period to 12 months per eighteen-month period, beginning January 1, 2018.*

Rationale for the Recommendation

The Visiting Research Student Category (VRS) was established in 2015 at the University of Saskatchewan (U of S) in response to changes to Immigration, Refugees & Citizenship Canada (IRCC) regulations. Students previously invited to Canadian universities as Visiting Scholars were no longer able to access that route and the notion of Visiting Scholar was discontinued. Alternative pathways that clearly distinguished between students, visiting faculty, and employees were established by universities.

Approximately 300 students have applied for admission within the VRS category since its inception, and 235 students have been registered at the U of S. Approximately 1/3 of registered VRS are undergraduate students, while the remaining are graduate students. The average length of study under this category for undergraduate students has been slightly less than 3 months, and on average, graduate students stay 3.5 months. Approximately 1/2 of the students have come with some type of external funding support. Key components of the VRS category are:

- Students have a U of S faculty supervisor, and they are admitted on the basis of a research plan that has been approved by the faculty supervisor, the department, and the College of Graduate and Postdoctoral Studies (CGPS).
- The student may not pursue any credit coursework at the U of S while in this category, and may only undertake supervised research. VRS who wish to take coursework must meet admission requirements, and are moved to a different admission category.
- As students are not required to submit transcripts or proof of English proficiency, the faculty supervisor assumes the due diligence to ensure the student is academically qualified and able to function adequately and safely in English.

An extension to the study time for VRS students is being recommended. The discussion initially began at the Equity and International Committee of the College of Graduate and Postdoctoral Studies in the context of doctoral students. Their recommendation to extend the study time for doctoral VRS from 6 to either 12 or 18 months was subsequently discussed in a broader context at the Executive Committee of CGPS (January 17, 2017) and Graduate Faculty Council (May 09, 2017). There is support for moving forward to Academic Programs Committee with an extension of allowed study time to a maximum of 12 months per eighteen-month period under this category for all graduate (PhD and Masters) and undergraduate students.

The rationale for this change is:

- It is difficult for doctoral students in some departments to make sufficient progress in research in less than 6 months
- This admission category could facilitate the recruitment of students who hold a scholarship from the China Scholarship Council (CSC). Specifically, students holding a CSC Visiting Doctoral

Student scholarship must be here for greater than 6 months and less than 2 years. It is beneficial for the U of S to host fully funded CSC students for numerous reasons.

- Faculty members see value in the VRS category as it supports international collaboration.
- The existing Visiting Student and Joint Student categories have been administratively restrictive for faculty, particularly the language proficiency requirement. This admission category supports mutually beneficial relationships, *for students pursuing research only*, and helps to increase the international profile of the university.
- It is hoped that undergraduate students who conduct research at the University of Saskatchewan (U of S) under this category may consider the U of S for their graduate studies
- Other U15 universities are providing similar categories that have study lengths of one year
- Length of study time (within the maximum guidelines) still remains in the control of the department and college through the approval of the U of S faculty supervisor.
- Given the average length of stay is under 3 months for undergraduate students and approximately 3.5 for graduate students, it is not anticipated at this point that there will be large numbers of situations where a 12-month study time is being accessed; however, the proposed change does provide the flexibility required to attract high-quality students with specific sources of funding that have time restrictions (such as CSC scholars).

Future Consideration

The VRS does not pay an application fee, s/he is not assessed tuition and s/he is charged only the minimal off-campus student fees. This decision was made in 2015 to facilitate a smoother transition from the Visiting Scholar category to the new VRS category. Now that an extension to study time is being recommended, the Institutional Planning and Assessment Office was consulted about potential financial implications for the institution. Other universities have recognized the administrative oversight and support needs of VRS and have implemented administrative fees. The recommendation is that we proceed with the recommended change, but over the next academic year we do a more in-depth analysis of fees charged to students in this category. Any recommended changes to fees for this category will be vetted by appropriate approval channels.

Visiting Research Student Category Statistics

Use of Category

Approximately 300 students have applied for admission in this category since its inception, and 235 students have been registered at the U of S. Approximately 1/3 of registered VRS are undergraduate students and 2/3 are graduate students.

# of Applicants	2015-2016	2016-2017	2017-2018*	Overall
UG	18	31	41	90
GS	55	100	55	210
Total	73	131	96	300

# of Cancellations	2015-2016	2016-2017	2017-2018*	Overall
UG	0	4	1	5
GS	2	11	0	13
Total	2	15	1	18

# of Arrivals	2015-2016	2016-2017	2017-2018*	Overall
UG	18	27	34	79
GS	53	89	14	156
Total	71	116	48	235

*The 2017-18 Academic Year is currently in progress. Additional VRS are expected to arrive before the end of 2017-18.

VRS Average Stay Duration in Months

VRS may stay up to a maximum of 6 months in a one-year period. The average stay duration for undergraduate students is 2.77 months, and the average stay for graduate students is slightly higher at 3.5 months.

	UG	GS
2015-2016	3.22	4.06
2016-2017	2.80	3.58
2017-2018*	2.29	3.09

*The 2017-18 Academic Year is currently in progress. Additional VRS are expected to arrive before the end of 2017-18.

VRS Students with Funding

While we do not have funding details for all students we know that approximately ½ of the students come with external funding

	UG	GS	Total
Internal	22	21	43
External	39	97	136
None	11	33	44

VRS Category Usage by College

The VRS category is primarily used by the following colleges/schools.

	UG	GS	Total
Engineering	31	59	90
Arts & Science	29	53	82
Agriculture and Bioresources	11	38	49
WCVM	7	18	25
SENS	5	5	10
Education	2	7	9
JSGS	2	4	6
Health Sciences	2	5	7
Medicine	1	2	3

VRS Category Student by Country

VRS students are primarily from the following countries:

Country	Number of Students		
	UG	GS	Total
India	27	15	42
China	10	28	38
Brazil	5	28	33
Germany	9	13	22
Mexico	11	10	21
Iran	0	21	21
France	7	6	13
Canada	3	3	6
United States	2	5	7
Spain	0	6	6
Colombia	2	4	6
Australia	2	2	4
Netherlands	2	2	4
Hong Kong	2	2	4
Bangladesh	0	3	3

2018-19 Admission Requirements

College: College of Graduate and Postdoctoral Studies (CGPS)

Program(s): Visiting Research Student Program

Definition:

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding **twelve months per 18-month period**.

Admission Qualifications:

- Sufficient postsecondary education and English proficiency to engage effectively in undergraduate-level or graduate-level research, as determined by the faculty supervisor.

Selection Criteria:

- Submission of a Visiting Research Student (VRS) application.
- A research plan including research objectives, research activities, and expected learning outcomes.
- Approval of an identified U of S faculty supervisor.
- Review and approval of application, research plan, and supervisor by the College of Graduate and Postdoctoral Studies.

General Information:

- A VRS may pursue supervised research only, and may not enroll in any credit coursework at the University.
- Students will be registered by CGPS in a zero credit unit research course, which denotes that student is engaged in full-time academic research.
- VRS students will not be assessed tuition and will be assessed off-campus student fees providing access to limited U of S student services. Students may elect to enroll in the Health, Dental and U-Pass plans.
- Students will be assigned a CR (Completed Requirement) for satisfactory completion of the research objectives or an F (Fail) for unsatisfactory completion. An official transcript of the visiting research studies may be ordered.
- Students who wish to register in credit coursework, or who wish to stay longer **than 12-months in a 18-month period**, must pursue other admission options such as admission as a non-degree student, a visiting student, or a joint student.
- International visiting research students are encouraged to obtain a study permit although it is not required by IRCC for periods of study six months or less. Where faculty intend to remunerate research activity, the student must obtain a study permit and apply for a SIN on arrival in Canada.



2018-19 Admission Requirements

College: All U of S Colleges and Schools

Program(s): Visiting Student Program

Definition:

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

Admission Qualifications:

- Proof of sufficient postsecondary education and English language proficiency to engage effectively in undergraduate-level or graduate-level studies. This proof comes from the home institution, generally in the form of a Letter of Permission, transcripts, or a selection process that is outlined in a current mobility agreement.

Selection Criteria:

- Submission of an application for admission.
- Review and approval by College (direct-entry delegated to Admissions & Transfer Credit Office).

Report of the Senate Executive Committee

FOR INFORMATION

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

DATE OF MEETING: October 21, 2017

SUBJECT: **Report of the Senate executive committee**

SENATE ACTION: For information only

BACKGROUND:

The Senate executive committee met on June 26 and September 22, 2017. 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 'The preparation of students for careers and employment' 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

The executive committee received and three requests made by Senator Jim Pulfer:

- 1) To review the Conflict of Interest policy
- 2) To review the procedure for appointment of the Chancellor; and
- 3) That Senate create a task force to examine how to ensure Senate be made aware of plans and changes around the university.

The executive committee discussed and agreed the Conflict of Interest policy discussion will be placed on a future agenda of Senate.

The procedure for appointment of the Chancellor is guided by the University of Saskatchewan Act and the Senate Bylaws. The procedure was the subject of discussion at the meeting in April 2017, at which time several senators raised their concerns about the process. Senator Pulfer said that he had raised this issue with the executive committee to ensure that this issue had been noted in the minutes of the April meeting. The university secretary undertook to see that it had been mentioned.

There was a discussion of whether a task force is useful at this time. The committee decided that this idea should be deferred while discussion is going on at the October meeting and future meetings about the future direction of the Senate.

Continued committee work: Purpose/Role of Senate

The executive committee met on June 26 and September 22, 2017, to continue its discussion on the role of Senate. The committee discussed ways to engage Senate members in this process and identify key issues, and ways to use Senate members' feedback going forward to create a strategic plan for the Senate. The committee approved the inclusion on the October agenda of an interactive session on the role of the Senate.

Report of the Senate Education Committee

FOR INFORMATION

PRESENTED BY: Nadia Prokopchuk, member
Senate Education Committee

DATE OF MEETING: October 21, 2017

SUBJECT: **Report of the Senate education committee**

SENATE ACTION: For information only

BACKGROUND AND SUMMARY:

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

A request for topics was sent electronically to Senate members in January and the results of the polling were used in considering the October agenda topic. The education committee met on September 14th and three topic options were then presented to the Senate executive committee that chose the topic "Preparation of students for careers and employment".

The education committee met again on October 10, 2017 to discuss specifics regarding the topic and it was decided at that meeting that an education committee topic be deferred to the April 2018 Senate meeting.

Report for Information

FOR INFORMATION

PRESENTED BY: Beth Bilson, University Secretary

DATE OF MEETING: October 21, 2017

SUBJECT: **Report on non-academic student discipline for 2016/17**

DECISION REQUESTED: For information only

BACKGROUND AND SUMMARY:

Senate approved the new Standard for Student Conduct in Non-Academic Matters in October, 2008 with revisions in October 2016 taking effect January 1, 2017. 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, 2016 to June 30, 2017.

OUTCOMES:

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

Two of the complaints related to failure to comply with sanctions imposed by a previous hearing board, two related to assault; five threats of harm or actual harm by means of verbal and non-verbal aggression, harassment, intimidation and/or bullying; four related to causing a significant disruption by creating a dangerous situation and abuse or misuse of university facilities; one related to threats of harm or actual harm to members of the university community, assault, and breach of existing behavioural agreement; and one related the creating a dangerous situation.

Two complaint were ultimately withdrawn by the complainants before proceeding to a hearing.

Two complaints were sent to an alternative dispute resolution team (ADR). One was successfully resolved through the ADR process. One complaint sent to ADR was not successful and a formal hearing will be arranged should the student return to the U of S.

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

- 2 year suspension with conditions for return
- three instances of anger management and conflict resolution
- four instance of conduct probation,
- two instances of a reflective essay
- seven instances of letters of apology
- six instances of required volunteer service
- three instances of a letter of reprimand
- one instance of training in gender issues, emotional intelligence, self-management and/or conflict resolution
- one instance of a required essay relating directly to the violation of the sanction

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).

Although last year we saw 40% of complaints being resolved by an Alternative Dispute Resolution process, in 2016-17 that percentage fell to 13%, with only half of complaints sent to ADR being resolved successfully. Although staff in the Office of the University Secretary continue to be involved in the ADR processes and the new University Secretary is committed to attempting ADR when appropriate, there are a number of factors that influence the decision to pursue ADR, including willingness of both the complainant and respondent to attempt ADR.

Graduate students are still over represented in complaints made under the Standard, with 33% of complaints involving graduate students (down from 80% in 2015/16). Graduate students account for about 18% of the student population.

Additionally, we continue to observe the number of complaints being made against international students, as last year 70% of complaints involved international students as respondents. This year, only 26% of complaints have international students as respondents, which is more in line with their representation in the university population; international students account for approximately 41% of the graduate student population and about 9% of the undergraduate student population. Given the disparity from year to year, the Office of the University Secretary will continue to observe this issue.

**Policy Oversight Committee
Annual Report
October 2017**

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 are included in this report and establish that 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, 2016 and June 30, 2017. Links to the policies have been provided for information.

POLICY OVERSIGHT COMMITTEE TERMS OF REFERENCE

Purpose: To ensure consistency and coordination in the development, approval and communication of all University policies.

Membership:

University secretary (chair)
Vice provost, Faculty Relations
Vice provost, Teaching and Learning
Vice provost, Indigenous Engagement
Dean, College of Graduate and Postdoctoral Studies
Associate vice-presidents: HR, ICT, Research (2) University Relations (3)
Controller
Director, Infrastructure, planning and land development
Representative from Deans Council
Representative(s) from Council (2)

Chief Audit Executive (non-voting)
Secretary (non-voting, provided by Office of the University Secretary)

Role:

- To develop and maintain a policy template for University policies and provide guidance regarding policy format.
- To receive suggestions from members of the University community and to make recommendations on whether a new University policy is needed (or whether the purpose can be achieved by modifying or clarifying an existing policy, or through guidelines or procedures).
- Where a new policy is being recommended for development, to identify an appropriate sponsor, advise about consultation (including advice about the need for legal review), and identify the appropriate approval path.
- To assist the sponsor in an evaluation of the implications of the policy, including potential risks, costs, and infrastructure requirements.
- Once a draft policy is received, to review the process of consultation and the implementation and communication plan, and to make a recommendation to the appropriate body (PCIP, PEC, President, Board, Council and/or Senate) for initial approval.

- Require the regular review and updating of existing policies to reflect administrative and organizational realities.

Responsibility of Members:

The committee will be collaborative and consensus-based providing recommendations that the committee as a whole supports.

Each member will review meeting documents and reference materials in advance of the meeting, and attend the meeting prepared to offer comment.

Authority:

The Policy Oversight Committee has an advisory and coordinating role rather than a decision-making role. It does not have the authority to approve a policy nor to allocate resources.

Revised September 2017

New and Amended Policies approved by governing bodies in 2016-17

June 2017

[Financial Authority Policy](#)

This new policy was approved by the Board of Governors effective June 19, 2017. The purpose of this policy is: to clearly establish where financial authority for financial resources resides and to what degree that responsibility can be delegated; to clarify financial accountability for the utilization of financial resources; to provide the Board with control to reclaim, reallocate or repurpose financial resources when it is in the university's interest to do so.

The policy is guided by the principles and values outlined in the university's mission, vision and values statement and balances the need to manage, administer and control financial resources with the commitment to support teaching, research, scholarly and artistic work.

[Waiver of International Tuition Differential for Native American Students from the United States](#)

This exemption to [Tuition Fees and Authorization policy](#) was approved by the Board of Governors, effective June 20, 2017. The University of Saskatchewan honours the Jay Treaty of 1794, which provided for the free passage of First Nations and Native American citizens across the Canada-United States border.

Following the spirit of the Jay Treaty, Native American students from the United States of America who identify as Aboriginal on their application for admission and who present documentation will have the international tuition differential waived from their student accounts and will be assessed domestic tuition fees.

[Medical Faculty Policy](#)

The policy was approved by the Board of Governors, effective June 20, 2017. The purpose of this policy is to provide institutional recognition and formally define the academic relationship medical faculty have with the university and establish a framework for the governance of medical faculty relations with the university. The Dean, College of Medicine, has or may delegate responsibility for implementing this policy, as well as developing and maintaining its associated procedures.

March 2017

[Research Policies](#)

- [Eligibility to Apply for, Hold, and Administer Research Funding Policy;](#)
- [Institutional Costs of Research Policy; and](#)
- [Research Administration Policy](#)

Revisions to the research policies were approved by the Board of Governors effective March 21, 2017. The policies were reviewed as part of the process for University-wide Service Delivery and Design project, and the revisions incorporate changes to make the policies clearer, consistent, align with new Tri-Agency standards, and to more accurately reflect current research practice and administration.

[Data Management Policy](#)

The revisions to the policy were approved by the Board of Governors effective March 21, 2017. The University of Saskatchewan (U of S) is responsible for ensuring the availability, confidentiality, and integrity of all information to which it is entrusted. University data, whether managed and residing on university information technology resources, stored on personal devices, managed by a third party or a business partner, or outsourced to a service provider, is an important asset that must be governed, protected, and appropriately safeguarded. This policy provides a framework to safeguard and protect the university's data while providing flexibility to support the broad range of academic, research and administrative activities.

[Chairs and Professorships Policy](#)

The revisions to the policy were recommended by University Council and approved by the Board of Governors effective March 21, 2017. The joint committee on chairs and professorships (JCCP) is responsible to develop guidelines on the establishment, funding and ongoing administration of chairs and professorships, and has both Council and Board member representation. JCCP approved revisions to the Guidelines for Chairs and Professorships which prompted review and revision of the Chairs and Professorships Policy as the last revisions to the policy occurred in 2005. The policy changes bring into the policy much of the preamble formerly contained in the guidelines, including the definitions of the various types of chairs and professorships at the university. Other changes are to emphasize the role of the university's financial policies in providing financial oversight of chair funding over the life of the chair and to underscore the recognition that the chair or professorship brings to the university and the chair holder. The policy was also rewritten to conform to the policy template that applies to all university policies and provide a clearer distinction between the policy and guidelines.

December 2016

[Information Technology Security Policy](#)

The Board of Governors approved this policy effective December, 13 2016. The University of Saskatchewan (U of S) is responsible for ensuring the availability, confidentiality, and integrity of all information to which it is entrusted. The university relies on a vast amount of information to operate on a daily basis. This information ranges from vital research data to personal data about students, faculty, staff, donors and alumni. Maintaining an information technology (IT) environment that protects this information is critical to the operation of the university.

The policy provides necessary framework to reduce and manage the university's IT-based risk while providing flexibility to support the broad range of academic, research and administrative activities. It promotes the use of central IT infrastructure thereby leveraging the institutional investments made to secure the university's IT environment.

October 2016

[Enterprise Risk Management Policy](#)

This policy was approved by the Board in October 2017 with an effective date of January 1, 2017. The purpose of Enterprise Risk Management (ERM) is to ensure that the portfolio of risks that could influence the achievement of both the University's strategic and key operational objectives is being consistently and effectively managed. Implementing an effective ERM process achieves the following key objectives:

- Roles and Responsibilities: To identify the key roles of the Board and senior management associated with managing the University's risk exposure.
- Oversight: All significant, current and emerging risks have been identified and are being managed and monitored under a holistic approach consistent with the University's risk management process.
- Ownership and Responsibility: The ownership of risk is inextricably linked with the ownership of goals and objectives. Individuals who are responsible for the completion of goals and objectives are therefore equally responsible for identifying, evaluating, mitigating and reporting associated risk exposures.
- Assurance: The Board and management have reasonable assurance that risk is being appropriately managed within defined levels to bring value to the organization.

[Signing Authority](#)

Revisions to the Signing Authority Policy were approved by the Board of Governors effective October 6, 2016. The changes relate to the implementation of ConnectionPoint as well as some changes within Financial Services Division and the Office of the Vice President of Research, and proposed changes to the delegates that may sign contracts on behalf of the Board of Governors.

Policies Deleted Administratively

Audit Services Recommendation – March 21, 2017

Policies Currently Under Development/Revision

Fitness to Study

Alcohol

Standard of Overarching Code of Conduct

[Tuition Policy](#)

Policies Pending Development or Revision

Mobile Device Management

Gift Acceptance

Conflict of Interest

Radiation Safety

Workplace Safety and Environmental Protection

Immunization

Religious Observance

Plagiarism Detection Guidelines