



UNIVERSITY OF SASKATCHEWAN

NON-CONFIDENTIAL
Agenda for University Senate
9:30 a.m., Saturday, October 20, 2018
Exeter Room, Marquis Hall

1. Introductions of Senate members and Chair's Opening Remarks
2. Adoption of the Agenda
3. Approval of the minutes of the April 21, 2018 meeting – p. 3
4. Business from the Minutes
5. President's Report – p. 13
6. Report on Undergraduate Student Activities – p. 21
7. Report on Graduate Student Activities – p. 22
 - 7.1 **For decision:** Graduate Student Membership on the University of Saskatchewan Board of Governors – p. 24
8. Report on Board of Governors Activities
(Joy Crawford, Senate-elected Board member, oral report)
9. University Council
(Chelsea Willness, Acting Chair, University Council)
 - 9.1 **Request for Confirmation:** Admissions Qualifications Changes – p. 32
10. Senate Committee Reports
 - 10.1 **For decision:** Honorary Degrees Committee – **CONFIDENTIAL – to be distributed**
(President Stoicheff, Chair)
 - 10.2 Executive Committee – p. 74
(President Stoicheff, Vice-chair)
 - 10.3 Education Committee – p. 83
(Leah Howie, Acting chair)
 - 10.4 Nominations Committee
(Stuart Garven, Chair)
 - 10.4.1 Appointments to Senior Administration Search Committees – p. 84
 - 10.4.2 **For decision:** Appointments to Joint Nomination Committee for Chancellor – p. 85
11. Great War Commemoration Committee update
(Bill Waiser, Chair)

Lunch break: 12:00 – 1:00 p.m.

12. Senate Education Committee Topic: Young Innovators

Each presenter will be given ten minutes to present followed by a question period.

- Scott Adams: *Improving access to ultrasound imaging in northern, remote, and Indigenous communities.*
- Kirby Nilsen: *Application of genomic resources in wheat breeding*
- Erin Barbour-Tuck: *Freshman Five*

13. Items for Information
(Beth Bilson, university secretary)

13.1 Policy Oversight Committee annual report – p. 86

13.2 Report on Non-academic student discipline for 2017/18 – p. 89

13.3 Senate Election 2019– call for nominations – p. 91

14. Other Business15. Question Period16. Adjournment and Dates of Future Convocation and Senate Meetings

Fall Convocation: October 27, 2018

Spring Senate meeting: April 27, 2019

Spring Convocation: June 3-7, 2019

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

The chancellor called the meeting to order at 8:30 a.m. and noted that quorum had been achieved. He acknowledged that the meeting was taking place on the traditional territory of Treaty Six and the homeland of the Métis.

1. Introduction of Senate members and Chair's Opening Remarks

The chancellor asked all members to introduce themselves.

The chancellor noted that the university has changed greatly since he was an undergraduate student, and has become a larger, more research-intensive institution that is making a contribution to addressing local, national and global issues. He said that one thing that has stayed constant is the university's strong sense of place. Engagement between the university and the community takes many forms; the Senate is one important community voice that has a formal role in governance.

The Senate has the dual role of providing a window for the university into the community, bringing different perspectives to university issues, and of providing a channel of information about the university into the community. At this meeting, there will be a session focused on how to ensure that the Senate plays these roles effectively. As well-informed champions of the university, senators can provide valuable support to the university in carrying out its mandate.

2. Adoption of the Agenda

JURGENS/GABLE: That the agenda be adopted as circulated.

CARRIED

3. Approval of the Minutes of the October 21, 2017 meeting

ISINGER/MENZIES: That the minutes of the meeting of October 21, 2017 be approved as circulated.

CARRIED

4. Business arising from the Minutes

The university secretary noted that a request had been made to investigate the feasibility of recording meetings of Senate. Arrangements had been made to make an audio recording of this meeting as a trial. The secretary stated that no transcripts will be made from this recording.

5. Election: Senate-elected members of the Board of Governors

This item is confidential and has been removed from these minutes.

6. President's Report

The theme of President Stoicheff's remarks was connectivity, one of the themes that was identified in the Vision, Mission and Values statement adopted in 2016. He alluded to the University Plan which would be coming before Senate for approval at this meeting, and pointed to its outward-facing character. He spoke of the importance of the concept of Indigenization, and its influence in shaping the plan. He mentioned the extensive consultation with indigenous communities and Elders that had been carried out, and the role played by the new Vice-Provost Indigenous Engagement, Jackie Ottmann in this process.

He also reported on the purchase of the former Forest Centre in Prince Albert, and referred senators to his written report on this purchase. The building will provide a hub for university instruction, research and engagement in the city of Prince Albert and beyond, and a base for advancing the Northern strategy being developed under the leadership of Patti McDougall, Vice-Provost Teaching, Learning and Student Experience. The president reported that about 48% of students enrolled in programs currently based in Prince Albert are Indigenous. He said that the expectation for the hub in Prince Albert is that it will allow the extension of programming by a range of academic units, and will make extensive collaborative activity possible.

The president alluded to the memoranda of understanding that had been concluded with the Saskatoon Symphony Orchestra, the Remai Modern Gallery and the City of Saskatoon. With respect to the first two of these, he said that it was important for a university as a cultural organization to connect with other major cultural organizations. In connection with the MOU with the City, he mentioned that among the issues identified for collaboration are urban planning, land development, transit, reconciliation, research and public policy; he hoped that collaboration on these issues would lead to the identification of other issues which could be addressed jointly.

The president talked about the importance of research partnerships in the evolution of the university, and drew the attention of senators to the recent announcement by the federal government of significant investment in five research superclusters. The University of Saskatchewan is the major post-secondary institution involved in one of these, Protein Industries Canada; this consortium also involves other academic institutions and a number of small- to large-sized enterprises.

The president referred senators to his written report, which included information about a number of other items.

7. Report on undergraduate student activities

David D'Eon presented a verbal report, noting that it was his last meeting as President of the University of Saskatchewan Students' Union. He outlined two challenging issues which have arisen over the past several weeks. One of these was the decision of the Indigenous Students' Council to withdraw from its association with the USSU; Mr. D'Eon said that the USSU is keeping the door open for further discussion of what relationship might be beneficial for both organizations. He also mentioned the controversy surrounding the election of new executive members for the USSU; he said that he had submitted himself to have his actions during the election considered by the disciplinary tribunal of the USSU, and that he would abide by the outcome of those proceedings.

He commented that while it is difficult for students to accept that tuition rates should be increased, he applauded the consultation process followed by the administration, noting that this process had been requested by students. He also noted that the provincial budget included decreases in scholarship, bursary and loan programs.

He expressed satisfaction with the initiatives undertaken by the USSU over the past year, including the building of the rink in the bowl, the conclusion of an MOU with Campus Legal Services and the strides made in risk management discussions with campus organizations. He expressed his thanks to the other members of the USSU executive, as well as to senior administrators and supporters of the USSU.

8. Report on graduate students activities

Ziad Ghaith, the outgoing president of the Graduate Students' Association, presented the report. He said that one of the major focuses of the GSA over the two years of his presidency has been to advocate for increased representation of graduate students, who make up approximately 17% of students, in university governance.

In particular, he said that the GSA has been making efforts to secure representation of graduate students on the Board of Governors. He stated that the GSA would bring forward in October a motion seeking Senate endorsement of Board representation for graduate students; this would be similar to a motion that was successfully passed at University Council in February 2018.

Mr. Ghaith said that tuition increases, especially those for international students, would be a challenge for graduate students, and urged the university to make efforts to find ways of increasing the funding available for graduate student grants and scholarships.

Mr. Ghaith expressed his thanks to the other members of the GSA executive, and to administrative officers of the university, including in particular the dean of the College of Graduate and Postdoctoral studies, for their support of GSA activities.

9. Report on Board of Governors

Joy Crawford and Daphne Arnason, Senate-elected members of the Board of Governors, referred senators to the written report that had been circulated with the meeting materials.

10. University Council

10.1 Annual Report to Senate

Chelsea Willness, acting chair of University Council, referred senators to the written report provided summarizing the major decisions of Council over the past year.

10.2 Senate confirmation of University Council decisions

10.2.1 Direct entry Doctor of Philosophy (Ph.D) in Chemistry with 85% admissions average

JURGENS/PROKOPCHUK: That Senate confirm Council's approval of a direct entry Doctor of Philosophy (Ph.D.) in Chemistry with 85% admission average effective September 1, 2018.

CARRIED

10.2.2 Change in admissions qualifications – Bachelor of Education, Sequential Music program (secondary)

GULLICKSON/GABLE: That Senate confirm Council's approval of changes in the admissions requirements for the Bachelor of Education, Sequential Music program (secondary) effective May 2018.

CARRIED

10.2.3 Change in admissions qualifications – Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management

ISINGER/BUHR: That Senate confirm Council's approval of changes in the admissions requirements for Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management effective May 2018.

CARRIED

10.2.4 Change in admissions qualifications – Doctor of Philosophy (Ph.D.) program in Biostatistics

MENZIES/TOYE: That Senate confirm Council's approval of the changes to the admissions requirements for the Doctor of Philosophy (Ph.D.) program in Biostatistics effective September 2018.

CARRIED

10.2.5 Change in admissions qualifications – Master of Business Administration (M.B.A.) program

MCKERCHER/DANIELSON: That Senate confirm Council's approval of changes in the admissions requirements for the Master of Business Administration (M.B.A.) program effective May 2019.

CARRIED

11. Senate committee reports

11.1 Executive Committee

11.1.1 Report of the Senate Executive Committee

President Stoicheff presented the report in his role as vice-chair of the committee. He noted that the committee had considered the input from members of Senate in the live-polling session held at the October meeting. The committee appointed a working group consisting of Judy MacMillan, Monica Krueger, Kish Wasan and the university secretary to plan a public forum for October 2018.

He also said that the committee had chosen one nominee for the election of Senate-elected representatives to the Board of Governors, in accordance with the procedure set out in the bylaws.

11.1.2 Bylaws revision – Increased number of members on roster of Senate representatives on hearing and appeal boards

KOPP-MCKAY/BRATVOLD: That Senate approve the amendment to the Senate Bylaws section V, 5 to increase the number of members on the roster for hearing and appeal boards from six (6) members to eight (8) members.

CARRIED

11.1.3 Nominations to the Senate Nominations Committee

MURPHY/HOBACK: That Senate approve the appointment of Stuart Garven, Carrie Stavness, Rod Wiens and Christine Wesolowski to the Senate Nominations Committee for one year from July 1, 2018 to June 30, 2019;

And that Senate approve the appointment of Stuart Garven as chair of the Nominations Committee for the same one-year term.

CARRIED

11.2 Honorary Degrees Committee

President Stoicheff reported to Senate that the Honorary Degrees Committee had approved the award in absentia to a recipient approved by Senate some time ago, in recognition of extraordinary circumstances. He provided the name of the recipient on a confidential basis, indicating that a public announcement would be made within a couple of weeks.

11.3 Education Committee

Nadia Prokopchuk, a member of the Education Committee reported that the committee had been engaged in planning the session on “Student Careers and Employment” which would be presented later on the agenda.

11.4 Nominations Committee

Stuart Garven, the chair of the Nominations Committee, presented the committee’s report, which was circulated at the meeting. The chancellor called for additional nominations from the floor. A senator nominated Leah Howie to a vacancy on the Education Committee, with her consent.

ADAM/HUNTER: That Senate approve the nominations to Senate committees as recommended in the Nominations Committee report, with the addition of the nomination of Leah Howie to the Education Committee.

CARRIED

12. Conflict of Interest Policy Discussion

The university secretary drew the attention of senators to the Conflict of Interest Policy of the university, and said that this is only one of many policies that touch on conflict of interest issues in different contexts. The policy defines conflict of interest in a very broad way, and gives examples of the wide range of conflicts that may occur. In order to illustrate the breadth of the issue, the secretary said that a panel had been invited to comment on different aspects of university policies.

Debra Pozega Osburn, the Vice-President University Relations, described the Gift Acceptance Policy of the university and the procedures that are in place to ensure that philanthropic gifts are appropriately assessed to ensure that they are consistent with the values of the university. She said

that professionals in the fund-raising field have developed international standards to guide the process of acquiring gifts and articulating the purposes for which they will be used. She described the system of vetting, feedback and approvals that is required for the acceptance of any gift. These procedures permit the university to protect university autonomy and direct resources to important university priorities.

Dena McMartin, Director of Research Services and Assistant Vice-President Research, talked about the policies and procedures in place in relation to research projects. She described the process of vetting research contracts, which includes ensuring that researchers will not be prevented from disseminating their research results, and will not be required to modify or disguise their findings. She referred to the obligations of researchers carrying out research involving human or animal subjects to submit their projects for ethical review. She said that the primary role of her office is to support and facilitate research, and that there can be a tension between the academic freedom of researchers to seek funding and articulate their research objectives in their own way, and the need to make appropriate assessments of controversial subjects or funders.

Len Findlay, a faculty member and long-time member of the Academic Freedom and Tenure Committee, outlined the history of universities as institutions that have to grapple with the tension between the pursuit of knowledge and the need to deal with the realities of the world. He expressed the view that universities need to be more transparent about the nature and risks of their engagement with external entities, and need to defend open inquiry vigorously. He acknowledged that partnerships with outside players, including corporations, are an inevitable feature of universities, but said that great care needs to be exercised to ensure that academic values remain paramount in these relationships. He suggested that the Senate initiate a review of the conflict of interest policies of the university to see whether they are sufficiently robust.

SWYSTUN/MITTEN: That Senate direct the Executive Committee and the Education Committee to formulate a proposal for a review of conflict of interest policies at the University of Saskatchewan through a committee composed of representatives of the three governing bodies and chaired by an experienced person from outside this university.

CARRIED

13. Senate Education Committee – Student Careers and Employment

Evan Cole and Bud Sambasivam, members of the Education Committee, moderated this session.

The first part of the session consisted of several presentations. The first of these was by John Ault, Director of the Student Employment and Career Centre. He described the programs in place at the centre to assist students in developing skills for seeking employment and in making links with potential employers in their chosen fields. He said that the centre has created a number of online resources which enable students to pursue their own inquiries, although the staff of the centre also see students on a one-to-one basis. The centre also works with individual academic units to develop programs that will meet the needs of students with particular interests.

Keith Carlson, a professor in the Department of History, described the collaboratorium, an experiential learning project initiated by historians to match students with organizations seeking to have a particular historical research question answered. Megan Gallagher and Sarah White then made a presentation on SWITCH, an interdisciplinary student-run health care clinic in inner city Saskatoon. They emphasized the importance of interdisciplinary teams in addressing the needs of clients, and talked about the professional skills that students acquire while working in the clinic environment.

In the second part of this session, senators were invited to engage in small-group discussion of a series of questions about the importance of experiential learning, and the extent to which it is the role of the university to prepare students for the workforce.

14. Approval of the University Plan 2025: Strategic Framework and Narrative

Debra Pozega Osburn, the Vice-President University Relations, presented the University Plan in its revised form, commenting on the extent to which it had changed on the basis of feedback and suggestions obtained during consultations. A number of changes had been made in the visual “weave” that was meant to encapsulate the plan, and there had been changes in the language used in relation to the commitments and goals. In part, this was attributable to additional phases of consultation with Indigenous communities and Elders, who had stressed the importance of the language used in the plan, and suggested ways of incorporating Indigenous perspectives in the plan.

Vice-President Pozega Osburn also pointed out that each goal was now accompanied by several guideposts. These were intended to provide markers that could be used to assess progress in moving forward on the plan. She said that the guideposts might change in the course of the plan as new initiatives emerge.

STEVENSON/: That Senate approve the University Plan 2025: Strategic Framework and Narrative as presented, effective April 21, 2018.

CARRIED

15. Motion on tuition rates

The chancellor permitted a member to put forward a motion as follows, acknowledging that notice of the motion had not been given and it was therefore irregular:

MITTEN/HUBICH: That Senate write a letter to the provincial government asking that increased funding be given to the University of Saskatchewan to permit the university to decrease tuition rates in light of the hardships caused to students by increasing tuition.

The mover of the motion made a statement in support of the motion. A senator expressed concern that the motion had come forward without notice, and said he did not feel comfortable supporting it, although he recognized the importance of the issue. The Provost made a brief comment about the consultation process followed prior to setting the tuition rate.

The motion was defeated.

16. Items for information

16.1 Update on the School of Architecture and Visual Arts

Colin Tennent, formerly the University Architect, made a presentation about the proposal for a School of Architecture. He said the current proposal was that the school operate under the auspices of the College of Arts and Science. He described the program that would be followed, which would consist of two preparatory years before entering the school, two undergraduate years and two years which would lead to a Master’s-level qualification. He indicated that appropriate space is being considered, and that sustainable funding continues to be an issue that must be resolved before the project can be finalized.

16.2 Campus Master Plan

Colin Tennent and James Cook made a presentation on the development of a master plan for the campus. They said that the plan was being based on a number of themes, including openness of the campus to the community (using the concept of “tawaw” – doors always open), sustainability, acknowledgment of historic patterns and routes, high quality buildings, Indigenization and human movement and interaction.

They described the process of consultation that has been followed, which has included a number of open house events on and off campus. They presented a series of drawings showing the major components of the plan and tying them to the themes underlying the plan.

16.3 Student Enrolment Report

Patti McDougall, Vice-Provost Teaching, Learning and Student Experience, presented a report on enrolment. She said enrolment increased this year by around 1%. The university wishes to pursue a course of strategic enrolment increases with emphasis on particular units and programs. She pointed out that enrolment in some categories, such as international undergraduate students, has fallen slightly, while enrolment among other groups, such as Indigenous students, has risen steadily.

She noted an increase in the number of qualifications attained by Indigenous students, as well as an increase in the number of qualifications awarded overall. She also pointed out the increase in the proportion of students who are registered with Access and Equity Services. She said that teaching activity overall has risen, as well as off-campus teaching activity.

16.4 Guidelines for non-academic misconduct hearings involving allegations of sexual assault

Vice-Provost McDougall referred to a document her office has produced which is intended to provide guidance to members of hearing boards in cases where there has been an allegation of sexual assault. She said the guidelines were intended to assist hearing boards in creating an unthreatening environment and in ensuring that the process is fair. The guidelines will be posted on the university secretary’s website.

16.5 Senate elections update

The university secretary announced that the following individuals had been elected to the Senate in the recent round of elections:

District 5 (Kindersley – Delisle – Lucky Lake):	Michelle McDonald
District 6 (Wynyard – Yorkton – Esterhazy):	Lisa Hermiston
District 13 (Saskatoon):	Anne Doig

Members-at-large:

Christine Wesolowski (second term)
Bud Sambasivam (second term)
Cecile Hunt
Brooks DeCillia
Kelley Moore

The secretary noted that a number of members would not be returning to Senate and thanked them for their service.

Professional or organization representatives:

Carey Baker (Association of Professional Community Planners of Saskatchewan)
Ryan Fyfe (Chiropractors' Association of Saskatchewan)
Lori Isinger (Provincial Council of Women of Saskatchewan)
Nadia Prokopchuk (Ukrainian Canadian Congress, Saskatchewan Provincial Council)

District senators:

Jim Pulfer (District 13)
Russ McPherson (District 5)
Allan Adam (District 10)
Adelle Kopp-McKay (District 6)

Members-at-large:

Deborah Mihalicz
Lenore Swystun
Gary Gullickson

Student members:

Ziad Ghaith
Jessica Quan
Deena Kapacila
Kirsten Samson

A senator pointed out that Lorne Calvert would also be leaving the ex officio ranks of the Senate on his retirement.

16.6 Student Discipline Policy

The university secretary advised that editorial changes have been made to the Student Discipline Policy. The revised version will be posted on the university secretary website.

17. Other business

No other business was identified.

18. Question Period

No questions were asked.

19. Adjournment and dates of future Convocations and Senate meetings

The meeting adjourned at 5:00 p.m.

Spring Convocation, June 4-7, 2018
October meeting of Senate, October 20, 2018
Fall Convocation, October 27, 2018

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Baker, Carey	P	Adam, Allan	P	Beaudry-Mellor, Tina	R
Bath, Brenna	P	Binnie, Sarah	P	Bonham-Smith, Peta	P
Braaten, Lee	P	Hall, Lee	P	Brothwell, Doug	R
Bratvold, Robert	P	Hoback, Jerri	P	Buhr, Mary	P
Browning, Lynda	P	Gough, Rhonda	R	Calvert, Lorne	P
de la Gorgendiere, M.	P	Kopp-McKay, Adelle	P	Chad, Karen	P
Dick, Bethany	P	McLeod, Tenielle	P	Crowe, Trever	P
Fyfe, Ryan	P	McPherson, Russ	P	Downey, Terrence	P
Gable, Kathleen	P	Michalenko, Richard	R	Favel, Blaine	R
Garven, Stuart	P	Mitten, Rae	P	Fowler, Greg	P
Gjetvaj, Branimir	P	Nicol, Jim	P	Freeman, Douglas	P
Green, Kathryn	R	Pulfer, Jim	P	Germida, Jim	R
Greschner, Toby	P	Smuk, Shawna	R	Ottmann, Jackie	P
Hamilton, Don	R	Stevenson, Corinna	P	Harasmychuk, Robert	R
Harvey, Eileen Mae	R	ELECTED MEMBERS-AT-LARGE		Harrison, William	P
Hollick, Barry	P	Bentham, Davida	P	Isinger, Russell	P
Hrudka, Christine	P	Berg, Susanne	P	Just, Melissa	P
Hubich, Larry	P	Cole, Evan	P	Kresta, Suzanne	P
Isinger, Lori	P	Danielson, Dan	P	London, Chad	R
Kreuger, Monica	P	Gullickson, Gary	P	Luke, Iain	R
Lanigan, Dennis	P	Howie, Leah	P	Martini, Jeromey	R
Leis, Tim	R	Hunter, Rylund	P	Martz, Diane	R
MacArthur, Sandra	R	Jurgens, Victoria	P	McCaffrey, Geordy	R
MacMillan, Judy	R	Mihalicz, Deborah	P	McDougall, Patti	P
Martin, Stephanie	R	Sambasivam, Bud	P	McKercher, Peggy	P
McKercher, Grant	P	Swystun, Lenore	P	McLaughlin, Mark	R
Menzies, Craig	P	Thompson, Michelle	P	Molloy, Tom	R
Morrison, Karen	P	Wesolowski, Christine	R	Pawelke, Michael	R
Munro, Albert	P	Wesolowski, Fred	R	Pezer, Vera	R
Neufeldt, Victoria	R	STUDENTS		Phillipson, Martin	R
Orr, Mary	P	Ghaith, Ziad, GSA	P	Pozega Osburn, Debra	P
Pilat Burns, Charlotte	P	Kapicila, Deena	P	Prytula, Michelle	P
Prisciak, Karen (Alma Weibe)	P	Murphy, Aidan	P	Romanow, Roy	P
Prokopchuk, Nadia	P	Quan, Jessica	R	Smith, Preston	P
Stavness, Carrie	P	Samson, Kirsten	R	Stoicheff, Peter	P
Toye, Colleen	P	Abbasi, Aliya	R	Turner, Ted	R
Wiens, Rod	P	TBA		Tzeng, Huey-Ming	P
Yee, Tim	R	P=present		Vanelli, Tony	P
Zaba, Eileen	R	R=regrets		Wasan, Kishor	R
Zatlyn, Lorna	R	A=absent		Willoughby, Keith	R

NON-VOTING

Bilson, Beth	P
--------------	---

President's Report to Senate – October 2018

Teaching and Learning

Usask Growth

As students are welcomed back this year, we are seeing enrolment trends that anticipate our total academic year enrolment well exceeding 25,000 – the highest numbers we have ever seen. Although our student numbers have been steadily increasing for many years, with our strategic growth agenda set at reaching 28,000 students by 2025, we continue to be confident we will reach our goal.

This growth is the direct result of many collaborative efforts across campus. We have increased our degree programs through strategic partnerships like our master's in water security with Beijing Normal University. We are creating classroom environments that are more welcoming for international and indigenous students and seeing 5% and 10% annual increases in their enrolments correspondingly. We are also seeing our colleges and schools focus enrolments more strategically to allow for controlled but steady growth.

As we grow, we also plan purposefully in our curriculum, infrastructure, and services to ensure the quality of our students' experience is not diminished in the name of quantity.

Open Textbooks Saving Students Money

As of this year's fall term, free, online textbooks have saved thousands of University of Saskatchewan students about \$1.18 million since 2014 and have given U of S instructors the opportunity to develop reading materials that complement their class perfectly.

Saving our students more than \$1 million demonstrates we are one of the leaders in open educational practices in Canada. This academic year, at least eight colleges and schools are using open educational resources.

Traditionally published textbooks are produced under closed copyright, meaning they cannot be shared, re-used or re-purposed. They are usually costly, with new editions published frequently, making older texts quickly out of date.

Using open educational resources, instructors decide what material their students should learn as opposed to feeling tied to content a publisher has decided is important. These resources also provide an opportunity for open pedagogy, which allows students to contribute to the creation of learning material, which I view as an exciting development.

The Government of Saskatchewan has noticed the university's progress, and in July of this year, the Ministry of Advanced Education gave the U of S, along with Saskatchewan Polytechnic and

the University of Regina, \$83,333 to continue promoting and developing open resources. This is the fourth year the university has received this funding from the government.

David L. Kaplan Chair in Music

On July 1st of this year, Véronique Mathieu stepped in as the inaugural David L. Kaplan Chair in Music at the U of S. In this new chair—made possible by a \$2-million donation from alumni Xiaoping (Bob) Xu and Ling Chen and named in honour of their former music professor—Mathieu will focus on training undergraduate and graduate violin students, deepen the Department of Music’s connection with the community, including the Saskatoon Symphony Orchestra, and enhance the international reach of the university’s musicians.

Mathieu has performed as a soloist and chamber musician throughout Asia, Europe and South America, as well as South Africa, the United States and Canada. She has extensive undergraduate and graduate teaching experience in Canada and in the United States. Most recently, she served as the director of the strings division at the University of Kansas School of Music. Other significant roles include visiting teacher at the Toronto School for Strings and artist-in-residence at the Festival International de Musica Erudita de Piracicaba in Brazil.

The establishment of this chair epitomizes the importance of collaboration and partnerships to our university. Thanks to Bob and Ling’s generous support, the possibilities for our music students to create, collaborate and build careers are greatly enhanced. The opportunity to continue our partnership with the Saskatoon Symphony Orchestra through Ms. Mathieu’s work will be rewarding for our university, the faculty in the Department of Music, and our students.

Kaplan, head of the Department of Music for nearly 20 years, played several instruments, composed numerous pieces of music, and conducted orchestras and bands, including the Saskatoon Symphony Orchestra. In recognition of his influence, Kaplan was appointed a member of the Order of Canada in 2002 and was awarded the Saskatchewan Order of Merit in 2006. He passed away in 2015 at the age of 91.



Building Reconciliation Internal Forum

In a continued commitment to supporting Indigenization and reconciliation on campus and beyond, the University of Saskatchewan brought together students, staff, faculty and Indigenous leaders to take part in its second annual Building Reconciliation Internal Forum.

The Sept. 18 event, which gathered more than 200 people, was intended as an ideation opportunity through which future and current thought-leaders could share their stories, experiences, and express their aspirations and hopes for Indigenous Peoples, and for all who work and study at the U of S.

The Building Reconciliation Internal Forum was launched in 2017 as a response to the 94 calls to action of the Truth and Reconciliation Commission of Canada. In its second iteration, the goal was to take that initial dialogue a step further by inviting attendees to take a larger role in the conversation through smaller interactive, group-focused discussions.

We have spoken a lot at this university, collectively and individually and independently, about Indigenization and about closing the education gap between Indigenous and non-Indigenous people. It's real, it's significant, it's endemic, it's systemic, it's historical, and for that reason the discussions that lead to action at this university—at all universities—are particularly crucial to reconciliation in this country.

Event attendees were split into four groups for the greater part of the day, taking part in two 45-minute long conversation circles in the morning and another two in the afternoon. The circles were structured around discussions of the Indigenous student experience; building and sustaining relations through allyship; Indigenous perspectives on research; and reconciliation through anti-racist, anti-oppression education.

Key note speaker Chief Tammy Cook-Searson of the Lac La Ronge Indian Band emphasized the importance of open and honest discussions about the historical treatment of Indigenous Peoples in Canada, highlighting the stark difference between her own experience as a seven-year-old in residential schools and the efforts being made for reconciliation today.

Expansion of Indian Teacher Education Program (ITEP)

At powwow celebrations on July 13, a memorandum of understanding was signed between the U of S College of Education, ITEP and the Kahkewistahaw First Nation by College of Education Dean Michelle Prytula, ITEP Director Chris Scribe and Kahkewistahaw Chief Evan Taypotat. Kahkewistahaw First Nation is located about 150 kilometres east of Regina.

ITEP has been offering community-based teacher education programs since 1972. ITEP teachers—more than 1,500 graduates from about 60 First Nations in Saskatchewan, Alberta,

Manitoba, Northwest Territories, Quebec and Nunavut—ensure the survival of culture as they are academically and culturally educating the youth of communities throughout Canada.

The College of Education and ITEP are proud to be able to offer programs in settings that enable students to be successful in their home community. Building on successes seen with similar programs on Treaty 6, we are pleased to be offering this valuable program starting this fall on Treaty 4.

Classes on Kahkewistahaw First Nation will be held every Friday at the community high school for four years starting in September and is offered to anyone in the community and surrounding reserves—Indigenous or non-Indigenous. The program already has 24 applications and can accommodate up to 40 students.

Launch of Indigenous History Website

Two University of Saskatchewan professors have collaborated with other Canadian academics to launch a new website dedicated to Indigenous history. U of S professors Robert Alexander Innes and Winona Wheeler, from the College of Arts and Science's Department of Indigenous Studies, serve on Shekon Neechie's managing board with Indigenous scholars from York University and the universities of Guelph, Toronto, Ottawa and Winnipeg.

Shekon Neechie: An Indigenous History Site went live on June 21, coinciding with National Indigenous Peoples Day. Shekon Neechie—which can be found at shekonneeche.ca—describes itself as a venue for Indigenous historians to gather as an e-community and share their ideas or works in progress. The site states that the term “historian” is broadly defined to include people who research and present Indigenous histories in essays, stories, photographs, videos, podcasts or through other means, and whose work is based in oral history and traditions, archival research, archaeology and material interpretation.

Both Innes and Wheeler currently have work posted on the website, with Innes focused on Indigenous genocide and Wheeler writing about Indigenous oral history. The site also includes a select bibliography of historical works by Indigenous scholars on Indigenous histories in North America/Turtle Island, with a focus on publications from 2000-2018.



Supercluster Success

I am very proud to write that the University of Saskatchewan will be a pivotal partner in Canada's agricultural supercluster—Protein Industries Canada—announced in Ottawa by Innovation, Science, and Economic Development Minister Navdeep Bains as one of five national superclusters awarded a total of \$950 million.

The industry-led supercluster will create new products that add value to crops such as wheat, canola, lentils and other pulses. The supercluster involves more than 120 corporate, industry and post-secondary partners.

Protein Industries Canada is a pan-western Canadian cluster, covering Alberta, Saskatchewan and Manitoba. The consortium includes small- to large-sized enterprises, academic institutions, and other stakeholders involved in crop breeding, agricultural crop production, food and food ingredient processing, and their supporting services companies.

The Innovation Supercluster Initiative is a first of its kind for Canada. The other four successful superclusters are: AI-powered Supply Chain supercluster; Advanced Manufacturing supercluster; Digital Technology supercluster; and Ocean supercluster. The initiative aims to foster new partnerships and large-scale programs between the private sector and universities that will help to shape Canada's economy in the future.

Institute of Indigenous Peoples' Health

The University of Saskatchewan is the new home of the Institute of Indigenous Peoples' Health (IIPH)—one of 13 institutes of the Canadian Institutes of Health Research (CIHR)—under the leadership of the institute's scientific director, Carrie Bourassa, who is joining the U of S College of Medicine.

This is the right place to host this institute as it will build on the strengths of our growing hub of Indigenous health research and advance our efforts to work in partnership with Indigenous communities to improve health care both here in Saskatchewan and across Canada.

Formerly located at the Health Sciences North Research Institute in Sudbury, Ont., the IIPH will begin operations at U of S on Oct. 1. Bourassa has a staff of four and also serves as a faculty member in the college's community health and epidemiology department.

With the addition of the Institute of Indigenous Peoples' Health at our college and university, we are truly positioned at the forefront of work with Indigenous communities on innovative medical research for improved health outcomes.

Bourassa, who is Métis, said she looks forward to returning to the Prairies. Before becoming IIPH scientific director, Bourassa, who earned her master's and PhD (in political science and social studies, respectively) at the University of Regina, spent more than 15 years as a professor of Indigenous health studies at the First Nations University of Canada.

In the new year, IIPH will launch its 2019-2023 Strategic Plan aimed at improving the health and well-being of Indigenous peoples. Community-driven and informed by an engagement process, the five-year strategy involves the input and contribution of stakeholders across Canada, demonstrating CIHR's commitment to collaborating for better health.

Sport Science and Health Hub

The new Ron and Jane Graham Sport Science and Health Centre will complement and enhance the features of the stunning new Merlis Belsher Place multi-sport complex. The addition of the new sport science and health facility will make the complex unique in the province.

With this 6,000-plus square-foot facility, the UofS is going to be able to do research and practice in a shared space, which will make a real difference for athletes of all levels, from Huskie student-athletes to athletes young and old in the community. It will become a hub for sport science and testing and assessment of athletes to give them all the tools that they need to achieve.

The new facility will offer a full spectrum of support services to enhance performance, conditioning and recovery for elite athletes, from Huskie Athletics to provincial and national team players in the community. The facility will also be a hub for leading-edge research in injury prevention and performance, as well as conditioning and nutrition, featuring the latest equipment and technology for testing and treatment.

A facility like this doesn't exist in the province, so it is also going to attract athletes from across Saskatchewan who compete nationally or internationally. They will now be able to stay here at home and have access to the right facility with the right professionals to help them achieve. This facility will be another door open to the community for the U of S.



People Around the World Research Conference

The U of S hosted the "People Around the World" research conference, organized by the U of S International Research and Partnerships Office. The conference highlighted the impact of the university's international research, through a series of 12 short talks by U of S researchers. The day-long program also assisted faculty, staff and students in building a more globally engaged university, one that works hand-in-hand with communities and is responsive to the Canadian government's commitment to the gender equity in funding. Nearly all funding from the Canadian government, in particular international funding agencies, now requires full integration of gender into the research design and research questions.

The key note speaker was Saskatchewan-born physician Dr. Alaa Murabit, one of the United Nations' (UN) 17 Global Sustainable Development Goal Advocates. Recognized by Forbes magazine as one of Forbes' influential 30-under-30, Murabit, who also holds a master's degree from the London School of Economics, serves at the UN as High-Level Commissioner on Health Employment and Economic Growth.

Opening of Merlis Belsher Place

I am proud to say that Merlis Belsher Place has opened its doors to the public, on time. The building of Merlis Belsher Place is a testament not just to sports fans, but the community at large.

It started with a history-making donation by Merlis Belsher in 2016. The announcement of his \$12.25 million contribution—the largest donation from an alumnus and individual in the university's history—kicked off the Home Ice Campaign, with an end goal to fund a new ice facility replacing the aging Rutherford Rink.

Led by fellow U of S alumnus and hockey legend Dave King, the campaign sought to raise the remaining \$7 million for the facility. Inspired by Belsher's passion for the project, fundraising representatives and volunteers from the university, minor league hockey, and the community surpassed \$7 million required for the project. This included substantial support from Ron and Jane Graham and the City of Saskatoon.

The multi-sport facility features two full-size ice surfaces and two full-size basketball courts, as well as dressing rooms for Huskie hockey, basketball and soccer teams, in addition to spaces earmarked for alumni, officials, physiotherapy services, Campus Recreation and a dozen dressing rooms for community groups and teams. The main arena will initially feature seating for 2,614, with 3,546 in total following the completion of Phase 2 of the project.

Saskatchewan Education Alliance Delegation to Mexico

Last year, the University of Saskatchewan, University of Regina, and Saskatchewan Polytechnic signed an agreement to pursue international opportunities collectively in the areas of recruitment. This Saskatchewan Education Alliance (SEA) recently collaborated to plan a mission to Mexico, an emerging partner in post-secondary education.

The mission included representatives from all three institutions as well as the Minister of Advanced Education. It included visits to a number of partners including: the Intercultural University of the State of Mexico, Instituto Politenico Nacional, the Canadian Chamber of Commerce in Mexico, and the federal ministries of Public Education and Foreign Affairs.

The mission was a resounding success both for our new Alliance and for our mutual recruitment strategies. Staff will be working on the outcomes of the mission over the coming months.

College of Medicine Recognized for Social Accountability

Dean of Medicine Dr. Preston Smith accepted the ASPIRE-to-Excellence Award in Social Accountability, while attending the 2018 Association for Medical Education in Europe conference in Basel, Switzerland. The award goes to the medical school that has shown international leadership and demonstrated deliberate and sustained efforts to integrate social accountability into all functions.

The award provides incredibly significant and valuable feedback on the great work our college is doing across education, research and community engagement to address the most important health concerns of our province. It tells us that our efforts to engage and support Indigenous and under-served communities, with our partners in government, education, research and health care, are on track.

Among the college's significant social accountability achievements over the past year was the implementation of the new Diversity and Social Accountability Admissions Program, which reserves six of the 100 seats in the medical doctor degree program for individuals from socioeconomically challenged backgrounds, beginning with the first-year class of 2018/19. All six seats were filled successfully in the first year, with 58 applicants in total.

The college continues to be a leader in Canada in Indigenous admissions, with 12 self-declared Indigenous students among the 100 first-year students for 2018/19. There is a total of 38 Indigenous students currently in the four-year MD program, and 89 who have graduated.

The college's Division of Social Accountability (DSA) facilitates work in this area and directly leads several key initiatives, like the poverty simulation workshop delivered for the first time in 2018 to first-year medical students, in collaboration with the United Way of Saskatoon. It also co-ordinates and studies student involvement with community-based organizations and initiatives, including the Saskatoon Refugee Health Collaborative, YXE Connects and the Saskatoon Poverty Reduction Partnership.

The division continues to lead the college's successful program, *Making the Links* Certificate in Global Health, which annually accepts up to 15 students for advanced training in socially accountable care. Training relies on community partnerships and involves students working in the urban core of Saskatoon or Regina, as well as six-week placements in one of four rural Indigenous communities in Saskatchewan, and an advanced six-week practicum in Indigenous health or underserved international populations. Graduates of the program are more likely to stay in Saskatchewan, train in primary care, and work in rural areas.

USSU University Senate Address
October 20th, 2018

My name is Brent Kobes. I am the VP Operations and Finance and Acting President, for approximately two more days. I am pleased to be here this morning on behalf of the USSU to provide you with this address. As many of you know, the USSU has undergone some interesting times lately but please know that we have still been able to deliver to our mission, vision, and values, and this will continue with the election of our new president yesterday.

Over the summer, the USSU Executive has worked on planning many events, initiatives, and campaigns that aim to engage the student body with the USSU. I have as, our VP Operations and Finance, and as Acting President, worked to revamp our Campus Group Policy, as well as worked on developing better system for spreading important information, to equip them with the tools for success. Rose Wu, our VP Student Affairs, planned a plethora of events, including many dry events for Welcome Week, such as Speed Friending, similar to speed dating, as well as many Sustainable events such as River Clean Up. Sheldon, our VP Academic, is working to make the USSU Executive more accessible and visible to the student body by holding Face-to-Face sessions in all of the different college buildings. He is also working on a Know-Your-Rights campaign week to take a proactive approach in empowering students with the information they need to know about their rights as well as their responsibilities. These are just a few of the many projects that we are working on, and I am sure that all of us would be delighted to have the opportunity to discuss them with any of you who are interested.

This upcoming year we are looking forward to promoting our current services and programs to students, to ensure that we can empower and engage students to our fullest extent. The three of us are very excited and grateful for the opportunity to work for students, and to work in cooperation with our academic and administrative partners at the University.



University of Saskatchewan Graduate Students' Association
GSA Report to Senate – October 20, 2018

Members of Senate,

On behalf of the Graduate Students' Association, it is my pleasure to welcome you to the 2018 / 2019 academic year. We look forward to the year ahead and to working closely with members of University Senate as we embark on initiatives aimed at enhancing the academic experience of graduate students at the University of Saskatchewan. In this report, I will highlight some of the main initiatives that the GSA will focus on over the upcoming academic year. These initiatives aim to provide opportunities for graduate students, enhance their experience at the University of Saskatchewan and ensure that the views and perspectives of graduate students are accounted for as we strive to become the University the World Needs.

1) Graduate Student Representation on the University Board of Governors

The GSA has discussed the need for graduate student representation on the University Board for two years now. The GSA has been in touch with the University Board seeking participation in Board meetings, in particular after the support of University Council in the February, 2018 Council meeting. We continue seeking the support of the University community to ensure graduate student participation in the University Board meetings, for the ultimate benefit of the University as a research intensive university.

In this Senate meeting, we have brought forth a motion that will request University Senate members to support in principle;

- a) A request from the Graduate Students' Association, on the next occasion when amendment is being considered, for amendment of the University of Saskatchewan Act 1995 to provide for the appointment or election of one graduate student member to the Board of Governors.
- b) In the interim, a request from the Graduate Students' Association to have an appointed or elected representative with status as a non-voting observer or resource person on terms formulated in agreement with the Board of Governors.

The GSA has made considerable efforts in discussing this motion with key stakeholders, including the GSA Council, senior administration, members of University Council and the Board Chair. The GSA hopes that Senate endorsing this motion will be a step in the right direction for the future of our University.

2) Student-Supervisor Relationship

Graduate students are unique in that their academic journey often hinges on a successful relationship with their supervisor. Both students and supervisors play different roles throughout the graduate program; however, the ultimate success of graduate studies relies on a positive and effective relationship between the two. This relationship is built on communication,

understanding, honesty, trust and guidance. A successful relationship leads to an understanding of goals and expectations and to completing the program on time. The fundamental basis of a successful relationship is communication.

In May 2017, the Faculty Council of the College of Graduate and Postdoctoral Studies (CGPS) approved the Student-Supervisor Agreement (SSA), a document that allows for communication to occur between the student and their supervisor. The agreement / guideline discusses the major components of a graduate student's academic journey, from finance to publications. The GSA will continue to advocate for the use of this document across Colleges and departments and has been successful in initiating discussions, with the support of graduate students, in several different Colleges and departments. The GSA will continue working in collaboration with CGPS towards mandating the SSA, for the ultimate benefit of graduate students.

We also look forward to collaborating with CGPS and the Gwenna Moss Centre in the creation of support material for graduate faculty. It is understandable and not surprising that many faculty jump into the role of supervising without a support system in place for their success. If faculty have such supports in place, not only would they be better prepared to supervising students but they would become the role models, mentors and teachers that graduate students need for a successful academic career.

3) Industry Networking for Graduate Students

With the majority of graduate students having to find jobs outside academia, it is important that we be able to provide them with opportunities that would prepare them for non-academic jobs. While it is vital for graduate students to complete their academic research, it is also important for them to know how to expand and integrate their research to industry. There are a plethora of opportunities in Saskatoon that are ultimately beneficial for students, as they provide them with a means of linking their academic research to industry, so that when they do eventually graduate, they are able to represent themselves and be competitive in the job market.

For this reason, the GSA is working with the Saskatoon Chamber of Commerce Health Opportunities Committee to encourage graduate students to present their research to folks working in industry, to network and make connections and to have the opportunity to pitch their research so as to find industrial applications. The GSA will also be working with Innovation place to encourage graduate students in the fields of Computer Science, Physics and Math to participate in their events, again with the intention that their participation will allow them to network and connect with industry and gain confidence of presenting to a non-academic group. We hope that through these partnerships, graduate students will know that there are plenty of opportunities in Saskatoon, that their research can be applicable to industry and that with practice; they can find links to industry. In this way, we are better preparing our graduate students to be successful.

We look forward to the year ahead and to working closely with members of the University community for the ultimate benefit of our graduate students.

Naheda Sahtout

President, Graduate Students' Association

REQUEST FOR DECISION

PRESENTED BY: Graduate Students' Association President

DATE OF MEETING: October 20, 2018

SUBJECT: Graduate Student Membership on the University Board of Governors

DECISION REQUESTED: It is recommended:

That Senate support in principle:

- a) A request from the Graduate Students' Association, on the next occasion when amendment is being considered, for amendment of the University of Saskatchewan Act 1995 to provide for the appointment or election of one graduate student member to the Board of Governors.*
- b) In the interim, a request from the Graduate Students' Association to have an appointed or elected representative with status as a non-voting observer or resource person on terms formulated in agreement with the Board of Governors.*

DISCUSSION SUMMARY:

Graduate students are future leaders in academia and the wider community; they are teachers, researchers, students and mentors. As such, graduate students provide a valuable perspective that can positively impact the growth of the University as a research-intensive university. Graduate students bring in millions of dollars of funding for research, and this research, published in many of the top academic journals, contributes to the University's excellent reputation. Graduate students also contribute to the University as instructors, teaching assistants, and other important roles. Notably, the University of Saskatchewan is the only U15 member that does not have a graduate student representative on its Board.

While the graduate students at this University deeply appreciate and value the important work that the undergraduate student member brings to the Board, the undergraduate student member cannot represent the views, unique perspectives, or experiences of graduate students. Considering that graduate students make up approximately 17 percent of the student population, there is a gap in student representation on this University's Board of Governor.

Although some Board members have had the experience of being a graduate student, this experience cannot adequately represent the graduate student perspectives of the present. Due to the rapidly changing academic and research environment, the only individuals that can sufficiently provide the graduate student perspectives are current graduate students of the University.

The actions recommended would allow the Board to better reflect the stakeholder population of our University and give the Board access to the unique perspectives of the University's graduate students. University Council adopted this same motion on February 15, 2018.

ATTACHMENT(S):

1. Graduate Student Representation on U15 Boards
2. GSA Consultation
3. GSA Council Position Statement
4. Board of Governors Fact Sheet

Graduate Students Representation in the Board of Governors – U15 Universities

<i>U15 University</i>	<i>% of Graduate Students</i>	<i>Grad. Student(s) on University Board</i>	<i>Number of Board voting members</i>	<i># of student on University board</i>	<i>% of students on University Board</i>
<i>University of Alberta</i>	19	Yes	21	3	14.3
<i>UBC</i>	18	Yes	21	3	14.3
<i>University of Calgary</i>	19	Yes	21	3	14.3
<i>Dalhousie University</i>	18	By-elections	21	3	14.3
<i>University Laval</i>	12	Yes	25	3	12
<i>University of Manitoba</i>	12	Yes	23	3 (plus 3 appointed by the government)	26
<i>McGill University</i>	24	Yes	25	2 (plus 2 observer)	8
<i>McMaster University</i>	14	Yes	37	2 (plus observers)	5.4
<i>Université de Montréal</i>	26	By-elections	24	2	8.3
<i>University of Ottawa</i>	15	Yes	29	3	10.3
<i>Queen's University</i>	17	Yes	25	2	8
<i>U of S</i>	17	No	11	1	9
<i>University of Toronto</i>	19	Yes	Governing council (50)	7	14
<i>University of Waterloo</i>	14	Yes	31	5	16.1
<i>Western University</i>	17	Yes	26	3	11.5

GSA Consultation

The GSA has had a long thorough consultation with many stakeholders, both on and off campus since the summer of 2016, regarding Graduate Student participation in University Board meetings. The consultation was beneficial for the GSA in formulating its position with regards to the best way of seeking representation on the University Board.

- Consultation with University Administration

University administration was consulted on the value of graduate student representation on the University Board. The University Secretary's office, the Provost, and Vice-Provost Offices were consulted multiple times on the best approach to go about this change. Consultation with University Administration was considered when formulating the GSA's proposal towards this request.

- Consultation with Graduate Students

The GSA Council has seriously discussed this for over 16 months. The GSA Council, as a representative of the graduate student population, has unanimously agreed to the importance of this including graduate students perspectives for the growth of our research-intensive university.

- Consultation with University Council / Council Committees

Similar proposals have been under on-going consideration by the University Council and its Chair for several years. A similar proposal was made in the Council Governance Committee in fall 2016. The advice and input from several Council and Council Committees has been incorporated into the current proposal.

- Consultation with Senate

The Senate received similar information about the GSA's intent in 2016 and 2017. Many Senate members have expressed support for the proposal, and have recognized the value of this change as part of the larger plan for University growth.

- Consultation with the University Board of Governors

The Board members were consulted on the value of including graduate students in Board discussions for the benefit of the University. The Board Chair was informed of the GSA's plan to bring this proposal to University Council. Meetings had been scheduled with the Board Chair for an in-depth discussion of how graduate student participation on the Board would look like. The Board Chair was thoroughly informed about the GSA's plan. The GSA requested participation in the Board meetings after the adoption of the motion by University Council.



Official Position Statement

RE: Graduate Student Member on the University of Saskatchewan Board of Governors

Adopted unanimously by the GSA Council on November 21, 2017

Recommended Action

The Graduate Students' Association (hereafter referred to as GSA) Council, along with the Executive Committee as elected members representing the graduate student body as a whole, requests that all involved stakeholders undertake the necessary actions to ensure that graduate students have full access to the University of Saskatchewan Board of Governors (hereafter referred to as the Board). Specifically, these actions include:

1. Upon any future opening of the University of Saskatchewan Act (hereafter referred to as the Act), the University of Saskatchewan (hereafter referred to as the University) supports an amendment of the Act, by the Provincial Government, that allows for the appointment or election of one graduate student to serve on the Board.
2. Until such an amendment is achieved, it is recommended that the GSA Council be permitted to appoint one graduate student to participate in meetings of the Board on terms agreed to by the Board (preferably as a non-voting, resource member). This student will be expected to adhere to the general code of conduct expected of all Governors.

Notes on Recommendation

The GSA Council recognizes that this is a complicated and potentially political subject; which is why we are fully committed to working with the Board for the benefit of the University. As one of the U15 research-intensive universities, it is important that individuals involved in research activities, at this university, be represented on the Board. However, we also recognize that the University Board is not as large as other U15 boards, which is why we have recommended that only one graduate student member be permitted to attend Board sessions, as a non-voting, resource member. We hope that this action will benefit the health of the Board, without causing disruption or diluting the influence of existing Board members.

It is the GSA's hope that in the future an acceptable solution will be found which will allow for a graduate student to be a full Board member. In the interim, the GSA hopes to lend its unique perspectives, as researchers and future academic leaders, to the Board for the benefit of the University.

The Value of the Graduate Student Perspective

We recognize that the Board is not necessarily an assembly of individuals who represent a particular group. Instead, the Board represents the entire campus and community, whereby each member brings with them unique experiences and perspectives. Currently, the unique and vital perspectives of graduate students is lacking from the Board. The Board deals with key decisions that impact teaching, research, finance, and reputation; all of which will benefit from the perspectives and experiences of graduate students.

Under-Representation of Graduate Student Perspectives

As future leaders in both the community and academia, our unique perspectives are insightful and significant for the growth of the University as a research-intensive university. It is important to recognize that graduate students bring in millions of dollars of funding for research. This research, published in many of the top academic journals, is a massive contribution to the University's reputation. Notably, the University of Saskatchewan is the only U15 member who completely lacks a graduate student representative on its board.

While we deeply appreciate and value the important work that the undergraduate student member brings to the Board, the undergraduate student member cannot represent the views, unique perspectives, or experiences of a graduate student. Considering that graduate students make up 17% percent of the student population, there is a significant gap in student representation at this University.

Some of the Board may have been graduate students in the past, but this experience cannot adequately represent the graduate student perspectives of the present. Due to a rapidly changing academic and research environment, in the world and within the University, the only individuals that can sufficiently provide the graduate student perspectives are current graduate students.

The actions recommended would allow the Board to better reflect the University's stakeholder population and give the Board access to the unique perspectives of the University's graduate students.

Closing Remarks

The GSA Council, on behalf of the entire graduate student population, would like to thank the University community for their consideration and cooperation in this matter. Feedback, suggestions, or discussions on this issue is encouraged by the GSA Council. For further discussion, please contact the GSA President at: gsa.pres@usask.ca.

UNIVERSITY OF SASKATCHEWAN SENATE

BOARD OF GOVERNORS FACT SHEET

- The makeup of the Board of Governors is set out in section 42 of the *University of Saskatchewan Act, 1995*. Members include the Chancellor, the President, the President of the University of Saskatchewan Students' Union, a faculty member elected by the General Academic Assembly, two members elected by the University Senate, and five members appointed by the Government of Saskatchewan.
- The membership of the Board of Governors – 11 – is smaller than any of the other U15 universities. Unlike those other boards, the University of Saskatchewan Board of Governors is not a “constituent” board. Although members of the Board bring their own perspectives and backgrounds to the table, and this ensures well-rounded discussions, members of the Board do not represent an interest or a constituency at the table. Rather, they are required to think of the interests of the university as a whole, and to speak and act accordingly.
- The Board is responsible for managing its own procedure. Only members of the Board are formally entitled to participate in Board meetings. The Board has processes in place to permit administrators, members of the university community or others to be present at Board meetings, to provide information or to make representations about particular issues.
- The overall responsibility of the Board is defined in section 48 of the Act as follows:

48 The board is responsible for overseeing and directing all matters respecting the management, administration and control of the university's property, revenues and financial affairs, other than those matters that are specifically vested in the minister pursuant to this or any other Act.
- Issues coming before the Board for their consideration have often been through a widespread consultative process. A proposal for the establishment of a new college, department or research centre, for example, will only come to the Board after feedback has been received on the proposal, and it has been approved by Council and confirmed by the Senate. As another example, the Board has approved a Tuition and Fees Authorization Policy that sets out the process of consultation required with academic units and student organizations before a proposal for tuition rates comes to the Board.

Report from Council

FOR CONFIRMATION

PRESENTED BY: Chelsea Willness, Acting Chair, University Council

DATE OF MEETING: October 20, 2018

SUBJECT: Admissions Qualification Changes

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes in the admissions requirements as outlined in the table below, all effective May 2019.

College and Program requesting change	Nature of Change	Date of Change	Date of approval at University Council
College of Graduate and Postdoctoral Studies – Graduate Programs in Plant Sciences	Change to minimum band scores for English proficiency as per English Proficiency Policy	May 2019	April 2018
College of Graduate and Postdoctoral Studies – Johnson Shoyama Graduate School of Public Policy programs	Change to minimum band scores for English proficiency as per English Proficiency Policy	May 2019	October 2018*
College of Dentistry – Doctor of Dental Medicine (DMD) programs	Change to the required undergraduate courses required for application to admissions to the DMD program	2020-21 Admissions Cycle	June 2018
College of Engineering – Bachelor of Science in Engineering (B.E.) programs	Removal of Calculus 30 as a requirement for application to admissions to all B.E. programs	2019-20 Admissions Cycle	October 2018*
College of Graduate and Postdoctoral Studies – Doctor of Philosophy (Ph.D.) program in Mechanical Engineering	Ensuring requirement of a thesis-based Master of Science (M.Sc.) degree as a requirement for admission to the Ph.D. program in Mechanical Engineering	May 2019	October 2018*

*as the date of October's Council meeting falls after the October meeting of Senate, Senate is being asked to confirm the anticipated approval of these changes to admissions requirements

PURPOSE:

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

CONTEXT AND BACKGROUND:

Graduate programs in Plant Sciences

In response to changes to the English proficiency requirements for admissions to graduate programs as part of the approval of the English Proficiency, the Department of Plant Sciences proposed a change for students applying for their programs. Applicants will be required to have a minimum TOEFL band score of 20 for each band (CGPS minimum is 19). For IELTS, the minimum band score will be 6.5 (CGPS minimum is 6.0).

Graduate programs in the Johnson Shoyama Graduate School of Public Policy

In response to changes to the English proficiency requirements for admissions to graduate programs as part of the approval of the English Proficiency, the Johnson Shoyama Graduate School of Public Policy proposed a change for students applying for their programs. Applicants will be required to have a minimum TOEFL band score of 20 for each band (CGPS minimum is 19). For IELTS, the minimum band score will be 6.5 (CGPS minimum is 6.0).

Doctor of Dental Medicine (D.M.D.) program

In order to move didactic content out of the D.M.D. program and to create more and earlier opportunities for clinical experience within the program, the College of Dentistry proposed to add NUTR 120.3 and BMSC 210.3 as requirements for admission. This move ensure that applicants have the knowledge of microbiology and nutrition before entering the D.M.D. program

Additionally, the College of Dentistry removed PHYS 117.3/125.3 as requirements for admission, as the necessary physics of radiology are covered within an applied dental course in the first year of the program

B.E. programs

The College of Engineering proposed removing Calculus 30 as an admissions qualification for the Bachelor of Science in Engineering (B.E.) program. After extensive consultation, the College determined that removing Calculus 30 will better align the University of Saskatchewan's College of Engineering with Western Canadian peers and will also expand the potential applicant pool within the local market.

The risk that student preparedness for Engineering may be impacted by the removal of Calculus 30 will be mitigated by providing appropriate student supports. Additionally, the risk of confusion about admissions requirements for the 2019-2020 cycle, which is already active, will be managed through a targeted communication plan with potential applicants.

Ph.D. program in Mechanical Engineering

The College of Graduate and Postdoctoral Studies is seeking to clarify that a thesis-based master's degree is required for Doctor of Philosophy (Ph.D.) program in Mechanical Engineering. This will require the removal of the words "or equivalent" from the admissions requirements for the program. CGPS notes that it has always been the intent of the program that a thesis-based master's degree would be required and this clarification will be helpful for applicants.

ATTACHMENTS:

- 1. Proposal for change to Admissions Requirements – Plant Science**
- 2. Proposal for change to Admissions Requirements – Johnson Shoyama Graduate School of Public Policy**
- 3. Proposal for change to Admissions Requirements – Doctor of Dental Medicine (D.M.D. program)**
- 4. Proposal for change to Admissions Requirements – Bachelor of Science in Engineering (B.E.) programs**
- 5. Proposal for change to Admissions Requirements – Doctor of Philosophy (Ph.D.) program in Mechanical Engineering**

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

CC: Tom Warkentin, Graduate Chair, Department of Plant Sciences

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

Date: March 28, 2018

Re: Amendments to the English proficiency requirements for admission to graduate programs in Plant Sciences

The College of Graduate and Postdoctoral Studies (CGPS) recently made changes to the English proficiency requirements for admission to graduate programs. The changes were implemented for students being admitted on or after May 1, 2018. In response to the revised standards for English proficiency, the Department of Plant Sciences proposed minor changes. The proposed changes consist of a slight increase in the requirements for individual testing band scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). CGPS requires individual TOEFL band scores of 19, and the Department of Plant Sciences would like to require 20. For the IELTS, CGPS requires individual band scores of 6.0, and the Department of Plant Sciences would like to require 6.5.

The Graduate Programs Committee supported the proposed changes on March 6, 2018, and the CGPS Executive Committee supported the proposed changes on March 22, 2018.

The proposed changes would help potential applicants be aware of expectations for admission eligibility for graduate programs in Plant Sciences.

Please note that consultation with the registrar was not required, as the proposal would not impact the student information system.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from the Department of Plant Sciences

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

Copy: Tom Warkentin, Graduate Chair, Department of Plant Sciences

From: Trever Crowe, Chair, Executive Committee of CGPS

Date: March 27, 2018

Re: English Proficiency Admission Requirements in Plant Sciences Graduate Programs

On March 22, 2018, the Executive Committee (EC), considered a recommendation from the Graduate Programs Committee (GPC) to support approval for changes to English proficiency requirements for admission to graduate programs in Plant Sciences. The EC passed the following motion:

“To recommend approval of the proposed English proficiency requirements for admission to graduate programs in Plant Sciences.” McQuillan/Somerville **CARRIED** Unanimous

The EC discussion is summarized as follows:

- The proposal was to reintroduce minimum area test scores that had changed when CGPS English proficiency requirements were changed, to be effective for students entering graduate programs on or after May 1, 2018. The former and current CGPS standards are indicated in the table below, with the requirements proposed for Plant Sciences graduate programs highlighted.

	TOEFL		IELTS	
	Former	Current	Former	Current
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

- It was clarified that the role of CGPS is to establish minimum admission standards for all graduate programs, and that it was both reasonable and appropriate for individual programs to propose higher standards or additional requirements to best manage admissions in the individual disciplinary areas.
- It was also noted that officially changing and posting the English proficiency requirements for admission to graduate programs in Plant Sciences were the most appropriate steps to provide clear expectations on admission eligibility to prospective students.

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

:kc

Memorandum

To: Executive Committee of CGPS

From: Graduate Programs Committee of CGPS

Date: March 15, 2018

Re: Plant Sciences – change to admission requirements – English proficiency

In March 2018, the Graduate Programs Committee (GPC), considered changes to the English proficiency requirements for admission to graduate programs in Plant Sciences. This proposal results from recent changes to the CGPS English proficiency requirements to align the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) scores. The changes were effective for students entering programs on or after May 1, 2018. The changes were as follows:

	TOEFL		IELTS	
	Former	Current	Former	Current
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 Department of Plant Sciences is proposing to reinstate the former minimum individual band score requirements, while retaining the current overall test score requirements.

The GPC was satisfied with the proposal noting that each area of proficiency (reading, listening, speaking, and writing) were vital to success in the research-based graduate programs in Plant Sciences.

The GPC passed the following motion unanimously:

To recommend approval of the proposed language proficiency requirements for admission to graduate programs in Plant Sciences. Pollak/Khan CARRIED

Attached please find:

- the proposal memo

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

:kc

2 March 2018

To: Kelly Clement Graduate Academic Affairs and Programs, College of Graduate and Postdoctoral Studies

From: Tom Warkentin, Professor, Graduate Chair, Department of Plant Sciences,

Re: English requirements for graduate students in Plant Sciences

Dear Kelly, As indicated by email, the Department of Plant Sciences would like to retain the English language requirements that have been in place in our department over the past several years as follows.

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.5 in each area.

The rationale for this request includes the following:

- PLSC has a high proportion of international students
- Several years ago PLSC increased the requirement for English proficiency to the standards indicated above and this has proven beneficial to the overall experience of graduate students and supervisors.

I will appreciate if you bring this request forward to appropriate University governance committees on our behalf.

Sincerely,



Tom Warkentin, PLSC Graduate Chair

**cc: Ann Harley, Graduate student coordinator, College of AgBio
Yuguang Bai, Department Head, PLSC**

Memorandum

To: Kenneth Fox, Chair, Academic Programs Committee of University Council

CC: Haizhen Mou, Graduate Chair, Johnson-Shoyama Graduate School of Public Policy

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

Date: September 25, 2018

Re: Amendments to the English proficiency requirements for admission to graduate programs in Johnson-Shoyama Graduate School of Public Policy (JSGS)

The College of Graduate and Postdoctoral Studies (CGPS) recently made changes to the English proficiency requirements for admission to graduate programs. The changes were implemented for students being admitted on or after May 1, 2018. In response to the revised standards for English proficiency, JSGS has proposed a minor change. The proposed change consists of a slight increase in the requirements for individual testing band scores on the Test of English as a Foreign Language (TOEFL). CGPS requires individual TOEFL band scores of 19, and JSGS would like to require 20. Notably, JSGS operates as a single school at both the University of Regina and the University of Saskatchewan. As such, it is important that operations are in alignment at both institutions. The proposed changes are consistent with existing requirements at the University of Regina campus.

The Graduate Programs Committee supported the proposed changes on September 6, 2018, and the CGPS Executive Committee supported the proposed changes on September 21, 2018.

Please note that consultation with the registrar was not required, as the proposal would not impact the student information system.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from JSGS

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Academic Programs Committee of Council (APC), Dr. Kenneth Fox, Chair

From: Executive Committee of CGPS, Dr. Trever Crowe, Chair

Date: September 21, 2018

Re: English Proficiency Admission Requirements for Graduate Programs in Johnson-Shoyama Graduate School of Public Policy (JSGS)

At the September 21, 2018, meeting of the Executive Committee (CGPS), the committee considered a proposal to change the English proficiency requirements for admission to graduate programs in JSGS. The Executive Committee support the increase to the English proficiency level as proposed.

Background:

The intent of this proposal is for JSGS to be consistent between both the Regina and Saskatoon campus. This English proficiency requirement is already in place in Regina.

The Executive Committee approves the changes to the English proficient requirements for graduate programs in the Johnson-Shoyama Graduate School of Public Policy”

Pollack/Walker CARRIED

If you have any questions, please contact Lori Lisitza at lori.lisitza@usask.ca or 306-966-5759.

/ll

Memorandum

To: Executive Committee, CGPS

Copy: Haizhen Mou, Graduate Chair, Johnson-Shoyama Graduate School of Public Policy

From: Graduate Programs Committee, CGPS

Date: September 14, 2018

Re: English Proficiency Admission Requirements for Graduate Programs in Johnson-Shoyama Graduate School of Public Policy (JSGS)

On September 6, 2018, the Graduate Programs Committee considered changes to the English proficiency requirements for admission to graduate programs in JSGS. This proposal resulted from recent changes to the CGPS English proficiency requirements to align the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) scores. The changes were effective for students entering programs on or after May 1, 2018. The changes are demonstrated in the chart below, with the requirements proposed for JSGS graduate programs highlighted. JSGS is proposing to reinstate the former minimum individual band score requirements on the TOEFL, while retaining the current overall test score requirement. JSGS is a single school operating at both the University of Regina and the University of Saskatchewan. This proposed change would align the English proficiency requirements at each campus.

The Graduate Programs Committee was satisfied with the proposal noting that English proficiency was significant in graduate programs in JSGS.

The following motion passed unanimously:

“To recommend approval of the changes to the English proficiency requirements for graduate programs in the Johnson-Shoyama Graduate School of Public Policy.” Wasan/Wu CARRIED

	TOEFL		IELTS	
	Former	Current	Former	Current
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

Please see attached submission from JSGS.

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

:kc

Memorandum:

Date: June 25, 2018
From: Haizhen Mou, Graduate Chair
To: Kelly Clement, Graduate Programs Committee

Re: English language proficiency admission standards

The Johnson Shoyama Graduate School of Public Policy (JSGS) operates with a one-school, two campus model with respect to its academic programming, including student recruitment and admissions activities. On both the University of Saskatchewan and the University of Regina campuses, minimum English language proficiency requirements for graduate programming are set at the institutional level. More stringent standards can however be established for different faculties and/or programs.

Currently there is a disparity between the two campuses and we would like to align the English language proficiency admissions requirements between the two campuses, in a manner that meets the minimum requirements set at each institution. We therefore would like to recommend a minor change for the minimum admission requirement for the TOEFL exam and have the individual band score minimum be 20 instead of 19.

The current English proficiency requirements in JSGS are:

Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

The change we would like reflected would indicate:

*Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. **See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Information and Policies.***

Please contact me if there are any questions or concerns at Haizhen.mou@usask.ca.



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: College of Dentistry Admission Requirement Changes

Degree(s): Doctor of Dental Medicine (DMD)

Field(s) of Specialization: Dentistry

Level(s) of Concentration:

Option(s):

Degree College: Dentistry

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

1. Dr. D. Brothwell, Dean, douglas.brothwell@usask.ca; 306-966-5122
2. Dr. D. Ardenghi, Associate Dean Academic (Acting), diego.ardenghi@usask.ca; 306-966-5107
3. Dr. D. Kolbinson, Curriculum Review Steering Committee (Chair),
dean.kolbinson@usask.ca; 306-966-5070
4. Janice Cruise, Curriculum Review Steering Committee, janice.cruise@usask.ca; 306-966-5126
5. Kelly Mulligan, Director, Student and Academic Affairs, kelly.mulligan@usask.ca; 306-966-2760

Proposed date of implementation: 2020-2021 Admissions Cycle

Proposal Document

Please provide information which covers the following sub topics.

1. ACADEMIC JUSTIFICATION

This section is not applicable for this particular application, as this document addresses changes to admissions that will be required for changes to a program that are currently being explored within the College.

2. CURRENT ADMISSIONS

The College currently requires 3 years of undergraduate education and includes the following University of Saskatchewan courses (or equivalent):

BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3

CHEM 112.3 and CHEM 250.3

PHYS 115.3 and PHYS 117.3 or PHYS 125.3

BMSC 200.3 and BMSC 230.3

PHSI 208.6 or PHPY 302.3 and PHPY 303.3

Six credit units of social science and/or humanities courses

3. RATIONALE FOR CHANGES TO ADMISSIONS REQUIREMENTS FOR CURRENT OR NEW PROGRAM

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

1. **The College of Dentistry is requesting approval to change the admission requirements such that applicants have the following additional courses as pre-requisites for admission into the DMD program:**
 - a) **NUTR 120.3 Basic Nutrition**
 - b) **BMSC 210.3 Microbiology**

The rationale for this change is as follows:

1. **Changes to College of Medicine curriculum.** *Currently the College of Dentistry Year One students take one major course (18 CU) with the College of Medicine. With significant changes to their curriculum, this course no longer meets the academic needs of our dental students but still consumes a large percentage of their first year didactic hours, as our students have different pre-requisite requirements. The College has already started the process of change including the content areas of pharmacology, anatomy, pathology, histology and embryology. The addition of Basic Nutrition and Microbiology as admission requirements will ensure the students have the necessary background courses to begin applied studies in dentistry without continuing in the basic science course with the College of Medicine. The College of Dentistry at Dalhousie added microbiology to their admission requirements when they recently renewed their curriculum. Nutrition is a critical topic to oral health care and is currently under-represented in our program.*
2. **Earlier clinical experiences.** *Our College has been known to graduate students with strong clinical skills. However, as technology and techniques continue to advance and expand in the field of dentistry, there are increasing demands to add content to our curriculum in order to maintain the strong clinical skills our students have been able to historically achieve upon graduation. Making some didactic content a prerequisite to admission is an important component in the College's plans. These plans include having the students start clinical care at an earlier stage of their program. This will help ensure that they achieve sufficient clinical experience to be competent before graduation. Earlier clinical experiences will enhance the program such that our students*

not only have the physical skills required by a dentist, but also the social and humanistic skills required by an expert clinician. Earlier clinical experiences are a realistic goal if our students enter the College with many of the basic foundational sciences required to begin applied studies in dentistry.

3. **Outreach experience.** *A curriculum review began in the fall of 2016. One of the key changes to the current student experience is not only earlier clinical experiences, but also the opportunity to increase clinical experiences outside of the University Dental Clinic. A change to admission requirements and a restructuring of the first two years of pre-clinical courses should provide additional time in the clinic, thus preparing fourth year students for experiences beyond the Dental Clinic floor.*

2. The College of Dentistry is requesting approval to change the admission requirements to remove the following course as a pre-requisite:

a. PHYS 117.3/125.3

The rationale for this change is as follows:

1. **To continue to offer maximum flexibility to applicants.** *The majority of topics in Physics that are related to the study of dentistry are included in the course PHYS 115.3 with the exception of those related to radiology. The necessary physics of radiology would be taught to students within an applied dental course in first year.*

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

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

Not applicable. The DMD program is an established degree program.

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc) or whether additional resources from the college or from PCIP will be required. Include any required memos from the Dean or department heads regarding resources, on the online portal.

Not applicable. Additional resources are not required for the proposed changes.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program. Include any memos received, or have them attached to the online portal.

1. Impact on Departmental Activities

Not applicable. The proposed changes will not impact any departmental activities.

2. Impact on Students/Applicants

The proposed change to increase the pre-requisites will not have a significant impact on students applying to the dental program. Students currently require three years of study to be admitted to the College, and the net addition of three credit units is easily achievable. These specific courses will better prepare students to be successful in the program.

The course work that has been added would easily be incorporated into a variety of degree programs. As previously mentioned, seats in a dental program are highly competitive with more applications received than spots available. Having course work towards a degree program will broaden the students' career opportunities and ensure that applicants have a back-up plan should they not be successful at being accepted into a dental program.

Additionally, these courses would be natural choices for students applying to the Colleges of Veterinary Medicine, Pharmacy, Medicine and Nursing and would strengthen the students' likelihood of success in the College of Dentistry as well as the aforementioned other colleges.

Basic Nutrition is an introductory course with three offerings: one in first semester and two in second semester (one face-to-face and one online). The indication from the College of Pharmacy and Nutrition is that although the two face-to-face are typically full, there is room in the online course. The course is a natural fit for online as it does not have a laboratory component. Students today are both familiar with and adept at online study. Some applicants to the program have taken Basic Nutrition during their initial studies. We would like to see that for all applicants.

Microbiology is a second year course, to which our students already require the prerequisites to enter the course. Again some applicants have taken this course and the College believes that the topic is a critical part of oral health care.

3. Impact on other Colleges/Departments

Given that applicants are already required to have three years of university courses working towards a degree and that the pre-requisites added would be a natural fit within that requirement, there should be minimal impact upon other departments. Drs. Yvonne Shevchuk and Jo-Anne Dillon were all contacted by email to inform them of the possible changes to pre-requisites for the College. A phone conversation with Dr. Shevchuk provided the opportunity for further discussions to take place. Dr. Dillon responded by email that she did not see a problem with BMSC 210 and that overall, increased enrollments are welcome. Dr. Shevchuk explained that although the first semester face-to-face course was always full, but in the second semester, an online course could accommodate extra students. (See Appendix A.)

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program.

Not applicable. Budgetary changes are not required for the proposed changes.

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

The College of Dentistry is requesting approval for two changes to be implemented for the 2020-2021 admissions cycle: (1) increasing the pre-requisite course requirements to include NUTR 120.3 and BMSC 210.3; (2) decreasing the pre-requisite course requirement in physics by removing PHYS 117.3/125.3. The net results will increase the pre-requisite course requirement by three credit units. Proposed changes were reviewed extensively and approved by the Foundational Sciences Working Group, Curriculum Review Steering Committee, Admissions Committee, Undergraduate Education Committee, and Executive Committee. Pre-requisite additional courses were also approved by Faculty Council. The proposed changes will not be effective until the 2020-2021 admissions cycle to accompany the beginning of a renewed curriculum that is currently being planned and approved by the College Faculty.

Since our meeting with the APC and resulting memo of concerns, specific faculty with expertise in immunology, the Curriculum Review Steering Committee, Director of Student and Academic Affairs, Associate Dean Academic and the Dean have been consulted with to discuss and determine the best path forward. The Department of Physics was contacted by email to invite a conversation either by phone or in person. Once the College has heard back from the APC regarding this revised proposal, Drs. Mohammed, Shevchuk, Dillon and Bull will be contacted to ensure they are aware of the decision.

The College believes the proposed changes are in the best interests of the applicants. Increasing the prerequisite course work requirement provides applicants with the background they require for the rigorous demands of a dental program. The change in pre-requisite admission requirements will provide the foundational science background required to begin the applied study of dentistry and will allow for earlier focused time with patients, more time for applied dental courses and the opportunity for enhanced outreach experiences in the final year of dentistry.

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 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

Required for all new courses:

Course proposal forms

OR 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

Appendix A

Email received April 4, 2018

Hello Janice,

We are pleased that the College of Dentistry recognizes nutrition knowledge as important for dentists. Nutrition 120 is offered on campus in Term 1 and Term 2 and is generally full. We have no capacity to increase as it is in the largest theatre on campus (Health E1150). The course is also offered online in Term 2 with no enrollment limit which should allow sufficient access to the course.

Yvonne Shevchuk

Yvonne M. Shevchuk, Pharm.D., FCSHP

Associate Dean Academic

College of Pharmacy and Nutrition

University of Saskatchewan

Room E3114

104 Clinic Place

Saskatoon, SK S7N 2Z4

306 966-6330 (telephone)

306 966-6377 (FAX)

Website: www.usask.ca/pharmacy-nutrition

Email received April 6, 2018

Hello Janice

I don't think we have a problem with BMSC 210. Can you tell me how many students might be taking MCIM321?

Overall, we welcome increased enrolments.

Jo-Anne

Jo-Anne R Dillon PhD, FCAHS, FRSC

Distinguished Professor and Head, Department of Microbiology and Immunology

2D01.10 Health Sciences Building

College of Medicine – Division of Biomed Sciences

University of Saskatchewan

107 Wiggins Rd

Saskatoon, SK, S7N 5E5

Tel: 306 9665851

Research Scientist

Vaccine and Infectious Disease Organization – International Vaccine Centre

University of Saskatchewan

120 Veterinary Rd,

Saskatoon, SK

Tel: 306 966 1535

Interim Chair, IUSTI Canada



UNIVERSITY OF SASKATCHEWAN
College of Engineering
ENGINEERING.USASK.CA

Proposal to Revise Admission Qualifications for the Bachelor of Science in Engineering program

Credit info or other:

Dr. Bruce Sparling, Associate Dean Academic
Mr. Christopher Martin, Programs and Projects Officer

TABLE OF CONTENTS

ITEM	PAGE
Table of Contents	2
Executive Summary.....	3
Proposal.....	4
Background.....	4
Current State.....	5
Future State.....	6
Rationale.....	7
Conclusion.....	11
Appendix 1: 18-19 BE Admission Template.....	13
Appendix 2: 19-20 BE Admission Template.....	16
Appendix 3: Letters of Acknowledgment and Support.....	19
<i>Dr. Suzanne Kresta, Dean (Engineering)</i>	
<i>Dr. Fran Walley, Associate Dean Academic (Agriculture and Bio-resources)</i>	
<i>Dr. Noreen Mahoney, Associate Dean Students and Degree Programs (Edwards)</i>	
<i>Dr. Tom Steele, Department Head (Physics and Engineering Physics)</i>	
<i>Dr. Ken Wilson, Department Head (Biology)</i>	
<i>Dr. Kevin Stanley, Department Head (Computer Science)</i>	
<i>Mr. Rob Harasymchuk, President and Vice-Chancellor (Saint Peter’s College)</i>	
<i>Mr. Guy Penney, Director of Academic Programming (Northlands College)</i>	

EXECUTIVE SUMMARY

The College of Engineering Faculty Council has approved removing ‘Calculus 30’ as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. No changes are proposed to applicant categories or selection criteria at this time.

In order to be admitted into the Bachelor of Science in Engineering degree program, high school and post-secondary applicants currently are required to have completed Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents). These are identified on the institutionally approved 18-19 Bachelor of Science in Engineering Admission Template.

Over the past academic year, the College of Engineering has facilitated various consultations, conducted research, and performed analysis as part of the strategic enrolment management planning project as well as for due diligence purposes in crafting this proposal. Four primary factors have prompted the submission of this proposal to the university: declining enrolment performance and resource allocations in the College of Engineering, misalignment with college admission qualifications requirements with other Western Canadian engineering schools, a need to expand the potential applicant pool in the local market, and statistical analysis between high school performance data and student success in MATH 123.

A series of advantages, disadvantages, and risks have been identified with respect to this proposal. For example, removing the Calculus 30 admission qualification requirement is expected to greatly benefit student recruitment through enhanced attractiveness of our engineering program relative to other Western Canadian schools, an expanded potential applicant pool in Saskatchewan, and a reduced number of barriers to entry, particularly for female and Aboriginal students. Conversely, removing Calculus 30 as a requirement may negatively affect student preparedness for engineering studies and, in turn, student retention rates; however, these risks can be mitigated by providing appropriate student supports. In addition, given that the recruiting cycle is already underway for the 2019-20 academic year, changing admission criteria at this point may lead to some confusion; again, however, this has and will continue to be managed through a targeted communication plan. Overall, the expected benefits associated with this proposal far outweigh the costs and risks.

The College of Engineering is now requesting that the Academic Programs Committee of Council review this proposal, consider our request, and facilitate the approval of removing ‘Calculus 30’ as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle, through all relevant bodies at the University of Saskatchewan.

I PROPOSAL

The College of Engineering Faculty Council has approved removing ‘Calculus 30’ as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. No changes are proposed to applicant categories or selection criteria at this time.

The College of Engineering is now requesting that the Academic Programs Committee of Council review this proposal, consider our request, and facilitate the approval of removing “Calculus 30” as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle, through all relevant bodies at the University of Saskatchewan.

II BACKGROUND

Founded in 1912, the College of Engineering at the University of Saskatchewan has a rich history of academic and research success. The college is comprised of 87 faculty members as well 60 technical and administrative staff who support the delivery of one certificate program, eight undergraduate programs, and a full suite of graduate programming. These members also contribute to a strong research agenda whose impact is evident locally and globally. Enrolment in the college has remained relatively consistent at approximately 1,700 undergraduate students and approximately 450 graduate students over the past decade.

A series of strategic planning projects were undertaken in the College of Engineering during the 2017-18 academic year. The strategic enrolment management planning project is particularly relevant to this proposal given that it resulted in a thorough analysis of enrolment challenges in the college. It also resulted in the creation of multi-year enrolment goals and strategic priorities for the college’s undergraduate programs. The resulting plan articulated a desire to expand and diversify enrolment in the college’s undergraduate programs over the next five years. Realizing this goal would necessitate reducing barriers to entry for the undergraduate programs offered by the College of Engineering as well as improving the attractiveness of our programs relative to other Western Canadian engineering schools.

Removing Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program is a critical strategy to realize our enrolment goals. Preliminary research, analysis, consultation, and environmental scanning revealed a significant number of benefits associated with this strategy provided it be implemented in the immediate future. Minor risks, such as a worsened preparedness of applicants for engineering studies, have also been considered. The college will continue to plan and consult with key stakeholders over the next year to minimize such risks.

The Student Academic Affairs Committee within the College of Engineering endorsed recommending to Faculty Council the removal of “Calculus 30” from the admission qualification in the Bachelor of Science in Engineering program on July 30, 2018. The College of Engineering Faculty Council reviewed this proposal as well as adopted and approved the recommendation on October 3, 2018. The proposal must now progress through various channels of approval at the University of Saskatchewan beginning with the Academic Programs Committee of Council.

III. CURRENT STATE

Admission policies, procedures, and protocols at the University of Saskatchewan are governed by an institution-wide *Policy on Admission to Degree Programs*. This policy defines principles and nomenclature associated with undergraduate and graduate admissions. For instance, this policy defines admission qualifications as “credentials that an applicant must present in order to establish eligibility for admission”. This section describes existing admission qualifications for the Bachelor of Science in Engineering program.

In general, admission qualifications for the Bachelor of Science in Engineering program have remained consistent over the past two decades. Minor changes have been made to the selection criteria and applicant categories in recent years, which included switching to a competitive-ranking admission process as well as creating “pathways” to engineering through the College of Arts and Science, the Pre-Engineering and Science (PRES) Program at Northlands College, and the ASAP-STEM Program.

Table 1 summarizes existing admission qualifications for the Bachelor of Science in Engineering program. Please see Appendix 1: 18-19 BE Admission Template for further details.

TABLE 1: CURRENT ADMISION QUALIFICATIONS SUMMARY

Applicant Category	Admission Qualifications
High School	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework; • Grade 12 standing; • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Attain a minimum average of 70% in their computer five high-school subject average; and • Proficient in English.
Post-Secondary	<ul style="list-style-type: none"> • Greater or equal to 18 credit units of transferrable post-secondary coursework. • Minimum average of 60% on 18 or more transferrable credit units from a recognized post-secondary institution • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; and • Proficient in English.
Special (Mature)	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework. • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Proficiency in English; and • Submit proof of age (21 years or older), a resume, secondary and post-secondary transcripts, and a written submission demonstrating capacity to undertake university-level studies.
Provisional	<ul style="list-style-type: none"> • Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets.

IV. FUTURE STATE

The College of Engineering Faculty Council has approved removing ‘Calculus 30’ as an admission qualification for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. No changes are proposed to applicant categories or selection criteria at this time.

Various factors have prompted the college to consider removing Calculus 30 from our admission qualifications. Please see Section V: Rationale for details on the justification. Please see Section VI: Conclusion for a high-level analysis.

Table 2 summarizes the proposed admission qualifications for the Bachelor of Science in Engineering program, effective September 2019-20 admissions cycle. Please see Appendix 2: 19-20 BE Admission Template for further details.

TABLE 2: PROPOSED ADMISSION QUALIFICATIONS SUMMARY

Applicant Category	Admission Qualifications
High School	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework; • Grade 12 standing; • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Attain a minimum average of 70% in their computer five high-school subject average; and • Proficient in English.
Post-Secondary	<ul style="list-style-type: none"> • Greater or equal to 18 credit units of transferrable post-secondary coursework. • Minimum average of 60% on 18 or more transferrable credit units from a recognized post-secondary institution • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; and • Proficient in English.
Special (Mature)	<ul style="list-style-type: none"> • Less than 18 credit units of transferrable post-secondary coursework. • Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30 (or equivalents) with a minimum grade of 70% in each of these courses; • Proficiency in English; and • Submit proof of age (21 years or older), a resume, secondary and post-secondary transcripts, and a written submission demonstrating capacity to undertake university-level studies.
Provisional	<ul style="list-style-type: none"> • Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets.

V. RATIONALE

The College of Engineering has facilitated various consultations, conducted research, and performed analysis as part of the strategic enrolment management planning project as well as for due diligence purposes in crafting this proposal. This section identifies four primary factors that have prompted the submission of this proposal.

i. Enrolment Performance and Resource Allocations

The first factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification is related to stagnating enrolment, the college's fiscal situation, and the relationship between enrolment performance and resource allocation at the University of Saskatchewan.

On March 23, 2017, the Government of Saskatchewan released its 2017-18 provincial budget. This budget included financial austerity measures including a significant reduction to the University of Saskatchewan annual provincial operating grant. The university responded in turn by issuing permanent reductions to college operating budgets – including a 9% reduction to the College of Engineering.

The introduction of a Transparent Activity-Based Budgeting System (TABBS) at the University of Saskatchewan, its emphasis on enrolment performance, and the stagnation of undergraduate and graduate enrolment in the College of Engineering over the past six academic years has further complicated the college's fiscal situation.

As shown in Table 3, first-year undergraduate enrolment has ranged from 436 to 593 first-year students over the past six academic years. First-year enrolment performance in 2013-14 was an outlier given the closing of a pre-engineering program at Grant McEwan University. Table 4 also illustrates stagnation in undergraduate and graduate enrolment over a six-year period. Recent trends highlight a continued decline in first-year enrolment. This has significant implications for upper-year enrolments, future registration, and tuition generation capacity. Removing barriers to entry (such as Calculus 30) and improving attractiveness of our undergraduate programs are considered strategic initiatives to address declining enrolment performance and protect against further reductions in resource allocations.

TABLE 3: FIRST-YEAR UNDERGRADUATE ENROLMENT (ACADEMIC YEAR)

Reporting Level	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Undeclared	530	593	515	538	436	456

Source: University of Saskatchewan Data Warehouse

TABLE 4: COLLEGE ENROLMENT (ACADEMIC YEAR)

Reporting Level	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	1,666	1,773	1,772	1,768	1,725	1,675
Graduate	433	440	409	431	485	504
Grand Total	2,099	2,213	2,181	2,199	2,210	2,179

Source: University of Saskatchewan Data Warehouse

ii. Environmental Scan

The second factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification requirements is related to an environmental scan that was conducted to compare high school prerequisite requirements for undergraduate engineering programs across Canada. Admission and high school prerequisites for sixteen institutions were reviewed. This included each of the U15 institutions as well as the University of Regina. Table 3 summarizes high school prerequisite admission requirements for various institutions.

As shown in Table 5, all surveyed institutions require high school students to have successfully completed Chemistry 30, Physics 30, and Pre-Calculus 30 (or an equivalent) in order to be considered for admission into an undergraduate engineering program. All institutions except for the University of Manitoba also require high school students to complete English 30. Some institutions allow students to complete either English 30 or French 30, particularly in eastern Canada.

Variation exists amongst surveyed institutions as to whether or not high school students are required to have successfully completed Calculus 30 (or an approved equivalent) in order to be considered for admission into an undergraduate engineering program. As shown in Table 5, only two institutions in Western Canada require Calculus 30 as part of their admission qualifications (University of Alberta, University of Saskatchewan). Two institutions strongly recommend but do not require Calculus 30 (University of Calgary, University of Regina).

Approximately 57% of institutions across Canada require Calculus 30 for admission purposes. If the University of Saskatchewan removes this requirement, only 50% of schools in Canada will include Calculus 30 as part of their admission qualifications to an undergraduate engineering program.

TABLE 5: ENVIRIONMENTAL SCAN

Province	Institution	ENG 30	CHEM 30	PHYS 30	P-CAIC 30	CAIC 30
BC	University of British Columbia	X	X	X	X	
AB	University of Alberta	X	X	X	X	X
	University of Calgary	X	X	X	X	
SK	University of Regina	X	X	X	X	
	University of Saskatchewan	X	X	X	X	X
MB	University of Manitoba	?	X	X	X	
ON	McMaster University	X	X	X	X	X
	Queen's University	X	X	X	X	X
	University of Ottawa	X	X	X	X	X
	University of Toronto	X	X	X	X	X
	University of Waterloo	X	X	X	X	X
	University of Western Ontario	X	X	X	X	X
QC	Laval University	-	-	-	-	-
	McGill University	X	X	X	X	
	University of Montreal	-	-	-	-	-
NS	Dalhousie University	X	X	X	X	

Note: Laval University and University of Montreal do not offer accredited engineering undergraduate programs. As a result, information was unavailable or not collected as part of the environmental scan.

iii. Potential High School Applicant Pool

The third factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification requirements is related to detailed analysis of high school enrolment data provided by the provincial Ministry of Education.

As shown in Table 6, 11,155 students graduated from Saskatchewan high schools in 2016-17. The majority of these students attended a school in one of the 28 non-Northern School Divisions. Only 1,716 (15.4%) of high school graduates completed all four prerequisite courses required for admission into the College of Engineering. This represents the “potential applicant pool” in our local market. It does not represent the actual applicant pool (many of these students may attend another institution or pursue programs other than engineering) or a qualified applicant pool (many of these students may not meet minimum grade requirements).

However, 2,646 (23.7%) of high school graduates completed three of the four prerequisite courses (PHYS 30, CHEM 30, and PRE-CALC 30) required for admission into the College of Engineering. This represents a potential applicant pool in our local market in the event Calculus 30 is removed from the admission qualification requirements for the Bachelor of Science in Engineering program. However, 930 of these students would be immediately disqualified under existing admission qualification requirements due to the lack of Calculus 30.

By removing “Calculus 30” as an admission qualification in the Bachelor of Science in Engineering program, the College of Engineering will be able to expand its potential applicant pool in the local market by over 50% (based on 2016-17 data). Additionally, the potential applicant pool for female and Aboriginal students will expand by 63% and 89%, respectively. Finally, the college will in effect remove a barrier to entry that precluded Aboriginal students from Northern School divisions to access our programs since Calculus 30 is not offered in most programs in these divisions.

TABLE 6: Saskatchewan High School Graduates with Existing Admission Qualifications (2016-17)

		Graduates with PHYS 30, CHEM 30, PRE-CALC 30, and CALC 30			
School Divisions	Total Graduates	Male	Female	Aboriginal	Total
Non-Northern	10,967	940	776	64	1,716
Northern	188	NR	NR	NR	NR

Source: Ministry of Education (Government of Saskatchewan)

Note: There are 28 Non-Northern school divisions in Saskatchewan. “NR” refers to “not reported” because there are less than 10 individuals.

TABLE 7: Saskatchewan High School Graduates with Proposed Admission Qualifications (2016-17)

		Graduates with PHYS 30, CHEM 30, and PRE-CALC 30			
School Divisions	Total Graduates	Male	Female	Aboriginal	Total
Non-Northern	10,967	1,373	1,261	121	2,634
Northern	188	NR	NR	NR	12

Source: Ministry of Education (Government of Saskatchewan)

Note: There are 28 Non-Northern school divisions in Saskatchewan. “NR” refers to “not reported” because there are less than 10 individuals.

iv. Correlation with Student Success

The fourth factor that prompted the College of Engineering to consider removing Calculus 30 from its admission qualification requirements is related to a correlation analysis that was completed on first-year undergraduate engineering cohorts since September 2014.

Student performance data for CHEM 30, PHYS 30, PRE-CALC 30, CALC 30, the university admission average, and math placement test results were collected and analyzed for all first-year engineering students who originated from Saskatchewan and were admitted to the College of Engineering in September 2014, 2015, 2016, and 2017. Students were categorized as “Urban” (from Saskatoon, Regina, Prince Albert, or Moose Jaw), “Rural” (all other towns in Saskatchewan), and “All” (aggregate results). A correlation analysis was completed relating each variable listed above with each student’s final grade in MATH 123 and MATH 124.

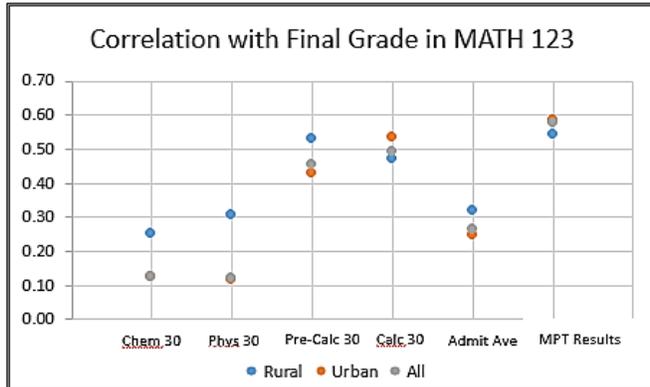
Correlation with MATH 123

Correlation analyses between student performance in CHEM 30, PHYS 30, PRE-CALC 30, CALC 30, university admission average, Math Placement Test results, and final grades in MATH 123 revealed many conclusions. In general, each of these variables were positively correlated with success in MATH 123, although weakly and to varying degrees. Student final grades in Calculus 30 was modestly correlated with success in MATH 123 (with correlation coefficients of 0.53 for urban students, and 0.47 for rural students). Pre-Calculus 30 was a better predictor of success in MATH 123 for rural students (0.53). Overall, the Math Placement Test results served as the best predictor of success in MATH 123. It was concluded that, since student performance in Calculus 30 had only a relatively low positive correlation with success in MATH 123, which it was difficult to justify the retention of Calculus 30 as a prerequisite strictly based on performance data. Other variables, such as their Math Placement Test results, appear to be better indicators of student success, while PRE-CALC 30 appeared to be an equally good indicator. One interesting observation was that the correlation between the performance in CALC 30 and Math 123 was marginally lower for students coming from rural districts as compared to urban districts, suggesting perhaps that high school calculus instruction in rural areas may not be as effective, in general.

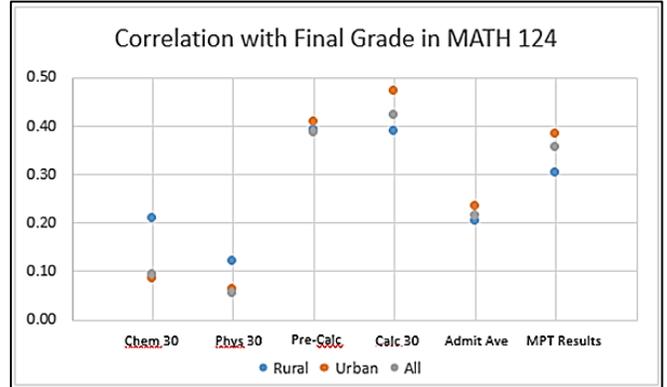
Correlation with MATH 124

Correlation analyses between student performance in CHEM 30, PHYS 30, PRE-CALC 30, CALC 30, university admission average, Math Placement Test results, and final grades in MATH 124 revealed similar conclusions. In general, each of these variables were positively correlated with success in MATH 124, although to varying degrees. A student’s final grade in Calculus 30 was modestly correlated with success in MATH 124 (0.47 for urban students, 0.39 for rural students). Pre-Calculus 30 and Math Placement Test results yielded similar correlations. Overall, though, the correlation in performance between CALC 30 and MATH 124 (the second university level calculus course) was found to be lower than that with MATH 123 (the first university level calculus course), suggesting that the influence of high school calculus preparation decreases as the amount of exposure in university increased.

GRAPH 1: Correlation with Final Grade in MATH 123



GRAPH 2: Correlation with Final Grade in MATH 124



VI CONCLUSION

In conclusion, the College of Engineering is proposing to remove Calculus 30 as an admission qualification for the Bachelor of Science in Engineering program, effective the 2019-20 admission cycle. No changes are proposed to applicant categories or selection criteria at this time. This section summarizes some of the advantages, disadvantages, and risks associated with this change.

i. Advantages

As identified in Section V, the College of Engineering has experienced declining enrolment performance over the past number of years. This is further complicated by recent fiscal challenges experienced by the College of Engineering as well as the close relationship between enrolment performance and resource allocation at the university.

Removing Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program is a critical student recruitment and enrolment management strategy for the College of Engineering. Removing this requirement would improve the attractiveness of our programs and institution relative to other engineering schools by better aligning our admission requirements with other Western Canadian schools. Additionally, removing this requirement would expand the “potential applicant pool” of engineering students, which would otherwise be decreasing in Saskatchewan. It would also reduce barriers to entry commonly faced by female and Aboriginal students, particularly in Northern Saskatchewan. Finally, by being less prescriptive of the choice of electives in high school, the proposed change will attract a student body with more diverse interests and perspectives, helping to enrich both our student experience and, ultimately, the profession.

ii. Disadvantages

The College of Engineering anticipates some disadvantages that would be created by removing Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program.

Although student performance in Calculus 30 has only a moderate positive correlation with success in MATH 123 (see Section V), there are mixed opinions as to whether students are better off being exposed to calculus curriculum before entering university or not. Some faculty have suggested that pre-exposure helps students grasp the concepts at a faster pace, whereas others have suggested the pre-exposure can

confuse students understanding of critical concepts and negatively affect success. The validity of these arguments have not yet been tested but could affect student success and retention in the engineering program. As a result, the College may need to provide additional student supports, such as delivering preparatory classes to help transition students to university-level mathematics in the event they have not completed calculus courses in the past. Depending on the extent of support that may be required, additional resources may have to be put in place to address perceived deficiencies.

iii. Risks

Selected risks have been identified with respect to the College of Engineering's proposal to remove Calculus 30 from the admission qualifications for the Bachelor of Science in Engineering program.

The greatest risk identified to date is related to student preparedness for engineering studies. Although the college will continue to require students to have completed a pre-calculus course, failure to complete calculus curriculum at the secondary school level could affect student success at the post-secondary level. Further planning and consultation must occur in the short-term to mitigate this risk. Additionally, there is a risk that implementing this proposal too late in a recruitment cycle could complicate communications with external stakeholders and cause confusion about our admission requirements. The College of Engineering has already taken steps to mitigate this risk. For instance, a disclaimer has been added to all recruitment materials and the university admissions website that the college's admission criteria are under review. Presentations have also been delivered at the University Open House indicating that the Calculus 30 admission requirement is under review and may be removed in the near future. Finally, the College of Engineering intends to collaborate with the Office of Admissions, Recruitment, and Transfer Credit to ensure that all prospective students and new applicants are provided with accurate, consistent, and timely information throughout the 2019-20 admissions cycle. Overall, the additional effort required to clarify the requirements will undoubtedly pay dividends in our efforts to enhance student recruitment results in the immediate term.

Martin, Christopher

From: Suzanne Kresta (Dean, Engineering)
Sent: Tuesday, September 25, 2018 10:59 AM
To: Martin, Christopher
Cc: Bruce Sparling (AD Academic, Engineering); Balaberda, Hilary
Subject: RE: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Chris,

I fully support this change.

I think it is essential to removing barriers to access for an engineering education for many important constituent groups in this province and beyond.

Suzanne

From: Martin, Christopher
Sent: Tuesday, September 25, 2018 9:44 AM
To: Suzanne Kresta (Dean, Engineering) <enr.dean@usask.ca>
Cc: Bruce Sparling (AD Academic, Engineering) <enr.academicdean@usask.ca>; Balaberda, Hilary <hilary.balaberda@usask.ca>
Subject: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Good morning Dr. Kresta,

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan
Phone: (306) 966-3201
Mobile: (306) 715-2121

Martin, Christopher

From: Walley, Fran
Sent: Wednesday, September 26, 2018 3:10 PM
To: Martin, Christopher
Cc: Shirkie, Amie; Buhr, Mary
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Hello Christopher:

I've read the proposal to remove Calculus 30 as an admission qualification requirement for the College of Engineering and I am pleased to provide endorsement on behalf of the College of AgBio. It is clear that the College of Engineering has consulted broadly and conducted research to feel confident moving forward with this decision. The argument that removing this admission requirement is likely to reduce barriers for Aboriginal and female students is particularly compelling.

Although the possibility that removing the requirement is presented as only a “minor risk” in terms of student preparedness, I was interested and reassured to read that “the college will continue to plan and consult with key stakeholders over the next year to minimize such risks.”

Good luck with your plans for enhancing student recruitment.

Fran Walley

Fran Walley PhD, PAg
Associate Dean (Academic)
College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive
Saskatoon, SK, S7N 5A8
Phone: 1 (306) 966-4064

From: "Martin, Christopher" <chris.martin@usask.ca>
Date: Tuesday, September 25, 2018 at 9:37 AM
To: Fran Walley <fran.walley@usask.ca>
Cc: Amie Shirkie <amie.shirkie@usask.ca>
Subject: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

Good morning Dr. Walley:

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA

Programs and Projects Officer

College of Engineering

University of Saskatchewan

Phone: (306) 966-3201

Mobile: (306) 715-2121



Martin, Christopher

From: Steele, Tom
Sent: Tuesday, September 25, 2018 1:27 PM
To: Martin, Christopher
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement

We are ok with it both from the science and engineering perspectives.

Sent from my iPhone

On Sep 25, 2018, at 09:42, Martin, Christopher <chris.martin@usask.ca> wrote:

Good morning Dr. Steele,

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan
Phone: (306) 966-3201
Mobile: (306) 715-2121



<2018-09-20 DRAFT Proposal - Admission Qualification Revision (BE).pdf>

Martin, Christopher

From: Kevin Stanley <kstanley@cs.usask.ca>
Sent: Tuesday, September 25, 2018 1:01 PM
To: Martin, Christopher
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement
Attachments: image001.png

Hello Christopher

Myself, and my undergrad and curriculum chairs have considered this proposed change and have no objections.

Kevin

On Tue, Sep 25, 2018 at 9:45 AM Martin, Christopher <chris.martin@usask.ca> wrote:

Good morning Dr. Stanley,

I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

Thank you in advance for your time and response.

Sincerely,

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan
Phone: (306) **966-3201**
Mobile: (306) **715-2121**

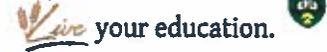


--
Associate Professor
Computer Science
University of Saskatchewan
kstanley@cs.usask.ca
306-966-6747



St. Peter's College

Affiliated with the University of Saskatchewan



September 25th, 2018

Christopher Martin, BBA, MPA
Programs and Projects Officer
College of Engineering
University of Saskatchewan

Christopher,

Thank you for the opportunity to respond to the proposed changes to the admissions qualifications for the Bachelors of Science in Engineering Program. As you are no doubt aware, St. Peter's College is a proud partner in the delivery of the 1st year of the Engineering degree with the College of Engineering. We are happy to offer support for improvements to the overall experience of the Engineering students and will respect the decisions made to the effect.

I am encouraged by the review process that has been undertaken to ensure that program delivery in the College is serving the needs of its Engineering students. Further, I appreciate the risk analysis of the strengths and weaknesses perceived in this decision. The attached proposal appears to highlight some significant strategic planning initiatives undertaken to ensure diligence in the decision.

I endorse the College of Engineering's authority and expertise to make suggested changes and certainly support a decision that will promote the admissions and enrollment increases that are being sought.

Sincerely,

Rob Harasymchuk
President & Vice Chancellor
St. Peter's College

Martin, Christopher

From: Guy Penney <penney.guy@northlandscollge.sk.ca>
Sent: Tuesday, September 25, 2018 12:05 PM
To: Martin, Christopher
Cc: Chandra McDougald; Toby Greschner
Subject: Re: Please Respond: Engineering – Proposal to Remove Calculus 30 Admission Requirement
Attachments: image001.png

Hi Chris

It's nice to hear from you. Chandra and I have discussed your request. Furthermore, I have run it past Toby; we are all in full agreement with your proposal to drop Calculus from the admissions requirement to the faculty of engineering. Please feel free to contact us should you require any additional feedback.

All the best!

Guy

Sent from my iPhone6S+64GB

> On Sep 25, 2018, at 9:48 AM, Martin, Christopher <chris.martin@usask.ca> wrote:

>

> Good morning Guy:

>

>

>

> As one of our partner institutes, I am writing to notify you and request your endorsement for a proposed curricular change that is currently under review in the College of Engineering.

>

>

>

> The College of Engineering Faculty Council is scheduled to meet on October 3, 2018. During this meeting, the council will be reviewing a proposal to remove Calculus 30 as an admission qualification requirement for the Bachelor of Science in Engineering program effective the September 2019-20 admission cycle. This decision is strategic in nature and has been under consideration for some time. Please see the attached proposal for further details.

>

>

>

> At your earliest convenience, can you please respond to this email and indicate whether or not you wish to endorse this proposal? Our college wishes to collect as much feedback as possible this week so that letters of support can be provided to our Faculty Council and the Academic Programs Committee of Council as part of a proposal for curricular change.

>

>

>

> Please do not hesitate to contact me by phone or email should you have any comments, questions, or concerns.

>
>
>
> **Thank you in advance for your time and response.**
>
> **Sincerely,**
> **Christopher Martin, BBA, MPA**
> **Programs and Projects Officer**
> **College of Engineering**
> **University of Saskatchewan**
> **Phone: (306) 966-3201**
> **Mobile: (306) 715-2121**
> **[cid:image002.png@01CF2333.CC7AFC30]**
>
> **<image001.png>**
> **<2018-09-20 DRAFT Proposal - Admission Qualification Revision (BE).pdf>**

Memorandum

To: Kenneth Fox, Chair, Academic Programs Committee of University Council

CC: David Torvi, Head, Department of Mechanical Engineering

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

Date: September 25, 2018

Re: Amendments to admission requirements for Doctor of Philosophy (Ph.D.) in Mechanical Engineering

The CGPS is proposing a minor change to the language on the admission requirements for Ph.D. programming in Mechanical Engineering to indicate that a “thesis-based” master’s degree is required. This minor change would provide clarity for potential applicants.

The Graduate Programs Committee supported the proposed change on June 5, 2018, and the CGPS Executive Committee supported the proposed change on September 21, 2018.

Please note that consultation with the registrar was not required, as the proposal would not impact the student information system.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from Mechanical Engineering

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Academic Programs Committee of Council (APC), Dr. Kenneth Fox, Chair

From: Executive Committee of CGPS, Dr. Trever Crowe, Chair

Date: September 21, 2018

Re: Modification to admission requirements – Doctor of Philosophy in Mechanical Engineering

At the September 21, 2018, meeting of the Executive Committee (CGPS), the committee considered a proposal to clarify that a thesis-based master's degree would be required for admission to a Doctor of Philosophy (Ph.D.) program in Mechanical Engineering. In addition, the "or equivalent" language would be removed to avoid any misunderstanding.

"The Executive Committee approves the the language clarification that a thesis-based master's degree is required for admission to the Ph.D. Program in Mechanical Engineering."
Pollack/Ferrari CARRIED

If you have any questions, please contact Lori Lisitza at lori.lisitza@usask.ca or 306-966-5759.

/ll

Memorandum

To: Executive Committee of CGPS

From: Graduate Programs Committee of CGPS

Date: June 11, 2018

Re: Modification to admission requirements – Doctor of Philosophy in Mechanical Engineering

In June 2018, the Graduate Programs Committee (GPC) considered a proposal to clarify that a thesis-based master's degree would be required for admission to a Doctor of Philosophy (Ph.D.) program in Mechanical Engineering. In addition, the "or equivalent" language would be removed to avoid any misunderstanding. The intent had always been that a thesis-based master's degree would be required for admission, and this clarification will be helpful for potential applicants.

The GPC passed the following motion unanimously:

To recommend approval of the clarification that a thesis-based master's degree is required for admission to the Ph.D. program in Mechanical Engineering. Kulshreshtha/Whiting CARRIED

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

:kc

MEMORANUM

To: Kelly Clement, College of Graduate & Postdoctoral Studies
From: Prof. David Torvi, Head, Department of Mechanical Engineering
Date: May 14, 2018
Re: Admission Requirements for Mechanical Engineering PhD program

It has recently come to our attention that the admission requirements for the PhD program in our department that are stated in the Course and Program catalogue are inconsistent with the information that is provided in other portions of the CGPS website. In December, 2012 we had requested two changes to information on the admission requirements for the PhD program, namely clarifying that applicants require a thesis-based Master's degree and a cumulative weighted average of at least 70% (UofS grade system equivalent) for admission. While both of these changes have been incorporated within the information on the CGPS's "find a program" pages (<https://grad.usask.ca/programs/find-a-program.php>), the requirement for a thesis-based Master's is not included in the admission requirements in the catalogue. Therefore, I am requesting that our PhD program admission requirements in the catalogue be revised.

The department requires applicants to our PhD program to hold a thesis-based Master's as a demonstration of their research skills and their potential to successfully complete a PhD program. In our discipline, some students will complete a project-based Master's (such as our MEng program). However, the project and report associated with these programs are considerably less rigorous than the research project and thesis associated with our MSc (or similar programs). For example, we expect our MSc students to spend 16 months on their research project and thesis as compared to four months on a MEng project and report.

Could you please revise our PhD admission requirements to read as shown below. The proposed changes (shown in red) would be to add "thesis-based" and to remove "or equivalent".

Doctor of Philosophy (Ph.D.)

Admission Requirements

- Master's degree (**thesis-based**), ~~or equivalent~~, from a recognized university in a relevant academic discipline
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Please let me know if you require any further information on this change.

Sincerely,



David Torvi, Ph.D., P.Eng.



Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY:	Peter Stoicheff Vice-chair, Senate executive committee
DATE OF MEETING:	October 20, 2018
SUBJECT:	Report of the Senate executive committee
SENATE ACTION:	For information only

BACKGROUND:

The Senate executive committee met on October 1, 2018 to discuss the length of Senate meetings, the use of recordings of Senate meetings, the upcoming Senate forum, received agenda item requests and to approve the Senate agenda. The education committee joined the executive members for the final 20 minutes of that meeting to discuss the conflict of interest policy review. The following information is a report on the work of the Senate Executive Committee.

DISCUSSION SUMMARY:

Length of Senate Meetings

The executive committee was concerned about the length of the April Senate meeting as it began at 8:30 a.m. was not adjourned until 5:00 p.m., and had a discussion on the importance of providing information as well as items for debate. The university secretary will look at ways to achieve a reasonable meeting end time and report back to the committee.

Use of Senate recordings

The April 18, 2018 Senate meeting was the first meeting to be recorded (in audio only). There was a request made to the Office of the University Secretary that the recording be shared and the university secretary asked the committee to consider developing guidelines for the use of sharing these recordings in the future. Guidelines will be drafted and discussed at the next executive meeting.

Senate Forum update

At the April 2018 meeting the executive committee reported that it had reviewed the results of the live polling that occurred at the October 2017 Senate meeting and discussed ways to further engage Senators. The committee decided that public forums may be an effective way to engage Senators and that a forum would be organized for the Fall of 2018. The committee members reviewed a list of potential topics and it was decided that a working group of executive committee members be chosen

to assist the university secretary in planning the forum. Judy MacMillan, Monica Kreuger and Kish Wasan volunteered to serve on the working group.

This working group met several times over the summer and have planned a forum entitled “Cannabis Conundrum – Insights and Perspectives”. The forum will be held Tuesday, December 4, 2018 in the High Up Above room in the new Holiday Inn Express and Suites Saskatoon East – University, from 4-6 p.m. Three speakers have been invited: Jerome Konecni, Johnson Shoyama School on Public Policy, speaking on policy, Mark Carter, College of Law, speaking on constitutional and legal issues, and Mike Szafron, School of Public Health, speaking on statistical analysis and public health safety.

Requests Received by Senate Executive

Six requests were received for items to be added to the Senate agenda. Two were related to the conflict of interest discussion at the April 2018 Senate meeting and the constituencies that should be represented on a policy review committee. Two requests were received regarding Kerr and King and procedures for motions. One request was received to include an update of the Great War commemoration committee and one request to add a graduate student to the membership on the Board of Governors.

Ad hoc Conflict of Interest Policy Review Committee

Regarding the conflict of interest policy review, two members were chosen to represent the executive committee (two members were chosen from the education committee at their meeting on October 2, 2018), to formulate a proposal for a review of the conflict of interest policies at the University of Saskatchewan pursuant to a motion carried at the April 21, 2018 Senate meeting. This working group of four Senate members will meet to discuss the terms of reference and membership of the ad hoc Conflict of Interest Policy Review committee.

The questions raised in the two requests received regarding the policy review and its membership will be answered through the work of this group so these two requests were not added to the Senate agenda.

Kerr and King procedures - motions

There were two requests related to Kerr and King Procedures for Meetings and Organizations: both asking for a better understanding of the rules as they apply to the general handling of motions including deferred motions and more specifically rules 156, 157 and 158. The executive decided that it was not necessary to add this item to the agenda and asked the university secretary to provide a document to Senators to explain Kerr and King’s rules of order as they pertain to relevant Senate meeting procedures.

Great War Commemoration Committee update

The executive committee agreed to add this item to the Senate agenda.

Graduate Students’ Union request for support from Senate re: membership on the Board of Governors

The executive committee voted on this request and is allowing the motion to proceed for addition to the Senate agenda.

ATTACHMENT Summary of Ministry National of Research

SUMMARY OF UNIVERSITY SENATE'S RULES OF ORDER

The University of Saskatchewan Senate has three sources of procedural guidance. One of these is the *University of Saskatchewan Act, 1995*. The link to the Act is here:

<http://www.publications.gov.sk.ca/freelaw/documents/English/Statutes/Statutes/U6-1.pdf>

The Act specifies the number of meetings that must be held, indicates the composition of Senate and describes how senators are to be elected, among other things.

The second source of procedural guidance is the Senate Bylaws, the link to which is below:

<http://www.usask.ca/secretariat/documents/Governing%20Documents/SenateBylaws.pdf>

Where the bylaws do not address a procedural issue, the Senate has agreed that it will be guided by Kerr and King, *Procedures for Meetings and Organizations, 3d ed.* A copy of Kerr & King may be borrowed from the University Library or from the Office of the University Secretary, or ordered from Thomson Reuters publishers.

Purpose of Rules of Order

The rules of order can be thought of as the terms of engagement the group has agreed to use by which to consider and make decisions. It helps if members fully understand them, as that will lead to a respect for the procedures and a more efficient use of members' time at meetings.

The rules of order are based upon:

- **orderly discussion and debate** (e.g. debate is not dominated by one or two individuals; the chair maintains order)
- **fairness** (e.g. the requirement for approval by a two-thirds majority vote to add a substantive motion at a meeting is based on the principle that approval by a larger majority is required, as advance notice of the motion was not given)
- **equality** (e.g. the same rules apply to and govern everyone, the same terminology is employed; all members have a right to speak; each vote is equal)

Role of the Chair

The chair of Senate is the Chancellor, who presides over all meetings of Senate. The chair's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions.

The purpose of debate at Senate is to allow for and share opinions in a respectful manner so that members can benefit from hearing their colleagues' opinions. The chair displays neutrality in directing debate, ensuring debate is respectful and orderly. The use of the term chair draws attention away from the person occupying the chair, and focuses on the role the person plays. Referring to the chair, and addressing questions to the chair diffuses the emotion that can accompany debate and depersonalizes the issue under discussion. Preserving the chair's neutrality is behind the practice of the chair voting only to break a tie.

Purpose of Motions

The overall purpose of motions is to enable a meeting to make clear decisions and to carry out its objectives in a fair and effective manner. If the basic purpose of having a meeting is to make collective decisions, then motions facilitate collective decision-making. Kerr & King likens motions as controlling the business of the meeting so that there will not be “a traffic jam of ideas.”

A motion is a proposal for action or an expression of opinion which is presented to a group for a decision. The action is typically framed as a question, therefore a motion under consideration is often referred to as “the question.” Once a motion has been properly moved and seconded, it becomes the property of the meeting and all members have the right to propose changes to make it more generally acceptable. A member may move or second a motion, but is never obligated to vote in favour of the motion when the question is asked. The purpose of seconding a motion is to indicate that there is sufficient interest in the matter for it to be considered by the whole meeting. The movers have no ownership of the motion and can only withdraw a motion with the unanimous consent of the meeting.

Various conditions apply to motions. As per Kerr & King, depending on the motion it may or may not be:

- Amendable
- Debatable
- Require majority approval, two-thirds majority, or unanimous approval

Types of Motions:

Kerr & King classify motions using a functional designation, based on the purpose and function of the motion. There are rules surrounding the use of each type of motion that take into account the purpose of the motion, and the underlying principles of orderly debate, fairness and equality.

Substantive Motions - Substantive motions comprise the main business of the meeting and include requests that lie within Senate’s authority to approve and which are put to Senate for decision. Substantive motions are action motions; these motions adopt, accept, receive, appoint, approve, establish, confirm, concur, endorse, rescind, etc.

Procedural Motions - Procedural motions modify how substantive motions are being addressed. Procedural motions are meant to expedite a decision, by shortening the debate or facilitating the discussion of a complex issue, or prevent or postpone a vote on a motion. Because they can only be moved to modify how a substantive motion is being addressed, they can only be moved when a substantive motion, or an amendment to a substantive motion, is under consideration.

Regulatory Motions - Regulatory motions regulate the schedule of the meeting and can be moved at any time.

Examples of regulatory motions include:

- Motion to approve the agenda
- Motion to add a substantive item to the approved agenda
- Motion to adjourn

Amendments and Subamendments - Amendments and subamendments of motions permit modification of a substantive motion that is under active consideration through the addition, deletion or substitution of certain words, but not the entire motion. The amendment must be relevant to the main motion. It may be contrary to the intention of the main motion, but it must not convert a motion into its direct negative and must not introduce an independent substantive issue that can stand on its own. When an amendment is moved and seconded, the amendment becomes the active business of the meeting. Further debate on the main motion is resumed only after the amendment has been decided. Once a motion is moved and seconded it becomes the property of the meeting, and therefore the mover and seconder have no proprietary right over the motion. Therefore, the commonly used term “friendly amendment” as directed to the mover and the seconder is irrelevant.

Notice of Motions

Notice of specific motions is included in the agenda circulated to all Senators for each meeting through the package of information provided. It is important that members are informed in advance of all matters coming forward at the meeting, to allow them to seek out further information on unfamiliar issues and to ensure they attend for matters they consider critical. When there is a request to add an item to the agenda at the meeting, members of Senate will be asked if they agree to this change.

So notice can be waived and an item added to the meeting’s agenda at the beginning of the meeting when the agenda is approved, only if a motion to amend the agenda is passed. Senate’s bylaws specifically state, “Any member of Senate may request that a motion be placed on the agenda at that meeting of Senate. The motion will be added to the agenda if passed by a simple majority of the votes cast by the members entitled to vote.” So although Kerr & King requires a two-thirds majority vote to add an item to the agenda at the beginning of a meeting, as Senate’s bylaws are specific in this regard, the Senate bylaws override Kerr & King so a majority vote is required (i.e. more than 50%).

However, Kerr & King specifically states that there are certain items for which notice cannot be waived, which include: a motion to renew, to amend or to rescind a substantive motion. Also, according to Kerr & King, to add an item to the agenda later in the meeting requires unanimous approval.

Regarding notice of motions, Senate’s bylaws also state, “Notice of any motion to be submitted at a meeting by a member of Senate, other than a motion arising out of the business of the meeting, shall be given to the Secretary 30 days prior to that meeting to enable the Executive Committee to determine whether said motion shall be added to the agenda of the meeting. If the Executive Committee declines to place the motion on the agenda, at the request of the member, the motion and supporting materials shall be made available to Senate prior to the meeting.”

Procedures for Debate

The purpose of debate is to enhance the decision-making process. By listening and contributing to the discussion, members become aware of the extent of the problem under consideration, the alternative solutions available, and have a better comprehension of the significance and implications of the decision.

Debate is not permitted on certain motions for which there is no need to explain their purpose, and these motions therefore cannot be amended. Most procedural and regulatory motions are not debatable.

The debate is directed by the chair. Members speak for or against a motion, move amendments and ask questions – via the chair. When a number of members wish to speak the chair recognizes them in the order of their requests, but normally gives preference to:

- the mover of the motion (if not already spoken);
- the reporting member of a relevant committee;
- a member who appeals to be heard before others in order to correct a misquotation or a misunderstanding;
- a person who has not spoken on the particular question under debate;
- an alternation of speakers for and against the motion, when such views are known;
- a person who seldom speaks; and
- a member making an appeal.

If a long debate is anticipated or there is a full agenda, the chair may use discretion to restrict members to a specified time limit and allow them to only speak once in the debate. The exceptions are: for a former speaker to explain a substantive point that has been misquoted or misunderstood; a person who has spoken may answer questions addressed via the chair, unless the chair rules them out of order; and the mover of a substantive motion has the right to close the debate before the vote is taken.

The debate can end upon the passing of a motion to close the debate which requires a two-thirds majority vote; or if no motion has been made to limit or close the debate, and no further members indicate that they wish to speak, the chair reads the motion and then puts it to a vote. To remain impartial, the chair should not sum up the debate before putting the question to a vote.

Common Motions at Senate Meetings

To approve or amend the circulated agenda – regulatory motion; debate restricted to amendments; amendments restricted to the stated order and timing of the items, and by the addition of permitted items; approval by majority of votes cast (according to Senate bylaws); chair must rule on whether the proposed changes constitute minor routine matters or substantive matters

To approve minutes of a previous meeting – substantive motion; debate restricted to amendments; amendments restricted to accuracy of the minutes; approval by majority of votes cast

To approve, accept or adopt – substantive motion; debatable; amendable; approval by majority of votes cast

To confirm certain Council decisions – substantive motion; debatable; amendable; approval by majority of votes cast

To require a written vote – procedural motion; debatable only with respect to amendments; amendable only with respect to the recording of the vote count; approval by majority of votes cast

To adjourn – procedural motion; must be seconded; not debatable; not amendable; approval by majority of votes cast

Specific Appeals

An appeal is made by a member to seek redress for a situation that arises during a meeting or to request permission for a stated course of action. It does not need to be seconded, but must be made when the incident occurs. Appeals are addressed to the chair and may interrupt a speaker who has the floor if it is necessary to correct the situation. Although an appeal is not debatable, the chair may request a brief explanation. Most appeals are decided by the chair, although some are put to the meeting. A ruling of the chair may also be appealed, which is decided by a vote of the meeting.

On a point of order – any member may appeal on a point of order if they believe the proceedings of the meeting are at variance with the bylaws, approved procedures, or with a previous decision on the specific procedure. The chair invites the member to: describe the proceedings which are considered to be a breach of the rules and request that action be taken to rectify the situation. The chair then makes a ruling. If there is any uncertainty about the meaning or the interpretation of the rules, it is Senate's practice for the chair to declare a short recess and consult with the secretary and the appropriate source book.

For permission to speak ahead of others to correct a mistake or misquotation – any member who believes a speaker has given wrong information to the meeting, or has misquoted another speaker or source of information, may appeal for permission to speak before others in order to set the record straight. The request would be, "I wish to speak ahead of others in order to correct the remarks made by the previous speaker with respect to (state the issue)." The member does not interrupt the speaker who has the floor, but makes the appeal immediately after this person finishes speaking and before the chair recognizes the next speaker in the debate. The chair would normally grant such an appeal; however, the intervention must be confined strictly to the issue stated in the appeal. After the person making the appeal has spoken, the chair recognizes the next person to speak and the debate continues. If the member uses this as an opportunity to raise issues which are not directly relevant to the point of the appeal, or if it is obvious that the member does not have adequate information to establish that the previous speaker made an error – then the chair interrupts the member and asks that their remarks be delayed until the member is recognized in proper turn.

From a ruling of the chair – If a member considers that a ruling by the chair is not in order, an appeal may be made from this ruling. In such cases, the member states that they wish to

appeal from the ruling of the chair, and the chair gives a brief explanation of the ruling, but this is not open to debate. The meeting is then asked to decide the question, and the chair asks if the ruling of the chair is upheld. A ruling of the chair is upheld by a majority of votes cast, or in the event of a tie vote. When a ruling of the chair is overturned by a vote of the meeting, the chair takes the necessary action to correct the situation and then the meeting returns to its normal agenda.

Role of Committees

Through committees, the group gains the skill, expertise and commitment of more individuals; issues can be aired thoroughly from different perspectives; and freer discussion is permitted by the use of informal procedures. Especially in groups that meet infrequently, such as Senate, committees facilitate the effective operation of Senate by collecting information and thinking through issues at an advisory and exploratory level, before presenting recommendations to the parent body.

The two types of Senate committees are standing committees and *ad hoc* committees. Senate's bylaws include the membership and terms of reference of Senate's standing committees. Issues that arise within the designated purpose of a standing committee are referred to the standing committee. A standing committee directs itself toward its long-range goals but also handles matters as and when they arise. *Ad hoc* or special committees are established from time to time to accomplish specific purposes and are dissolved after these purposes are fulfilled.

The University of Saskatchewan Act, 1995

The *University of Saskatchewan Act, 1995* sets out the powers of the Senate in section 23:

23 The senate may:

- (a) regulate the conduct of its meetings and proceedings;
- (b) determine the quorum necessary to transact business;
- (c) hear any reports that may be provided for by this Act and the bylaws of the senate;
- (d) consider and take action on all matters reported to it by the board, council or assembly;
- (e) appoint scrutineers for the counting of the votes for the election of the elected members of the senate;
- (f) make bylaws respecting the discipline of students for any reason other than academic dishonesty, including bylaws providing for the admonishing, dismissing, suspending or expelling of students or the imposition of fines on students;
- (g) appoint examiners for, and make bylaws respecting, the conduct of examinations for professional societies or other bodies if the university or any of its agencies is required or authorized by any Act to do so;
- (h) establish any committees of its members that it considers necessary;
- (i) provide for the granting of honorary degrees;
- (j) receive proposals respecting the establishment of any college, school, department or institute and recommend to the board and the council whether or not the proposed college, school, department or institute should be established;
- (k) receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the board and the council whether or not the proposed affiliation or federation should be made;
- (l) consider and recommend to the board and the council whether or not any college, school, department or institute should be disestablished or any affiliation or federation of the

university with another educational institution should be dissolved because of lack of relevance to the province;

- (m) authorize the establishment of an advisory council for any college, school or department and prescribe or alter the composition, duties and powers of an advisory council, whether established before or after the coming into force of this Act;
- (n) discontinue an advisory council for any college, school or department;
- (o) recommend to the board or the council any matters or things that the senate considers necessary to promote the interests of the university or to carry out the purposes of this Act;
- (p) request the board or the council to report to it on any matter over which the senate has authority;
- (q) appoint members to committees composed of members of the senate and members of all or any of the board, council and assembly;
- (r) subject to sections 24 to 28, make bylaws governing the election of members of the senate;
- (r.1) subject to section 17, make bylaws governing the nomination and appointment of the chancellor;
- (s) make bylaws respecting any matter over which it has responsibility; and
- (t) do any other thing that the senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act.

Many of these are quite specific. Some relate to the operation of the Senate itself, such as the power to create committees. Others concern specific issues over which Senate has some authority, such as the awarding of honorary degrees and the formulation of bylaws on student discipline.

Some sections in this list are of a more general nature, notably section 23 (o) and (t). These sections permit Senate to make recommendations and to “do any other thing” that senators consider to be important to the interest of the university. Similar provisions are found in the lists of powers for the other governing bodies of the university, and they recognize that all three governing bodies have an important role to play in supporting the mission of the institution.

These sections need to be viewed with some caution, however. Each of the governing bodies has a particular role, and specific areas of responsibility. The Board of Governors has responsibility for strategic oversight of financial matters and the protection of university financial and physical assets; University Council is responsible for overseeing academic issues; and the Senate brings the voice of the community to the institution and acts as an advocate for the university. The operations of the university are entrusted to the president and other administrators who have a mandate defined by the Act and by the governing bodies, as well as by faculty members of academic units.

In this complex governance environment, though it is of course useful to other governing bodies of the university to hear the views of the Senate on particular issues, it must be remembered that sections 23 (o) and (t) do not enlarge the authority of Senate or grant it decision-making power in areas overseen by the Board and Council, or on operational matters that are part of the job of administrators and faculty.

In addition, if the Senate wishes to comment or make recommendations that go beyond the matters over which it has authority under section 23, it should ensure that it has sufficient information to allow for adequate deliberation. The Office of the University Secretary is always happy to assist senators to obtain information or to arrange for presentations that will permit senators to make informed decisions.



Report of the Senate Education Committee

FOR INFORMATION

PRESENTED BY: Leah Howie, Acting Chair
Senate Education Committee

DATE OF MEETING: October 20, 2018

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

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.

The education committee met on October 2, 2018 and agreed to plan and facilitate a “Young Innovators” presentation as the topic from the education committee for the October 20th Senate meeting. Several postdoctoral students will be invited to speak for 10 minutes each with time for questions at the conclusion of the presentations.

The committee also chose a topic for the April 27, 2019 Senate meeting related to the Truth and Reconciliation Commission and what is being done on campus in terms of Indigenization. The committee will meet over the winter months to prepare for this spring Senate meeting topic.

Report of the Senate Nominations Committee

FOR INFORMATION

PRESENTED BY:	Stuart Garven, Chair, Nominations Committee
DATE OF MEETING:	October 20, 2018
SUBJECT:	Appointments to Senior Administration Search committees
SENATE ACTION:	For information only

BACKGROUND AND SUMMARY:

Pursuant to Senate Bylaws, the Senate nominations committee is mandated to make appointments to standing committees of Senate and for Senate representation on other committees when vacancies arise between meetings of the Senate, and to report these to Senate at its next meeting.

The Senate nominations committee met on September 26, 2018 and appointed members to the following search committees:

- Vice-president Research Search Committee – Vera Pezer
- Dean, Agriculture and Bioresources Search Committee – a representative chosen by the Saskatchewan Institute of Agrologists
- Dean, Graduate and Postdoctoral Studies Search Committee – Marcel de la Gorgendiere

The criteria for membership on these search committees can be found in the Search and Review Procedures for Senior Administrators document and can be accessed at:

<http://www.usask.ca/secretariat/documents/Governing%20Documents/SearchAndReviewProcedures.pdf>

Report of the Senate Nominations Committee

FOR DECISION

PRESENTED BY:	Stuart Garven, Chair, Nominations Committee
DATE OF MEETING:	October 20, 2018
SUBJECT:	Appointments to Joint Nomination Committee for Chancellor
DECISION REQUESTED:	<i>That Senate approve the nominations of Corinna Stevenson and Bud Sambasivam to serve on the Joint Nomination Committee for Chancellor.</i>

BACKGROUND AND SUMMARY:

Pursuant to Senate Bylaws, Section V.1.(d)(iv), the Senate nominations committee is mandated to recommend at the Fall meeting of Senate, individuals for appointment to the joint nomination committee for chancellor.

The membership for the joint nomination committee for chancellor is set out in Section V.7.(a) of the Senate Bylaws and includes the president, two members of the Board of Governors chosen from within its membership, and two elected members of the Senate nominated by the Senate nominations committee.

Duties of the joint nomination committee for chancellor include:

- (i) To invite submissions for candidates for nomination for the position of Chancellor from members of Convocation.
- (ii) To review the submissions and select one name for presentation to the Senate at the spring meeting prior to the expiry of the incumbent Chancellor's term; or in the case of an unplanned vacancy at the next meeting of the Senate.
- (iii) If the name of the proposed candidate in (ii) above is not accepted by the Senate, to put forward an alternative nomination no later than the next meeting of the Senate.
- (iv) To determine if a Chancellor wishing to sit a second term should be recommended for reappointment.

The Senate nominations committee met on September 26, 2018 and nominated the following elected Senate members to the joint nomination committee for chancellor: Corinna Stevenson and Bud Sambasivam.

The Board of Governors has chosen Lee Ahenakew and Shelley Brown to serve on the committee.

**Policy Oversight Committee
Annual Report
October 2018**

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, associate vice-presidents, and representatives from University Council and Deans Council. Terms of Reference for the Committee are included in this report and establish that this is 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.

Several policies presented to the Policy Oversight Committee between July and June of 2018 are still under review and being circulated for further consultation. It is anticipated that these particular policies will be approved within the next couple of months.

This report presents new policies approved and existing policies amended or deleted between July 1, 2017 and June 30, 2018. Links to the policies have been provided for information.

New and Amended Policies approved by governing bodies in 2017-2018

June 2018

IT Communications Policy

The policy was discussed and approved to be brought forward to the board by the Policy Oversight Committee on February 21, 2018. The policy was approved by the Board at its June 2018 meeting.

The IT communications environment has changed significantly over the last decade with the advent and integration of new communication services. Electronic mail is now just one of many modes of digital communication used to conduct university business today. As a result, the current electronic mail (email) policy that was established in 2006 needed to be revised and updated.

The existing email policy has been updated and expanded to include other e-communication services provided by the university. The revised policy also now addresses e-communications services provided by other service providers, such as social media services, instant messaging services, and text messaging services. It also allows for cloud-based IT communications services. The policy consultation process was extensive and included input from the following groups: Information Systems Steering Committee (ISSC), Administrative Systems Steering Committee (ASSC), Educational Systems Steering Committee (ESSC) and Research Systems Steering Committee (RSSC), Deans' Council, PPC, TLARC, RSAW, VPFR leadership team, VPTLSE leadership Team, Communications team, Human Resources, Privacy Officer, Institutional Planning and Assessment, VPUR leadership team, Faculty Association.

November 2017

Health and Safety

Revisions were made to several Health and Safety policies including updates to department names and contact information; and minor changes where applicable to ensure that the policies continue to match current practices.

- Animal control
- Biosafety
- Contractor hot work
- Fieldwork and associated travel safety
- Radiation safety

- Working Alone
- Workplace Safety and Environmental Protection (WSEP) – name changed to Health and Safety
- Long term storage of nuclear substance - this policy is no longer required, as items related to this policy are regulated by the Radiation Safety Code of Practice. The Radiation Safety Code of Practice is the regulatory oversight document for radiation safety. It is a more practical and more effective way to regulate the long term storage of nuclear substances. This policy also defines responsibilities in which U of S staff are not accountable.
- Violence prevention – title changed to violence threat prevention

Policies Deleted Administratively

Electronic Mail – replaced by IT Communications Policy

Policies Currently Under Development/Revision

Living our values

Responsible conduct of research (revisions)

University Risk Management

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

Report for Information

FOR INFORMATION

PRESENTED BY: Beth Bilson, University Secretary

DATE OF MEETING: October 20, 2018

SUBJECT: **Report on non-academic student discipline for 2017/18**

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, 2017 to June 30, 2018.

OUTCOMES:

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

Five complaints related to allegations of sexual assault, two related to allegations of verbal and non-verbal threats and intimidation, one related to disrespect for the processes of the *Standard* and failure to comply with sanctions under the *Standard*, and one related to failure to complete sanctions imposed by a previous hearing board.

Six complaints, including four complaints of sexual assault, were ultimately withdrawn by the complainants before proceeding to a hearing.

One complaint was held in abeyance, as the student involved was not actively registered at the University of Saskatchewan.

The two remaining complaints went to a formal hearing of the Senate Hearing Board. In both cases, the students were found to have violated the Standard. The outcomes were as follows:

- Withholding of student's degree until compliance with sanctions imposed by previous hearing board
- Suspension for a period of three years, plus a ban from all U of S residence buildings

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 regard to both the manner of resolution and those involved in complaints. We caution the reader that one risk in analyzing data made up of small sample sizes is that any extrapolated conclusion could be inaccurate because the increase in numbers may be due to completely different factors (i.e. one event in a year could involve three or four students which would completely skew the numbers).

There were no successful alternative dispute resolutions in 2017-18, although two complaints that were ultimately withdrawn were recommended for resolution through mediation. Alternative

dispute resolution is attempted when appropriate given the nature and severity of the complaint, as well as the willingness of both the complainant and respondent to attempt ADR.

Complaints involving graduate students accounted for only 11% of complaints , more in line with their representation within the student population (about 18%). In previous years, graduate students were over represented in complaints made under the Standard, with 33% of complaints involving graduate students in 2016-17 and 80% in 2015-16.

We continue to observe the number of complaints made against international students. Last year only 26% of complaints had international students as respondents, whereas the year previous (2015-16) last year 70% of complaints involved international students as respondents. This year, 88% of complaints have international students as respondents, which is significantly out of line with their representation within 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.

SENATE ELECTION 2019

Senate nominations are open for the 2019 election (member-at-large and district senators)

In the 2019 election, there are four (4) member-at-large positions available and ten (10) district positions (Districts 2, 3, 4, 7, 8, 9, 10, 11, 12 and 14). All members of convocation are eligible to nominate and be nominated. In the case of a district, the nominee and the nominator must be a resident of that district. In regards to voting for a district nominee, only members residing in that district may vote.

Nominations close March 1, 2019.

Members-at-large with expiring terms

Susanne Berg (eligible for re-election)
Leah Howie (eligible for re-election)
Rylund Hunter (eligible for re-election)
Evan Cole (not eligible for re-election)

District members with expiring terms

10 – Vacant
3 – Shawna Smuk (eligible)
7 - Rhonda Gough (eligible)
8 - Lee Hall (eligible)
2 – *Tenielle McLeod (not eligible)*
4 – *Sarah Binnie (not eligible)*
9 – *Corinna Stevenson (not eligible)*
11 – *Jerri Hoback (not eligible)*
12 – *Richard Michalenko (not eligible)*
14 – *Jim Nicol (not eligible)*

Nomination form - Member-at-large (attached)

Nomination form – District (attached)

Required fields are denoted by an asterisk (*)

We, the undersigned members of convocation, hereby nominate:

FULL NAME OF CANDIDATE* _____ NSID (if known) _____

ADDRESS* _____

CITY* _____ PROVINCE* _____

POSTAL CODE* _____ HOME PHONE _____

MOBILE PHONE _____ WORK PHONE _____

EMAIL* _____

RUNNING IN DISTRICT #

NOMINATED BY:

This nomination must be supported by three members of convocation¹ *that are a resident of that district.*
Please complete the fields below.

Nominator #1 _____ NSID (if known) _____

Full Name* _____

U of S Degree _____

And year earned* _____

ADDRESS* _____ CITY* _____ POSTAL CODE* _____

EMAIL* _____

* I, the above-named nominator, support the nomination of this candidate.

Nominator #2 _____ NSID (if known) _____

Full Name* _____

U of S Degree _____

And year earned* _____

ADDRESS* _____ CITY* _____ POSTAL CODE* _____

EMAIL* _____

* I, the above-named nominator, support the nomination of this candidate.

Nominator #3 NSID
 Full Name* _____ (if known) _____

U of S Degree _____
 And year earned* _____

ADDRESS* _____ CITY* _____ POSTAL CODE* _____

EMAIL* _____

* I, the above-named nominator, support the nomination of this candidate.

Please ensure all required information has been provided. Submit the completed form by email, fax or mail, accompanied by a biography of the nominee (no more than 200 words) to:

senate.nominations@usask.ca

or

Fax: 306-966- 4458

or mail to:

Office of the University Secretary
 University of Saskatchewan
 E290 Administration Building
 105 Administration Place
 Saskatoon, SK S7N 5A2

****All nominations must be received by March 1, 2019.****

If you do not receive a confirmation of receipt of your nomination form please contact the Office of the University Secretary.

¹ The convocation is composed of the chancellor, the senate and all graduates of the university.

Required fields are denoted by an asterisk (*)

We, the undersigned members of convocation, hereby nominate:

FULL NAME OF CANDIDATE* _____ NSID (if known) _____

ADDRESS* _____

CITY* _____ PROVINCE* _____

POSTAL CODE* _____ HOME PHONE _____

MOBILE PHONE _____ WORK PHONE _____

EMAIL* _____

NOMINATED BY:

This nomination must be supported by three members of convocation.¹ Please complete the fields below.

Nominator #1 _____ NSID (if known) _____

Full Name* _____

U of S Degree _____

And year earned* _____

ADDRESS* _____ CITY* _____ POSTAL CODE* _____

EMAIL* _____

* I, the above-named nominator, support the nomination of this candidate.

Nominator #2 _____ NSID (if known) _____

Full Name* _____

U of S Degree _____

And year earned* _____

ADDRESS* _____ CITY* _____ POSTAL CODE* _____

EMAIL* _____

* I, the above-named nominator, support the nomination of this candidate.

Nominator #3Full Name* _____ NSID _____
(if known)U of S Degree _____
And year earned* _____

ADDRESS* _____ CITY* _____ POSTAL CODE* _____

EMAIL* _____

* I, the above-named nominator, support the nomination of this candidate.

Please ensure all required information has been provided. Submit the completed form by email, fax or mail, accompanied by a biography of the nominee (no more than 200 words) to:

senate.nominations@usask.ca

or

Fax: 306-966- 4458

or mail to:

Office of the University Secretary
University of Saskatchewan
E290 Administration Building
105 Administration Place
Saskatoon, SK S7N 5A2

****All nominations must be received by March 1, 2019.****

If you do not receive a confirmation of receipt of your nomination form please contact the Office of the University Secretary.

¹ The convocation is composed of the chancellor, the senate and all graduates of the university.