

A Message from Chancellor Grit McCreath

April 25, 2020 USASK Senate Meeting

Dear USask Senators, Faculty and Staff!

This is a first for all of us – a “virtual” Senate meeting! It is important that, even though we are apart, we come together to support the University of Saskatchewan in its mission to be what the world needs.

I want to thank all of you, especially our Senate members scattered in every corner of Saskatchewan. Your commitment to USask, especially during these unprecedented times, needs to be acknowledged. University Senate is such an important part of the university’s tricameral system of governance. As a collective, you are the university’s connection to the entire province, helping us share the important work our institution undertakes with the communities you call home. Conversely, you are the province’s window to the university, enabling our institution to clearly hear the voices you represent in the communities you serve. These connections help the university achieve all its ambitions, dreams and obligations.

It is my pleasure to welcome Dr. Chelsea Willness, our new University Secretary and Chief Governance Officer, to her first Senate meeting in her new role. I am delighted to be working with her! Dr. Willness, a professor of organizational behaviour at the Edwards School of Business, has a passion for governance that will prove invaluable to Senate. Equally valuable to Senate, is her research expertise which covers areas including social and environmental responsibility, non-profit governance, student engagement and experiential learning, community partnerships and stakeholder engagement, as well as attracting, selecting and retaining talent.

A number of thank yous are in order... first to Lesley Leonhardt who together with Dr. Willness have spent considerable time creating the template and all the processes for this meeting. It has been amazing to watch President Peter Stoicheff and the leadership team, the Crisis Management Team, the Crisis Operations Team, the IT experts, and in fact the whole USask community rallied to meet the challenges of the COVID crisis. In a short amount of time, everyone came together to make immense organizational decisions and change our operations to protect the health and safety of our campus community, while limiting the impact on our students. We should be very proud to be a part of this!

How fortunate are we to have President Stoicheff at the helm — thanks to him for his caring, dedication, and leadership at this time!

Even in our isolation we are united in our commitment and passion for the USask!

I look forward to seeing you in October — face-to-face — for our next Senate meeting!

Warmest greetings!

Grit McCreath

Chancellor

1. Chair's Opening Remarks (see cover letter)

***Items 2 and 3: by consensus (unless edits are received via email to university.secretary@usask.ca by noon on Friday, April 24th)**

2. Adoption of the Agenda
3. Approval of the minutes of October 26, 2019
4. Business Arising from the Minutes -none
5. President's Report and COVID-19 Response Update
(Peter Stoicheff, president)
-you are welcome to view President Stoicheff's address to the General Academic Assembly here
6. Report on Undergraduate Student Activities
(Regan Ratt-Misponas, USSU President)
7. Report on Graduate Student Activities
(Mery Mendoza, GSA President)
8. Report on Board of Governors Activities
(Joy Crawford, board member)
9. University Council,
(Jay Wilson, chair of University Council)

***A link to an electronic ballot will be provided for voting on items 9.2-9.11.**

Items for Confirmation:

- 9.1 Annual Report on University Council activities
- 9.2 Admissions Qualifications Change – Bachelor of Commerce (B.Comm) programs
That Senate confirm Council's approval of changes to the admissions qualifications for Bachelor of Commerce (B.Comm) programs, effective for the 2021-22 admissions cycle.
- 9.3 Admissions Qualification Change – Bachelor of Science in Nursing (BSN) programs
That Senate confirm Council's approval of changes to the admissions qualifications for Bachelor of Science in Nursing (BSN) programs, effective for the 2021-22 admissions cycle.
- 9.4 Admissions Qualification Change – Doctor of Veterinary Medicine (DVM) program
That Senate confirm Council's approval of changes to the admissions qualifications – Doctor of Veterinary Medicine (DVM) program, effective for the 2021-22 admissions cycle.

- 9.5 Admissions Qualification Change- Master of Water Security (MWS) program
That Senate confirm Council's approval of changes to the admissions qualifications for - Master of Water Security (MWS) program, effective for the 2021-22 admissions cycle.
- 9.6 Admissions Qualification Change – Master of Physical Therapy (MPT) program
That Senate confirm Council's approval of changes to the admissions qualifications for Master of Physical Therapy (MPT) program, effective for the 2021-22 admissions cycle.
- 9.7 Admissions Qualification Change – Doctor of Dental Medicine (DMD) program
That Senate confirm Council's approval of changes to the admissions qualifications for Doctor of Dental Medicine (DMD) program, effective for the 2021-22 admissions cycle.
- 9.8 Admissions Qualification Change - Graduate programs in Biochemistry, Microbiology, and Immunology
That Senate confirm Council's approval of changes to the admissions qualifications for graduate programs in Biochemistry, Microbiology, and Immunology s, effective for the 2021-22 admissions cycle.
- 9.9 Admissions Qualification Change – Doctor of Medicine (MD) program
That Senate confirm Council's approval of changes to the admissions qualifications – Doctor of Medicine (MD) program, effective for the 2021-22 admissions cycle.
- 9.10 Admissions Qualification Change – Master of Arts (M.A.) in Applied Social Psychology
That Senate confirm Council's approval of changes to the admissions qualifications for Master of Arts (M.A.) in Applied Social Psychology, effective for the 2021-22 admissions cycle.
- 9.11 Admissions Qualification Change –Bachelor of Science (Biomedical Science) programs
That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Science (Biomedical Science) programs, effective the 2021-22 admissions cycle.

10. Senate Committee Reports

***A link to an electronic ballot will be provided for voting on items 10.1.2, 10.1.3, 10.2 and 10.3.**

10.1 Executive Committee

(Peter Stoicheff, vice-chair)

10.1.1 Report on activities

10.1.2 **For decision:** Nominations to the Nominations Committee

10.1.3 **For decision:** Report of the Joint Conflict of Interest Policies Review Committee

10.2 **CONFIDENTIAL - For decision:** Honorary Degrees Committee Report

(Peter Stoicheff, chair)

10.3 **For decision:** Nominations Committee Report

(Don Hamilton, chair)

***Before noon, Friday, April 24th, please send any nominations from the 'floor' to university.secretary@usask.ca.**

10.4 Education Committee Report
(Leah Howie, chair)

11. Items for Information

11.1 Student Enrolment Report
(Patti McDougall, vice-provost, teaching, learning and student experience)

11.2 Senate Election Update
(Chelsea Willness, university secretary and chief governance officer)

12. Adjournment

See Appendix A for attendance.

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

The chair acknowledged that the meeting was taking place on Treaty 6 territory and the homeland of the Métis. She said that she was honoured to have been appointed as chancellor by the Senate and she was looking forward to acting to support the leadership of President Stoicheff. She said she would try to represent the university in communities across Canada. She reminded senators of their role as ambassadors for the university, and expressed her pride in an institution that is fostering the next generation of global citizens. She said the discovery mission of the university has the potential to have an impact regionally, nationally and globally, and to be, in the words of the University Plan, the university the world needs.

She asked those present to introduce themselves and identify their constituency.

2. Adoption of agenda

The chair noted that item 9.4, changes in the admissions standards for the combined Bachelor of Science Kinesiology and Bachelor of Education program will be added to the agenda. Materials were circulated prior to the meeting.

DOIG/HUNT: That the agenda be adopted as amended.

CARRIED

3. Approval of the minutes of April 27, 2019

DE LA GORGENDIERE/JURGENS: That the minutes of the meeting of April 27, 2019 be adopted as circulated.

CARRIED

4. Business arising from the minutes

No items of business arising from the minutes were identified.

5. President's report

The president thanked senators for devoting their time to the work of the Senate, and welcomed new members. He noted that a representative of the Federation of Sovereign Indigenous Nations was present, as well as one of the Senate-elected members of the Board of Governors. He congratulated the new chancellor.

He encouraged members of the Senate to think in the context of the University Plan, and the ambition stated there for the university to be the university the world needs. He said the plan is intended to be outward-facing, and to inspire those responsible for carrying out the teaching, research and

community engagement mission of the university to consider what local, national and global communities need.

The president noted that for the fifth year in a row, the university has experienced growth in enrolment, with slightly more than 26,000 students registered this year. This pattern of rising enrolment permits this university, unlike some others, to make strategic choices about the recruitment of students. A Learning, Teaching and Student Experience Plan will be presented later in the meeting that includes projects of enrolment growth to 29,000 students by 2025.

Convocation is scheduled for November 13, and will be the second series of Convocation ceremonies held at Merlis Belsher Place. The decision to bring Convocation back to a location in proximity to the campus has received very positive feedback, and considerable numbers of people attending the June Convocation ceremonies took the opportunity to visit the campus.

Representatives of the university, including student representatives, recently attended the unveiling of the signage for the Prince Albert Campus, which is expected to open a year from now. There were many people from Prince Albert there, as well as the premier and other guests. He thanked the vice-provost teaching, learning and student experience for her work on this project. He said that the community of Prince Albert has been very supportive of the development of the campus there, and it will give the university an important base for outreach to northern Saskatchewan.

The president said that the university's research continues to have significant impact. He said that the water research program at the university is ranked first in Canada and 19th in the world. He said that the Canadian Light Source, now celebrating the 20th anniversary of its establishment, is the only synchrotron in the country, and was located here because people in all levels of government – municipal, provincial and federal – had a vision for bringing a world class scientific facility to the university and were willing to invest to make that happen.

President Stoicheff referred to a number of memoranda of understanding between the university and community organizations, including those with the Remai gallery and the Saskatoon Symphony Orchestra. The MOU with the City of Saskatoon, one of the first such agreements in Canada, was intended to form the basis for meaningful collaboration. An example of this is the recently-announced Research Junction, an initiative that will make modest amounts of funding available for research projects involving university researchers and city staff focused on bringing university expertise to bear on issues important to the city.

One of the priorities identified by the president when he took office was sustainability. Among the efforts the university has been making in support of this priority are an MOU with the USSU agreeing to collaborate on sustainability projects, and the appointment of a special advisor to the president on sustainability. This advisor, Dr. Irena Creed, will be working with the President's Sustainability Circle to formulate a sustainability plan.

The university has been selected to participate in the national pilot Dimensions project, which is modeled on the Athena Swan program in the UK, and is aimed at promoting equity for university researchers. The university has also established a task force to look at broader issues of equity and diversity.

The president mentioned that the Royal Society of Canada, which recognizes excellence in research, recently announced the induction of Dr. Irena Creed as a member and the award of the prestigious Mirosław Milanowsky Medal to Dr. John Pomeroy, director of the Water Futures program.

The renewal of the Nutrien Chair in Clinical Research in the College of Medicine will support research on new diagnostic processes in cancer care, in collaboration with the Saskatchewan Cancer Agency.

Finally, the president said that the College of Agriculture and Bioresources had harvested the first crop of ceremonial tobacco from a plot on the roof of their building. Elders were consulted in choosing the variety of tobacco to grow and advised on the cultivation. Seeds from the plants are to be shared with First Nations, and the tobacco harvested will be used in university ceremonial events.

A member of the Senate asked for an update on the work of the Global Institute for Food Security. The president said this, along with the Global Institute for Water Security, was an institute funded by the Canada First Research Excellence Fund. The institute has a scientific advisory committee recruited internationally, and much of its research is directed at making plants more resistant to climate change.

Another senator asked how the goal of sustainability will be pursued at other sites of the university, such as the Prince Albert Campus. The president said that this would be an issue to be considered in the work of the Sustainability Circle working on the institutional plan for sustainability. He said it would also be a consideration as those planning for the Prince Albert Campus work through how that campus will reflect the priorities and plans of the university.

6. Report on undergraduate student activities

Carlos Munoz Pimental, Vice-president Academic of the University of Saskatchewan Students' Union (USSU), noted that a written report had been circulated. He said that the executive had been working on a vision for the organization, and one of their objectives is to continue to be seen as a leader among student organizations on the issue of sustainability. He said the USSU is also trying to ensure that students are aware of the services provided by the USSU, such as bus passes, support for campus clubs, advocacy, the Wellness Centre, Place Riel and SafeWalk. These are services that tie students at the university together. The new action plan for the USSU will focus on education, leadership, decolonization and fostering community.

7. Report on graduate student activities

Mery Mendoza, the president of the Graduate Students' Association, presented the report. She said that the role of the GSA is to advocate on behalf of graduate students. The GSA continues to promote the health of students, and to create a sense of community. She said that the GSA would be having its annual gala on April 4, and are also planning a research conference. She said that graduate students are important to the university as teachers and researchers. The GSA is working to expand the reach and effectiveness of the student-supervisor agreement, and continues to seek representation on the Board of Governors.

8. Report on Board of Governors

Joy Crawford, one of the Senate-elected members of the Board of Governors, presented the report. She noted that this would be a verbal report given the short time between the October meetings of the Board and the Senate. She said the Board had held three meetings since the last Senate meeting in April. Bobby Cameron, Chief of the Federation of Sovereign Indigenous Nations, attended a Board meeting to discuss the expectations of his organization from an MOU signed with the university in

the spring. Other guests were the Minister of Advanced Education, the Honorable Tina Beaudry-Mellor, and the Provincial Auditor, Judy Ferguson.

Over the last few meetings, the Land and Facilities Committee of the Board considered the allocation of the bond financing that is directed towards major maintenance and renovation projects in five core campus buildings – Thorvaldson, Physics, W.P. Thompson, Arts and Murray – and also approved the renovations to prepare for the Prince Albert Campus.

The Board approved a number of senior administrative appointments, including that of Chelsea Willness as University Secretary, and conferred chancellor emeritus status on Roy Romanow. The Board heard updates on the restructuring of the Alumni Association and on the Learning, Teaching and Student Experience Plan. The Board also approved revisions to the terms of reference of the standing committees, which included the merger of the Audit and Finance and Investment Committees into a new Audit and Finance Committee.

Ms. Crawford outlined her own activities as a Board member, including her service on the presidential review committee and the campaign planning committee, and attendance at the conference of the Canadian University Boards Association, Convocation, the alumni weekend, the Edwards School of Business pinning ceremony, the reception to mark the 20th anniversary of the CLS and the Senate forum. She brought to the attention of senators the *Humans Wanted* report from the Royal Bank, which has attracted attention from universities, and one of the specialized offshoots of that report *Farmer 4.0*, a meeting she attended that looked at how to prepare farmers and others for the agricultural industry of the future.

9. Report from University Council

Jay Wilson, chair of University Council, presented the report.

9.1 For confirmation: Admissions Qualification Change – Master of Science in Marketing

A member of the Senate sought clarification on the wording in the report circulated prior to the meeting. Dean Trever Crowe of the College of Graduate and Postdoctoral Studies explained that the intent of the proposal was to make it possible to consider applicants from a wider range of backgrounds by allowing those administering the admissions process to waive the requirement for a minimum score on standardized tests in appropriate circumstances.

MCKERCHER/THROMBERG: That Senate confirm Council's approval of changes to the admissions qualifications for the Master of Science (M.Sc.) in Marketing for applicants admitted for September 2020 or later.

CARRIED

9.2 New vision for interdisciplinary public health programming

The provost, Tony Vannelli, outlined the context in which the Senate will be asked to confirm the disestablishment of the School of Public Health at the April 2020 meeting. He said this recommendation must be seen as part of a new vision intended to expand research opportunities and strengthen programming in the field of public health. The examination of the possible structures for public health is the beginning of a search for optimal ways to promote and sustain interdisciplinary research, teaching and community engagement in many areas, such as health sciences and applied sciences.

At the time of its founding ten years ago, the School of Public Health represented a step forward in the administration of interdisciplinary activity. This structure has not proved an adequate vehicle, however, to attract and involve the more than 55 faculty who do research related to public health – the faculty of the school itself was only eleven or twelve.

The plans for transition from the existing structure have ensured that students in the public health programs can proceed without interruption. Consultation has been carried out with the Faculty Association concerning the reassignment of faculty, and Dean Brothwell of the College of Dentistry has taken on administering the school during the transition period. A task force has been established to consider options for an optimal structure.

A senator asked whether efforts were being made to assure the continued academic quality of the programs during the transition period. The provost said that a student would be added to the task force to ensure that the members understand the student perspective on the quality of the programs. The school was also due to go through an accreditation process using a European standard; the transition offers an opportunity to attempt to attain the higher North American standard. In part, this will entail enhancements to the practicum opportunities for students, which are an important factor in the accreditation process.

A student member of the Senate asked how the interim administrative structure was determined, and whether the task force would be exercising authority during the transition. The provost replied that administrative authority had been conferred on the dean of dentistry, who is a public health specialist. The task force would not have a role in administration, but would be studying possible administrative structures to put in place. Additional support had been provided to the College of Dentistry to make it possible for the dean to assume interim responsibility for the public health programs.

In response to a question from a senator, the provost indicated that all unions who had members who were part of the School of Public Health had been consulted.

9.3. For confirmation: Learning, Teaching and Student Experience Plan

The vice-provost teaching, learning and student experience, Patti McDougall, presented the plan on learning, teaching and student experience, which includes the enrolment projections for the university to 2025. She reminded members that it is part of the responsibility of the Senate to approve enrolment targets for the institution. She said the enrolment targets were developed on the basis of what the deans and executive directors of schools articulated as their expectations for enrolment in their programs, based on the pattern of enrolment changes over the last few years. The total number projected is 29,000 students. Colleges and schools were asked to consider how they would provide resources for any expected growth in student numbers.

The plan includes both measurable pursuits and aspirations. The major elements of the plan are systems, structures and processes; sharing our stories; reconciliation; inclusion, empowerment and support; and preparing learners the world needs.

A senator asked about the basis for the balance of undergraduate and graduate students in the enrolment projections. The vice-provost said that the balance had been established some time ago at around 78% undergraduate, 17-18% graduate and 5% non-degree students and medical residents. She said that there might be a greater call for microcredentials and continuing

education, and it would be up to the colleges and schools to consider how this might affect the projections.

A postdoctoral fellow asked whether the plan addressed adequately the need for mental health supports for postdoctoral students. The vice-provost said that postdoctoral fellows are university employees rather than students and it is difficult to accommodate their needs in programs that are designed for students, and financed in part by student fees. Dean Crowe said that this is an important issue, and he had asked one of his staff to work with human resources and the union representing postdoctoral fellows.

THOMPSON/HENDERSON: That the Senate confirm Council's decision to approve the University of Saskatchewan's enrolment goals to 2025, as presented in *Fostering Tomorrow's Leaders: The Learning, Teaching and Student Experience Plan*.

CARRIED

9.4 For confirmation: Admissions qualification change – Bachelor of Science Kinesiology/Bachelor of Education Combined program

HEPPNER/NEUFELDT: That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Science Kinesiology/Bachelor of Education Combined program, effective May 2020.

CARRIED

10. Senate committee reports

10.1 Executive Committee

The president presented the report as vice-chair of the committee.

10.1.1 Report on activities

The president referred senators to the written report, and to the attached guidelines for recording of Senate meetings. A senator suggested that the guidelines provided too limited a window for senators to verify the accuracy of the minutes; the secretary undertook to consider this issue. Another senator asked whether the Executive Committee could consider the possibility of making more use of technology in the future to make it possible for people living a long distance from Saskatoon to consider participating in the Senate.

10.1.2 For decision: Nomination to the Senate Nominations Committee

MCLEOD/BERG: That on the recommendation of the Executive Committee, Senate approve the appointment of Michelle MacDonald to the Nominations Committee for a one-year term beginning immediately and ending June 30, 2020.

CARRIED

10.1.3 Report of the joint Conflict of Interest Policy Review Committee

Marcel de la Gorgendière, chair of the Joint Conflict of Interest Policy Review Committee, presented the report. He noted that the committee had decided to limit the scope of its review to major university-level policies, and would also make an inventory of other policies touching on

conflict of interest. He said that Jason MacLean, a Council appointee to the committee, had undertaken to carry out a literature review.

10.2 For decision: Honorary Degrees Committee report (Confidential)

Guests were asked to leave the room for this portion of the agenda. This item has been removed from these minutes as it is confidential.

10.3 Nominations Committee

HAMILTON/JURGENS: That Senate approve the appointment of Anne Doig to University Council for a one-year term beginning immediately and ending June 30, 2020, and Kelley Moore to the Non-academic Student Discipline and Appeals Board for a three-year term beginning immediately and ending June 30, 2022.

CARRIED

10.4 Education Committee

Leah Howie, the chair of the Education Committee, presented the report. She said that the committee would be presenting a session on sustainability at the university after the lunch break, and that they were planning a session on the student experience for the April meeting.

[Item 11 was moved to follow Item 12 to accommodate the lunch break.]

12. Senate Education Committee topic: Sustainability at the University of Saskatchewan

Jason MacLean, a faculty member in the College of Law, introduced two students from his environmental law course, Kylee Wilyman and Travis Smith. These students described the conclusions they had reached concerning the carbon footprint of the university, and made a number of recommendations for steps the university could take to reduce the impact on the environment. These included moving away from using heating and power sources reliant on the use of fossil fuels, large-scale composting of university waste, placing limits on access to vehicle parking and introducing biofuels.

Matt Wolsfeld of the Office of Sustainability, described a number of the initiatives the university had taken in recent years to address sustainability issues. One of these was an extensive retrofitting program for the lighting system that replaced existing light bulbs with LED bulbs. He said that this program had been phased so that replacement occurred at a natural time to replace the bulbs. He also indicated that there have been experiments with the use of solar power, including a student-led project outside the John Mitchell Building. He also pointed to projects involving the composting of waste from Culinary Services.

Irena Creed, the new special advisor to the president on sustainability, placed the discussion of sustainability in the context of the United Nations sustainability goals, which provide a framework for the development of an institutional sustainability plan. She indicated that she would expect to be able to present such a plan for consideration by Senate in approximately a year.

The vice-president finance and resources, Greg Fowler, drew to the attention of Senate two initiatives the university is currently involved in. One is a collaboration with the City of Saskatoon and the

Saskatoon Tribal Council to explore the potential for generating hydro power in the river, and the other is a project to introduce co-generation of heat and power.

A question and answer period followed the presentations. One issue discussed was the current dialogue about making sustainability one of the criteria considered in university ranking systems. There was also discussion of how the costs of moving towards more sustainable systems should be calculated.

11. Living our Values

The secretary presented a document entitled *Living our Values*. This document draws on the values identified in the Vision, Mission and Values statement adopted by the governing bodies in 2016, and is intended to articulate the expectation that members of the university community will conduct themselves in a manner consistent with those values. The secretary invited members of the Senate to submit comments. The document will be presented to the Senate for endorsement at a future meeting. It is expected that it will be presented to the Senate for endorsement at the April 2020 meeting.

13. Items for information

13.1 University Relations update on provincial tours

Vice-president of University Relations Debra Pozega Osburn made a brief presentation on the series of visits to Saskatchewan communities that representatives of her office have made over the last two years. She said that the visits had included meetings with school boards, business organizations and community groups. She said that members of the Senate had been of great assistance in some of these visits, and she hoped that senators would continue to play an important role in this program.

13.2 Policy Oversight Committee annual report 2018-2019

The secretary presented the annual report of the Policy Oversight Committee, a body composed of administrators and faculty that provides feedback to proponents of university-level policies and determines what approvals are necessary. The report lists the policies that came before the committee in 2018-2019.

13.3 Report on non-academic student misconduct 2018-2019

The secretary presented the report of the matters that had been addressed under the *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals*. These regulations fall within the jurisdiction of the Senate.

13.4 Senate elections 2020 – call for nominations

The secretary said that a call for nominations would be going out within the next couple of weeks. Nominations for Senate vacancies would be open until early in 2020, and the voting will take place in the spring. She noted that there is a vacancy in District 9 (Nipawin-Melfort-Hudson Bay) and that the terms of the following five members are expiring in 2020: Davida Bentham, Dan Danielson, Victoria Jurgens, Michelle Thompson and Fred Wesolowski. Dan Danielson, Victoria Jurgens and Fred Wesolowski are eligible to be re-elected.

14. Other business

No items of other business were raised.

15. Question period

A senator asked whether the Senate could examine its own processes with a view to making them more sustainable. The secretary asked whether it would be satisfactory to refer this issue to the Executive Committee, and the senator agreed.

Leah Howie, chair of the Education Committee, asked senators to complete the surveys on the sustainability session that had been left on the tables.

A senator asked whether the Senate would be kept informed of the progress of the university's planning on sustainability issues. President Stoicheff said that he expected a draft would be put before the Senate in the fall of 2020.

16. Adjournment and dates of future Convocation and Senate meetings

The chair thanked members for attending, and the meeting adjourned at 2:45 p.m.

Fall Convocation: November 13, 2019

Spring Senate meeting: April 25, 2020

Spring Convocation: June 1-5, 2020

APPENDIX A

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Barry, Alpha	P	Clarke, Darlene	P	Alcorn, Jane	R
Bath, Brenna	P	Doig, Anne	P	Basinger, Jim	R
Bergstrom, Twyla	P	Gillies, Sandra	P	Beaudry-Mellor, Tina	R
Bilson, Max	P	Gustafson, Barb	R	Berry, Lois	R
Browning, Lynda	P	Hall, Lee	P	Bonham-Smith, Peta	P
Buydens, Norma	P	Hermiston, Lisa	P	Brothwell, Doug	P
Cooley, Carol	R	Jobb, Gail	R	Buhr, Mary	P
Cote, Richard	P	MacDonald, Michelle	P	Chad, Karen	P
de la Gorgendiere, M.	P	Matthews, Colleen	P	Crowe, Trever	P
Dick, Bethany	P	McLeod, Tim	P	Favel, Blaine	R
Fox, Stephanie	P	Mitten, Rae	R	Fowler, Greg	P
Gable, Kathleen	P	Smuk, Shawna	R	Freeman, Douglas	P
Garven, Stuart	P	Usunier, Marc	P	Harasmychuk, Robert	P
Gjetvaj, Branimir	P	District 10 - Vacant		Harrison, William	P
Hamilton, Don	P	ELECTED MEMBERS-AT-LARGE		Isinger, Russell	P
Harvey, Eileen Mae	R	Bentham, Davida	P	Just, Melissa	P
Harwood, Judy	P	Berg, Susanne	P	Kresta, Suzanne	P
Hrudka, Christine	R	Danielson, Dan	P	Lee, Jim	R
Hubich, Larry	P	DeCillia, Brooks	R	London, Chad	P
Kreuger, Monica	R	Howie, Leah	P	Luke, Iain	R
Leis, Tim	P	Hunt, Cecile	P	Manley-Tannis, Richard	R
MacArthur, Sandra	R	Kaminski, Nicholas	P	Martini, Jeromey	R
MacMillan, Judy	P	Jurgens, Victoria	P	McCaffrey, Geordy	R
McKercher, Grant	P	Moore, Kelley	R	McCreath, Grit	P
Menzies, Craig	R	Sambasivam, Bud	P	McDougall, Patti	P
Morrison, Karen	P	Thompson, Michelle	P	McKercher, Peggy	R
Munro, Albert	P	Wesolowski, Christine	P	McLoughlin, Mark	R
Neufeldt, Victoria	P	Wesolowski, Fred	P	Ottmann, Jackie	P
Notay, Jay	R	Conan, Nicole	P	Pawelke, Michael	R
Pilat Burns, Charlotte	P	STUDENTS		Pezer, Vera	R
Rozdilsky, John	P	Aman, Michael	R	Phillipson, Martin	R
Thronberg, John	P	Andrews, Jackson	P	Pozega Osburn, Debra	P
Walton, Jack	P	Ashworth, Emma	P	Prytula, Michelle	P
Wiens, Rod	R	Henderson, Robert	P	Romanow, Roy	R
Yee, Tim	P	Heppner, Jonathan	P	Smith, Preston	P
Zaba, Eileen	R	Mendoza, Mery, GSA	P	Stilll, Carl	P
Zatlyn, Lorna	R	TBA		Stoicheff, Peter	P
		P=present		Vanelli, Tony	P
		R=regrets		Willoughby, Keith	P
		A=absent			
				NON-VOTING	
				Bilson, Beth	P

President's Report to Senate – APRIL 2020

PRESIDENT'S MESSAGE

Although on-site activity at the University of Saskatchewan has quieted, our student, faculty, staff and administrative presence remains strong and resilient in a virtual setting. Our efforts at the University of Saskatchewan to respond to the COVID 19 global pandemic have been focused on ensuring the health and safety of our campus community while maintaining, as appropriate and as best we can, our academic mission and operations. All recommendations have and will continue to follow the best health-related, governmental and post-secondary sector advice and information available, and will be implemented to keep our campus community safe with as little disruption as possible to our students and employees. All updates regarding the USask COVID 19 response are available at updates.usask.ca.

Each of us is experiencing much pressure and uncertainty at the moment, given the rapid developments of the pandemic. These are indeed challenging times for everyone in the world, and it is important that we remain as calm, clear in our thinking, informed by evidence, and communicative as possible. Being aware of the decisions being made by other sectors, and our own, is equally important. None of that is easy. It is equally important for us all to support each other and to share concerns and advice and experiences. I can see that the Covid-19 pandemic is not only about physical health. As we increase the social distance between ourselves, and see the number of opportunities for socializing become drastically reduced around us and at the university, our mental health and that of our colleagues and friends will be impacted. I encourage you to find opportunities to keep yourselves mentally healthy and to take advantage of them — walking and exercising, staying connected with friends and colleagues and family.

I want to thank the University Secretary's office for ensuring that the university's governance systems, including that of Senate proceedings, continue from a virtual space and to you for your understanding and willingness to participate from a virtual setting to accommodate these challenging times. I know that faculty, students, staff, and administrators have had to make, and endure, enormous changes to their work and personal lives. I and we are also indebted to the work that the Crisis Management Team and the Crisis Operations Team have undertaken to help ensure we are in the responsible and accountable place we are currently in. I understand this is a time of uncertainty and concern, but please be reassured by our planning process in this situation, and know that the health and safety of our campus community is our top priority. Difficult and unprecedented decisions will continue to be required of us. I thank you for your understanding, for making these decisions, for your support of these decisions, and for your support for each other in these difficult times.

Kindest regards,
Peter

College of Medicine receives top accreditation results

I want to congratulate the College of Medicine, and specifically Dean Preston Smith, for achieving strong results from the Committee on Accreditation of Canadian Medical Schools (CACMS). The College of Medicine has now earned the approval of the accrediting body across all 93 areas CACMS reviewed and will not be required to host another site visit until 2025 or 2026. I am proud of this achievement, given the efforts of faculty and staff to ensure this positive outcome.

Opening of the USask Community Centre

The official opening of the USask Community Centre took place on January 29th. This is an important gathering place for our student community to seek connections, support, and education around health and wellness. The launch also took place on a significant day dedicated to ending stigma around mental health – Bell Let's Talk Day. The mental health of our students and campus-wide community is a key priority and it is important that programs to support and educate students on health and wellness are available and accessible.

Royal Society of Canada celebrates USask scholars

In late November, I had the honor of attending the Royal Society of Canada's (RSC) Celebration of Excellence and Engagement in Ottawa, where two USask scholars were honored. Dr. Irena Creed was named a Fellow of the RSC. Dr. Creed is one of Canada's most influential environmental scientists and served as executive director of the School of Environment and Sustainability until July 2019. Since then, she has held the position of associate vice-president and has recently been appointed the president's special advisor on sustainability.

Dr. John Pomeroy, who became an RSC fellow in 2018, was presented with the Miroslaw Romanowski Medal, awarded annually for significant contributions to the resolution of scientific aspects of environmental problems. Dr. Pomeroy is director of the USask-led Global Water Futures (GWF) program and is among the world's most renowned snow hydrologists.

In conjunction with the RSC's celebration, USask also hosted a special reception for alumni, friends and community connections based in Ottawa. The reception featured a dynamic conversation with four renowned USask researchers who have been recognized by the RSC for their outstanding contributions to water science and aquatic ecology research. Featured researchers included Dr. John Pomeroy, Dr. Doug Chivers, Dr. Irena Creed, and Dr. Maud Ferrari.

Fall Convocation

On November 13th, the University of Saskatchewan held its fall convocation at Merlis Belsher Place. It is the second time that the USask convocation ceremony was held on campus since 1968. More than 900 degrees, diplomas and certificates were awarded to USask students, including the Master Teacher Award and Distinguished Researcher Award. In addition to this, the ceremony also included the awarding of one honorary degree, an earned doctor of science, and the installation of the university's new Chancellor.

As a part of the ceremony, both the Master Teacher award and Distinguished Researcher award were presented. I wish to congratulate Dr. Patricia Dowling and Dr. Nazeem Muhajarine, who received these awards respectively. Dr. Dowling is known as a passionate and innovative teacher in the department of veterinary biomedical sciences in the Western College of Veterinary Medicine, and Dr. Muhajarine is a professor in the department of Community Health and Epidemiology and one of Canada's most accomplished population health researchers.

USask bestowed its highest honour to community and corporate leader Jefferson (Jeff) Mooney. Awarded an honorary Doctor of Laws, Mr. Mooney is a distinguished alumnus and Order of Canada recipient, who studied both history and philosophy at USask and graduated with a Bachelor of Arts degree in 1966. Mr. Mooney went on to lead one of the country's most successful restaurant chains, becoming a pillar of the business community in Canada. His remarkable record of success in business has been matched by his dedication to giving back to the community as a volunteer and as a generous supporter of many social causes.

Dr. Graham George, Canada Research Chair in X-ray Absorption Spectroscopy and professor in the Department of Geological Sciences, received the Earned Doctor of Science degree, only the second awarded since 2012. Dr. George is an influential leader in synchrotron science and his research has contributed to advances in molecular toxicology, environmental science and bioinorganic chemistry. His work has had broad impact in environmental and health sciences.

And a final, significant honor bestowed during the fall convocation ceremony, was the installation of the university's 16th Chancellor, Grit McCreath. Grit McCreath has been a champion of education, having spent 32 years as a teacher and education administrator in Saskatoon and Calgary, among other places. She graduated from the College of Education in 1991 and has served on the USask Senate and Board of Governors, and in 2015 was named the first honorary ambassador for the university.

VIDO-InterVac research team at USask awarded funding to fight coronavirus

The University of Saskatchewan is at the forefront of the international effort to fight the coronavirus. In January, the VIDO-InterVac research team, led by Dr. Volker Gerdts, received permission from the Public Health Agency of Canada (PHAC) to begin working on a vaccine for the coronavirus. VIDO-InterVac's Containment level 3 facility was built specifically for these types of situations and is ideally positioned to lead these projects. In March, VIDO-InterVac received over \$12 million in federal and provincial funding to expedite research and develop animal models and test vaccine candidates for effectiveness and safety. To help improve Canada's response and emergency preparedness, VIDO-InterVac is also in the process of building a pilot-scale vaccine manufacturing facility. A number of USask researchers are involved in the latest coronavirus work, in particular Drs. Darryl Falzarano and Dr. Qiang Liu. Both are coronavirus experts and currently work on MERS-Coronavirus and (PEDV) Porcine Epidemic Diarrhea. Other VIDO-InterVac researchers involved in the project include Dr. Vladi Karniychuk and Sylvia van den Derk.

\$1.7M awarded by Health Canada for USask pilot project on opioid use

In early March, I had the opportunity to host the Honorable Jim Carr on campus to announce \$1.7M in research funding to implement and assess a new pharmacist-led interprofessional model for chronic pain management aimed at helping to reduce opioid use and improve patient health. USask pharmacy researchers Drs. Derek Jorgenson and Katelyn Halpape will lead a team to implement and test the new approach. This will particularly benefit people at high risk of harm from opioids by identifying those who are good candidates for tapering down opioid doses.

USask research chair receives \$2.35M to study beef cattle health and productivity

USask researcher, Dr. Cheryl Waldner, will undertake a five-year research program to study beef cattle health and productivity. As the NSERC/BCRC Industrial Research Chair in One Health and Production-Limiting Diseases, Waldner will work with the industry to address priorities of Canada's beef producers across the beef value chain—from improved herd health, to expanded surveillance of antibiotic use and resistance, to increased uptake of best practices for herd management. As noted in the release, among the reasons USask was chosen for the chair—in addition to Waldner's research record and previous collaborations with BCRC—are the critical mass of beef researchers at WCVN and the College of Agriculture and Bioresources, along with access to the new USask Livestock and Forage Centre of Excellence.

USask researchers tour Athabasca Glacier with climate activist, Greta Thunberg

In mid-October we received information regarding a fascinating story unfolding at a USask research site on the Athabasca Glacier in Jasper, Alberta. Dr. John Pomeroy, USask water scientist with the Global Institute for Water Security (GIWS) accompanied climate activist Greta Thunberg on a scientific briefing of the rapidly depleting Athabasca glacier. Thunberg's passion for raising awareness around climate change has led her to travel the globe and meet with leading scientists to gain a better understanding of the severe impacts of climate change. Dr. Pomeroy is one of those leading scientists, and is the director of USask's Global Water Futures, the largest university-led freshwater research program in the world. Dr. Pomeroy has been studying the area since the early 1980s, noting the profound impacts of climate change on the glaciers, mountain snowpacks and water supplies.



Indigenization & Reconciliation

Third annual māmowī āsohtētān Truth and Reconciliation Forum a success

On Friday, February 27th, I had the opportunity to attend the third annual māmowī āsohtētān 'Let's Cross this Together' Internal Truth and Reconciliation Forum hosted by our Office of Indigenous Engagement. It was a true honor to be a part of this event and to be able to hear from distinguished Indigenous leaders including Phil Fontaine and the Lieutenant Governor of Saskatchewan, the Honorable Russ Merasty. Members from across our campus community had the opportunity to attend and be a part of this very important discussion. I want to extend a sincere thank you to Dr. Jackie Ottman and her organizing committee for the hard work invested in delivering on such a successful event.

USask and Métis Nation – Saskatchewan sign MOU

As a part of our commitment to inspire and engage communities, USask has had the opportunity to strengthen its connections through establishing MOUs with a number of key stakeholders. Most recently, USask and Métis Nation – Saskatchewan (MN-S) signed an education initiative designed to expand and enhance the relationship between the two organizations and improve the education status of Métis people at USask. The signing of this MOU shows our commitment to improve upon academic programs and services, and to ensuring university education access, relevance and achievement for Métis people at this university. The signing ceremony took place in Place Riel, where I was joined by MN-S President Glen McCallum and MN-S Education Minister Earl Cook. The ceremony was then followed by a flag walk and raising of the Métis flag.



USask Global Institute for Food Security (GIFS) signs MOU with Bangladesh Agricultural Research Council (BARC)

On a recent mission to Bangladesh, a number of USask representatives, including those from the Global Institute of Food Security (GIFS), had the opportunity to sign an MOU with the Bangladesh Agricultural Research Council (BARC) of the Bangladesh Ministry of Agriculture. The MOU is designed to enhance a multidisciplinary research, training and development partnership that will help promote sustainable food security in the country. A joint consortium between GIFS and BARC will work with partners in Canada and Bangladesh to deliver programs focused on improving farmer incomes, addressing the effects of climate change in Bangladesh, and strengthening the country's delivery of the United Nations Sustainable Development Goals. Other USask representatives on the mission included the Global Institute for Water Security (GIWS); the Colleges of Agriculture and Bioresources, Arts and Science, and Pharmacy and Nutrition; and the Canadian Light Source.

Connecting India with the University of Saskatchewan

In November, I had the opportunity to travel across India, visiting post-secondary institutions and organizations for the purpose of expanding USask partnerships and in-country connections. Over the course of two weeks, we experienced a number of significant highlights, including:

- Signing an MOU with the University of Hyderabad to advance joint research, training, and student/faculty exchanges.
- Meeting with the Canadian High Commissioner to India, Nadir Patel, to explore greater USask ties with India.
- Signing an MOU with the Malaviya National Institute of Technology (MNIT) that renewed ten years of productive collaboration, including co-authored research, student internships, workshops and the announcement of funding for five MNIT summer internship grad students to work with USask engineering faculty.
- Delivering a keynote address to the Federation of Indian Chambers of Commerce and Industry.
- Signing an MoU with Banasthali, India's only residential women's university. The MoU supports research training and student exchange opportunities that will benefit women in both countries.

USask Participates in provincial trade mission to Korea

In late October, I had the opportunity to travel to Korea on a trade mission led by the Government of Saskatchewan. Along with a number of representatives from various ministries, the mission included a contingent of Saskatchewan businesses, and strong representation from the academic sector, including USask, Saskatchewan Polytechnic, and the University of Regina.

With a focus on strengthening academic and research ties, a number of agreements were signed to promote student exchange opportunities and research initiatives. In late-November I will have the opportunity to continue this outreach by taking our USask story to India, where we will be meeting with a number of key stakeholders and strengthening our partnerships in the region.

Note of congratulations to Brent Cotter

I wish to extend my congratulations to Brent Cotter, QC, (BComm'71), a distinguished USask graduate and College of Law professor, who was appointed a member of the Senate of Canada on January 31. This is an exceptional achievement for one of our most accomplished alumni, faculty members, and leaders; and is a wonderful example of how members of our university strengthen communities and nations. Brent joins fellow USask alumni Lillian Dyck and Denise Batters currently serving as members of the Senate of Canada.



University of Saskatchewan - Graduate Students' Association

Report to Senate – April 27, 2019

Dear Members of Senate,

On behalf of the Graduate Students' Association (GSA) Executive, it has been a pleasure to represent and serve more than 4000 graduate students at the University of Saskatchewan during our tenure. Graduate students are critical to scientific discovery, innovation, technology, and play an important role in the research and teaching productivity of our institution. We are extremely proud of our graduate students, and the research our students conduct. Our graduate students work in interdisciplinary research, collaborate with facilities and institutions nationally and internationally, and publish quality research that opens doors to new knowledge worldwide.

The GSA Executive would like to thank members of University Senate for your contribution to many of the important issues we have brought forth related to the learning and academic experience of our graduate students. We will continue to advocate for resources and tools that will enhance our graduate student experience. With this in mind, this report will outline some of the topics brought forth and discussed throughout the year:

Accessibility of Post-Secondary Education in Saskatchewan

Education ensures that we have a well-equipped society to build a better future and a better world. The University of Saskatchewan, being the university that the world needs, plays a major role in broadening access to postsecondary education. Broadening accessibility requires strong partnerships between organizations and institutions to work together to find new ways of helping the population further their education. The GSA Executive would like to communicate a clear message regarding accessibility in education; adding barriers, such as tuition increases, to

postsecondary education is counterproductive and concerning. Additionally, increasing accessibility to postsecondary education for under-represented populations requires refocusing our resources and initiatives on individuals and groups with the greatest needs. We implore our senior leaders to find creative ways such as, increasing outreach and recruitment initiatives, looking for financial resources to support our students, and supporting student success through academic support and mentorship programs, so that all members of our university community can reach their full potential.

The GSA Executive will continue advocating for an affordable and accessible education for our graduate students, continuing or otherwise. An accessible and affordable education is essential for Saskatchewan because it reflects a wide range of social returns, including a healthier population and increased economic development, for the province and the country as a whole.

COVID-19 Response and Job opportunities

With the ongoing coronavirus pandemic, we are currently in the midst of an unprecedented global crisis, which is severely affecting graduate students' research and academic programs. Our students are hindered in their programs and are unable to access resources and services on campus. Research has come to a halt and has left many of our thesis-based/project-based graduate students unsure of how to move forward. Our course-based students are stressed with their efforts to balance online course delivery and doing well in their courses. At this time, we are limited to online communication, which may not be accessible to some of our students. Without access to services and resources on campus, the GSA called upon the university to consider the implementation of a universal plan for all graduate students.

Graduate Student Participation on the Board of Governors

We will continue to bring forth this topic; to include a graduate student member on the Board of Governors. This has been a long-standing conversation, and we will continue our efforts to open the door to the possibility of having a graduate student member on this body. A graduate student

member will enrich the discussions, will bring positive change, and will be a valuable addition in many of the conversations.

Finally, the GSA Executive once again, would like to thank members of Senate for working with us over the past year to find solutions to address the concerns of our graduate students. It is our hope that we continue to work together to develop tools and resources to better shape the academic experience at this university and ensure that we continue to prepare our graduate students to becoming competitive graduates in Canada and the world.

Mery Mendoza

GSA President

Graduate Students' Association

University of Saskatchewan

**Board of Governors
Report to Senate
April 25, 2020**

Submitted by Joy Crawford, Senate-elected member of the Board of Governors

As I committed to when first elected by Senate and subsequently re-elected, here is an update on the activities of the Board of Governors. I usually attend the semi-annual senate meetings and I will miss everyone this year. Please feel free to contact me at joy.crawford@usask.ca with questions and comments.

To begin with, I just want to reiterate that I find the unique tricameral governance structure at the University of Saskatchewan to be very exciting as it acknowledges both the role the academy and the prominent position the university holds within Saskatchewan society. While other Canadian institutions have similarly named bodies, the actual roles differ from what is seen at the University of Saskatchewan. At the University of Saskatchewan, the roles are as follows:

- University Council is responsible for overseeing and directing the University's academic affairs.
- Senate is responsible for recommendations regarding the establishment or disestablishment of any college, school, or department; appointing examiners for and making bylaws respecting the conduct of examinations for professional societies; the granting of honorary degrees; and non-academic student discipline.
- The Board of Governors is responsible for overseeing and directing all matters respecting the management, administration and control of the university's property, revenues and financial affairs.

BOARD COMPOSITION

The Board of Governors meets approximately six times a year and consists of eleven members:

- Chancellor Grit McCreath
- President Peter Stoicheff
- Lieutenant-Governor-in-Council appointees - Shelley Brown, Grant Devine, Ritu Malhotra. At the time of writing, there are 2 vacancies due to the resignations of Lee Ahenakew and Grant Isaac.
- Senate elected members - Allan Adam and me, Joy Crawford
- Student member – Regan Ratt-Misponis (until April 30; May 1 – Autumn LaRose-Smith)
- Faculty member - Jay Kalra

Shelley Brown was serves as chair of the board and I am vice chair. I am also the chairperson of the Governance & Executive and the Audit & Finance committees. Alan Adam chairs the Human Resources committee and Ritu Malhotra chairs Land & Facilities committee.

The University of Saskatchewan Board of Governors held 2 board meetings - December 16, 17 and 18 and March 23.

Of note, public minutes of the board meetings will now be posted on the University Secretary web page. This is something that has been requested for quite some time and I am delighted to announce that as of July 2019, this is now in place.

Here are some of the things we have been working on:

Presidential review

Following an extensive review—including feedback from the campus community and beyond—the University of Saskatchewan Board of Governors, acting on a recommendation of the Review Committee for the President, appointed President Peter Stoicheff to a second five-year term beginning July 1, 2020.

Investment policy

The Board of Governors approved the investment policy on the recommendation of the Finance and Audit committee. The policy establishes investment principles, clarifies responsibility for investments and consolidates all investing strategies (including pensions, endowments, etc.). Additionally, the policy includes a statement on responsible investing and assigns responsibility to university management through the office of the Vice-President Finance and Resources.

Griffith's Stadium

The Board of Governors approved the replacement of the turf at Griffith's Stadium. The current turf has exceeded its expected lifespan. The replacement was originally set to begin spring 2020. I am uncertain if there is a new timetable.

Meewasin Valley Trail Expansion

The Board of Governors approved the Meewasin Valley Authority north east trail expansion on university land. The expansion requires about 0.6 km of new trail on top of the riverbank between Circle Drive Bridge and Chief Mistawasis Bridge. The expansion is subject to the approvals of City of Saskatoon Council and the MVA board

Divestment of the Poultry Science Building and Seed Barn

The Board approved the divestment of the Poultry Science Building and Seed Barn as both buildings require a significant investment in order to be brought to a level that is safe for any use. Removing the buildings will eliminate deferred maintenance and operating costs, and open campus space for future development as part of the Campus Master Plan. The buildings will be relocated off campus for alternate uses. Demolition is only considered as a last resort.

I also have been appointed by the board to sit on the following committees:

- The presidential review committee – complete
- The campaign advisory committee
- The search committee for the executive director of SENS
- The review committee for the Dean of Kinesiology
- The joint committee for the conflict of interest policy review – Complete - report is coming to this Senate meeting

Finally, here are some the University-related events I have attended:

- The Canadian University Board Association (CUBA) national executive in-person and conference call meetings
- Governance Solutions seminar entitled "The Art & Science of Chairing"
- Fall convocation and Chancellor Grit McCreath Installation
- Alumni Reunion Weekend
- Chamber of Commerce PIVOT event
- RBC Farmer 4.0 Launch
- Canadian Light Source 20th Anniversary Celebration
- Edwards School of Business Pinning Ceremony
- Senate Forum "Climate Change: Realities"
- President's 20th United Way Reception
- Edwards Women of Influence Breakfast
- Remembrance Day event at the University Memorial Gates
- Edwards Dean's Circle Reception
- Innovation Enterprise Summer Entrepreneur Reception
- Edwards Executive Education and Betty Ann Heggie Womentorship – Lunafest Panelist
- Edwards Student Society International Women's Day Brunch
- 3rd Annual Internal Reconciliation Forum (note: I was delighted to speak with several Senators at this event)

In closing, I wish all of you the best of health and I look forward to when we can again meet in person.

Respectfully submitted,
Joy Crawford

University Council Annual Report: 2019/20

FOR INFORMATION

PRESENTED BY: Jay Wilson, chair, University Council
Pamela Downe, vice-chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Report to Senate on University Council Activities 2019/20**

The University of Saskatchewan Act 1995 established a representative University Council for the University of Saskatchewan, conferring on the Council responsibility and authority “for overseeing and directing the university’s academic affairs.”

The 2019/20 academic year marks the 25th year of the representative University Council. Although academic governance at the University of Saskatchewan has matured over the years as our institution has become more complex, Council has always worked and continues to work under three major principles:

1. Council has always enjoyed academic freedom in the past, and we continue to value it;
2. Council is a collegial self-governing body and we have responsibilities to govern ourselves accordingly;
3. Council is the university’s academic governance body where academic matters are considered and decisions are made.

We are pleased to report on the activities of the Council from April 1, 2019 to March 31, 2020. Council agendas and minutes are posted at: <http://www.usask.ca/secretariat/governing-bodies/council/agendas.php>.

The following is a summary of the major items considered by Council over the last year:

ACADEMIC PROGRAM APPROVALS

Agriculture and Bioresources

- Name change for the Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance (to Indigenous Lands Governance)

- Name change for the Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management (to Indigenous Resource Management)

Arts and Science

- Bachelor of Science in Hydrology
- Bachelor of Science in Environmental Geoscience
- Changes to Biomedical Science programs in the College of Arts and Science
- Termination of the Bachelor of Science in Environmental Earth Science

Dentistry

- Change to admissions qualifications for the Doctor of Dental Medicine

Education

- Degree-level Early Childhood Education Certificate
- Changes to admissions qualifications – Bachelor of Education Special (Mature) admissions category

Edwards School of Business

- Change to admission qualifications –Bachelor of Commerce programs

Engineering

- Engineering Co-op Internship Program
- Change to Bachelor of Science in Engineering program in Engineering Physics (reduction in credit units)

Kinesiology and Education

- Changes to the Bachelor of Science Kinesiology/Bachelor of Education combined program

Medicine

- Change to admissions qualifications for the Doctor of Medicine program

Nursing

- Change to the Bachelor of Science in Nursing (increase in credit units)
- Change to admissions qualifications for the Bachelor of Nursing program

Western College of Veterinary Medicine

- Curriculum Revision for Doctor of Veterinary Medicine Program
- Change to admissions qualifications for the Doctor of Veterinary Medicine program

Graduate and Postdoctoral Studies

- Doctor of Philosophy (PhD) in Precision Oral and Systemic Health
- Master of International Public Management and Administration
- Changes to Biomedical Science graduate programs
- Change to admissions qualifications for the Master of Science in Marketing
- Change to admissions qualifications for the Master of Water Security program

- Change to admissions qualifications for Biochemistry, Microbiology, and Immunology graduate programs
- Change to admissions qualifications for the Master of Physical Therapy program
- Change to admissions qualification for the Master of Arts in Applied Social Psychology

POLICY APPROVALS

At the recommendation of the Governance Committee of Council, the International Activities Committee (IAC), and a working group of the IAC, the IAC was dissolved by approval of Council on November 21, 2020. To ensure the ongoing prioritization of internationalization in Council business, all standing committees of Council were asked to review their terms of reference. Several committees updated their terms of reference, others found that the priority was already covered.

NEW CHAIRS AND PROFESSORSHIPS

Over the course of 2019/2020 University Council approved the establishment of the following chairs:

- Jean E. Murray Chair in Cancer Research
- Wolfe-Saskatchewan Fellowship

REPORTS

In addition to regular monthly reports from the president and the provost, Council received regular reports from the University of Saskatchewan Students Union (USSU) and Graduate Students' Association (GSA).

The following are Council committee reports to Senate, as presented by the respective committee chairs for 2019/20.

Academic Programs Committee

Chair: Susan Detmer, Western College of Veterinary Medicine

As well as reviewing the program proposals and admission qualification changes listed above, the committee also approved the Academic Calendar for 2020/21. In response to the Covid-19 emergency, the committee also approved a change to the 2019/20 Academic Calendar to change the withdrawal deadline for the Winter 2020 term and the Spring and Summer 2020 terms to the last day of classes. The committee also discussed the impact of changes to the Student Information System with regard to multi-term classes, the committee's role with regard to assessing Indigenous content in new programs, reviewed enrolment targets for colleges and schools, provided input into the disestablishment of the School of Public Health, and updated the University Course Challenge and Moribund Course Archive policy.

Coordinating Committee

Chair: Jay Wilson, College of Education

The committee met monthly to set the agenda for Council meetings. The committee also met monthly with the President's Executive Committee (PEC) to discuss the business of Council, and considered the following topics: innovation in the World, USask's autonomy, the value of the University Club to the university, Greystone leadership, collaborative use of space and infrastructure, the School of Public Health transition, Indigenization efforts, interdisciplinarity, the University Plan, graduate student funding and tuition, and the federal and provincial budgets.

On March 13, 2020, in response to the COVID-19 pandemic, as delegated by the governance committee and the PEC, the Coordinating Committee "Granted authority to instructors to alter syllabi for their classes for the duration (timeframe as determined by the President) of the COVID-19 pandemic to allow for alternate modes of course delivery and examinations." More information is available here: <https://secretariat.usask.ca/documents/2020-03-17-declaration-re-syllabi-changes.pdf>.

Governance Committee

Chair: Stephen Urquhart, College of Arts & Science

In accordance with its role relative to University Council bylaws, regulations, rules and procedures, the committee continues to assist colleges and schools in either creating or revising faculty council bylaws and making membership changes. This year it will have considered the bylaws of and membership of the colleges of Nursing and Dentistry, whose membership changes will be recommended to Council in April 2020.

The committee consulted with Council and the federated and affiliated colleges on the principles and guidelines for the university's federation and affiliation to ensure affirmation of the mutual value of these formalized relationships. A recommendation to Council to adopt the final principles will be made in the fall of 2020.

The committee received a report and a request for decision from the IAC to dissolve the committee and made this recommendation to Council in November 2020, and it was approved.

The governance committee acted in accordance with Council bylaws to initiate Council's emergency response to the Covid-19 pandemic. According to the Council bylaws 5(i):

"In the event of an emergency situation as declared jointly by the president and chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the governance committee."

On March 13, 2020, along with PEC, the Governance Committee delegated the Coordinating Committee the authority to determine procedures for decision-making regarding changes to

syllabi in light of the emergent circumstances surrounding the COVID-19 pandemic, i.e. that all courses needed to move to online delivery. Again, further information is available online here: <https://secretariat.usask.ca/documents/2020-03-17-declaration-re-syllabi-changes.pdf>.

Nominations Committee

Chair: Vicki Squires, College of Education

The Nominations Committee made nominations to Council committees and other university committees. These committees include several search and review committees for senior administrators, the most recent of which is the search committee for the provost; the policy oversight committee; and other committees mandated under the collective agreement related to collegial review processes for promotion and tenure.

Planning and Priorities Committee (PPC)

Chair: Darrell Mousseau, College of Medicine

The committee reviewed several *notices of intent* to create new degree programs before they were submitted to APC. In the fall, PPC put forward a *notice of motion* to University Council to dissolve the School of Public Health (SPH), and along that vein had several discussions with regard to interdisciplinarity at USask. Further discussion with the provost is required before the SPH motion moves forward as a *request for decision*. PPC will also be putting forward a request to establish the Jane and Ron Graham School for the Scholarship of Teaching and Learning (as a type A centre) at the April 16, 2020 meeting of University Council.

Relative to its role to report on the main elements of the university's budgets, the committee was consulted about the 2020/21 university budget and provincial budget context, and tuition rates for 2020/21. As of March 2020, the committee is also receiving regular updates from the provost and vice-president finance on the implications of and actions that the university is taking with respect to COVID-19.

The capital and finance, and centres subcommittees of PPC were also reconstituted and reinvigorated this year. The centres subcommittee is reviewing draft revisions to the centres policy. The capital and finance subcommittee was consulted with regard to changes to the university's Transparent Activity-Based Budget System (TABBS), and PPC support to proponents for new program development.

The PPC amended its membership in 2019/20 to include the executive director, international in light of the dissolution of the IAC.

Research, Scholarly and Artistic Work Committee

Chair: Jon Bath, Art and Art History

The committee received presentations from the U of S representatives for the tri-agency research funding agencies and from the research ethics boards and engaged in frank and productive discussions on challenges with research ethics approvals. The committee undertook a review of research success and productivity at the college-level, looking initially at health science colleges

to identify successes and struggles and to identify common challenges. The committee provided feedback on the centres policy and the responsible conduct of research policy as reviews of those policies are underway. The committee also received reports on research opportunities under USask's partnership with the City of Saskatoon as well as the partnership with Wanuskewin Heritage Park. The committee also spoke a number of times with the University Library about the changing scholarly publishing landscape, including the cost of journal subscriptions and the issue of predatory publishing. The committee also provided a review and feedback on the proposal for the School for the Scholarship of Teaching and Learning within the College of Education.

Scholarships and Awards Committee

Chair: Tracie Risling, Nursing

The committee reviewed and authorized fund allocations for a variety of student awards, and adjudicated undergraduate awards with subjective criteria. In addition, the committee is working to improve selection of external scholarship nominees and external scholarship application rates through the creation of a focused subcommittee; selecting recipients for the university's most prestigious entering undergraduate awards; and revising university policy that impacts award recipient selection and award renewal in relation to various equity concerns.

Teaching, Learning and Academic Resources Committee

Chair: Vince Bruni-Bossio, Edwards School of Business

The committee submitted the Student Learning Experience Feedback Policy to the Council, where it was approved. The Student Learning Experience Feedback Policy frames the purpose, principles, and responsibilities related to the generation and use of student feedback as well as the procedures that would be used to guide the administration of the Student Learning Experience Questionnaire (SLEQ). Additionally, the committee's work continues to be moved forward by working groups examining internationalization, assessment, experiential learning, teaching quality, online homework systems, and wellness strategy.

Respectfully submitted,



Jay Wilson, chair, University Council



Pamela Downe, vice-chair, University Council

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change –Bachelor of Commerce (B.Comm) programs**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Commerce (B.Comm) programs, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The Edwards School of Business has proposed to change its admissions qualifications to allow students who do not meet the mathematics requirement, but who meet the minimum admissions average, to apply directly to the Edwards School of Business with a deficiency in mathematics that will need to be cleared before they progress into their second year. This change will allow students to complete MATH 102.3 during their first year as a student in the B.Comm program, instead of having to register first in the College of Arts and Science to achieve the mathematics requirement and then transfer into the B.Comm program.

This change allows students who do not have access to the required high school math program in their home community, such as rural and Northern communities, to enter a B.Comm program without the math requirement being an impediment. It will also benefit students from out-of-province or out-of-country whose high school math requirements do not align with those in Saskatchewan.

CONSULTATION:

The Academic Programs Committee considered the proposal at its November 6, 2019 meeting and University Council approved the change at its meeting on November 21, 2019.

ATTACHMENTS:

1. Proposal for Academic Curricular Change – Bachelor of Commerce (B.Comm) programs

The Edwards School of Business develops business professionals to build nations.

MEMORANDUM

TO: Academic Programs Committee

FROM: Noreen Mahoney,
Associate Dean, Students and Degree Programs
Edwards School of Business

DATE: October 17, 2019

RE: Edwards School of Business Revised Entrance Requirements

The following items were approved at the May 14, 2019 meeting of the Edwards School of Business Faculty Council.

1.1 Motion: To amend the Edwards Admission requirements to allow consideration of B.Comm. applicants with a mathematics deficiency. Students accepted with a mathematics deficiency must clear it before beginning the second year of study.

Rationale:

- Students who are currently not meeting the mathematics requirement (but who are meeting the average requirement) are having to start their studies in another college and meet the Edwards admission average while attempting to clear a math deficiency.
- Students from select International schools who would otherwise be admissible are not meeting the math prerequisite.
- Students who pursued alternative mathematics options in high school would be afforded an opportunity to begin their post-secondary studies while clearing the deficiency.

College: Edwards School of Business

Program(s): Bachelor of Commerce (B.Comm.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended); or
 - MATH 102.3 at the university level

- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
- Proficiency in English.

** Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study.*

- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**

- Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
- Foundations of Mathematics 30 or Pre-Calculus 30 (recommended); or
 - MATH 102.3 at the university level; or
 - MATH 110.3 (or its equivalent) at the university level; or
 - MATH 104.3 (min. grade of 65%) at the university level if completed prior to September 2019
- Proficiency in English.

** Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study.*



College: Edwards School of Business

Program(s): Bachelor of Commerce (B.Comm.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended); or
 - MATH 102.3 at the university level
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.



** Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study.*

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- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended); or
 - -MATH 102.3 at the university level; or
 - MATH 110.3 (or its equivalent) at the university level; or
 - Math 104.3 (min. grade of 65%) at the university level if completed prior to September 2019
 - Proficiency in English.



** Applicants may be admitted with a mathematics deficiency that must be cleared before second year of study.*

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- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Transcripts of any secondary or post-secondary coursework.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credit units
At the discretion of the College, enrolment numbers will be determined in consultation with Admissions.
- Special Mature Admission: Special admission package – 100% weighting

- Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Home based Learners

Applicants should submit a home-based transcript with details of all Grade 11 and Grade 12 courses completed. An interview will be required. A portfolio may be submitted but is not required. Independent third party examinations such as SAT or ACT may be considered. This is for students who have been home-schooled and demonstrate a reasonable probability of academic success.

Aboriginal Equity Admission

Aboriginal applicants must meet Edwards School of Business minimum admission qualifications identified for regular admission. Applicants wishing to apply in this category must self-declare on the application for admission. Applicants must provide proof of Aboriginal ancestry by the published document deadline in one of the following ways:

- Indian Status or Treaty Card
- Metis Membership Card
- Nunavut Trust Service Card
- Inuit roll number

Dean's Signature: _____

Date:





College: Edwards School of Business

Program(s): Aboriginal Business Administration Certificate (ABAC)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - Proficiency in English.
- **Special Mature Admission:**
 - First Nations, Métis or Inuit ancestry.
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Transcripts of any secondary or post-secondary coursework.
 - Copies of supporting documents covering any non-credit programs completed.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credit units.
- Special (Mature) Admission: Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.



Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:

Date:



College: Edwards School of Business

Program(s): Certificate in Business; Certificate in Entrepreneurship

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 recommended, but not required.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required.
 - Meet the minimum university transfer average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - Proficiency in English.
- **Special Mature Admission:**
 - Proof of age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary coursework.
 - Transcripts of any secondary or post-secondary coursework.
 - Copies of supporting documents covering any non-credit programs completed.
 - Resume.
 - Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credit units.
- Special (Mature) Admission: Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.



Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:

Date:

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change – Bachelor of Science in Nursing (BSN) programs**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Science in Nursing (BSN) programs, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The College of Nursing has proposed a change to the admissions qualifications to add an online test of non-academic competencies to the requirements for applicants to the BSN programs. This change ensures that admission to the program remains competitive and will capture the non-academic characteristics that are essential for success in the BSN program and the nursing profession.

The change to the admissions qualifications were developed as a goal of the College of Nursing Strategic Plan to ensure a holistic admissions process that recognizes both the academic and non-academic skills needed to be successful in the program. Various comparator nursing programs as well as other health science programs across Canada and North America are moving towards adding similar requirements to their admissions processes, to ensure that recognition is given to the importance of non-academic, core skills to success in health science professions.

CONSULTATION:

The Academic Programs Committee considered the proposal at its November 27, 2019 meeting and University Council approved the change at its meeting on December 19, 2019.

ATTACHMENTS:

1. Change in Admissions Metrics for the BSN (including the PDBSN) programs – College of Nursing



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Change in admission metrics for BSN (including PDBSN option)
College of Nursing

Degree(s): BSN

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: **Nursing**

Contact person(s) (name, telephone, fax, e-mail): **Hope Bilinski, 966-8982,**
hope.bilinski@usask.ca

Proposed date of implementation: **Fall 2021**

Proposal Document

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

1. Academic justification:

- a. Describe why the program would be a useful addition to the university, from an academic programming perspective.*

This submission is not related to a 'program' but rather the admission criteria for the BSN program. The proposed change for admission will include a combination of academic and non-academic metrics rather than the previous admission criteria that were based solely on academics. This change will capture non-academic characteristics in applicants that are desirable for our nursing program

and for the profession of nursing that were previously not included in the admission criteria. The outcomes of this change are expected to have a positive impact on the student experience and success within the program and on student success in completing the national licensure exam. While it is expected that the academic admission into the BSN program will remain competitive, the change will also provide opportunities to those students who are very suitable for nursing, but may not have been previously admitted because of an incoming average that fell below the competitive cut off for admission.

- b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

A goal within the College of Nursing Strategic Plan was to inspire excellence and innovation in pedagogy, curriculum, and distributive learning. A component of this goal was reviewing current practices for admission into the BSN program and determine how these practices align with the student experience, student success, and the needs of nursing and collaborative practice. As a priority in our strategic plan, a holistic admission review for the BSN program was undertaken over the 2018-19 academic year. Through consultations with faculty, staff, our external BSN advisory committee, and nursing programs across the country, it was determined that an additional metric of non-academic competencies was essential. Following a review of various tools and processes utilized in schools of nursing and other health sciences programs in Canada and North America, a decision was made to add an on-line test of non-academic competencies to the current admission metrics for the BSN program.

- c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*
N/A
- d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*
- e. N/A*

2. Admissions

- a. What are the admissions requirements of this program?*
- **the metrics for admission into the BSN program be changed to a combination of academic record (60%) weighting and an online test of non-academic competencies (40%) weighting.**
 - **the metrics for students applying into an equity seat will be evaluated according to the standard selection criteria (academic record (60%) weighting and an online test of non-academic competencies (40%) weighting). If eligibility is not reached with the standard selection criteria, 100% academic record weighting will be used.**

3. Description of the program

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

4. Consultation

- a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

N/A

- b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

The holistic admissions review was conducted by an ad hoc subcommittee of the Undergraduate Education Committee. A component of this review included consultation with faculty & staff from the College of Nursing, the external BSN advisory committee, and faculty and staff responsible for admissions in other Health Sciences Colleges. The conclusions from these consultations were that a metric that measures non-academic competencies is needed and would contribute to the student experience, student success, and potentially reduce resources utilized in cases where students are not a good fit for the BSN program or the profession of nursing.

- c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please*

give special consideration to pre- and co-requisite requires when including courses from other colleges.

N/A

- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

N/A

- e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

The BSN advisory committee, which includes practicing nurses, nurse managers (potential employers), representatives from the Saskatchewan Registered Nurses Association, and the Saskatchewan Indigenous Nurses Association were consulted about changing the admission metrics for the College of Nursing BSN program. The support for the change was overwhelmingly positive. Committee members commended the move and believed it was long overdue. Members of the committee also provided feedback on attributes, such as communication, caring, empathy, compassion that should be measured in applicants interested in the profession of nursing.

5. Budget

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?*
- c. How are the teaching assignments of each unit and instructor affected by this proposal?*
- d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*
- e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*
- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*
- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

- i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*
- j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*
- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*
- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*
- m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*
- n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

College Statement

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

- Recommendation from the College regarding the program

The following two motions were passed on September 25, 2019 at the College of Nursing Faculty Council meeting:

'That in the 2021 admission cycle (September 2021 BSN, May 2022 PDBSN) the metrics for admission into the BSN program be changed to a combination of academic record (60%) weighting and an online test of non-academic competencies (40%).

'That in the 2021 admission cycle (September 2021 BSN, May 2022 PDBSN) the metrics for students applying into an equity seat will be either academic record (60%) weighting and an online test of non-academic competencies (40%) or academic record (100%) weighting.

- Description of the College process used to arrive at that recommendation

In the 2018-19 academic year, an ad hoc subcommittee of the Undergraduate Education Committee (UEC) undertook a Holistic Admission Review of the BSN program. Following a review of the literature and internal and external consultations, the subcommittee forwarded a recommendation to UEC to change the admission metrics for the BSN program. On September 19, 2019, UEC approved a motion that was then advanced to faculty Council for final approval.

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

The high number of indigenous students admitted into the BSN program remains a priority for the College of Nursing. As there is limited data with indigenous students using non-academic admission tools and the College of Nursing did not want to disadvantage indigenous students, a motion specific to indigenous applicants was made. The motion provided two options, **either** 100% academic or 60% academic and 40% non-academic for admission and the option that is most advantageous for the student will be used.

Related Documentation

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

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

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

N/A This is not a curriculum change but rather a change in admission metrics.

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

Required for all submissions:

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

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses N/A

Required if resources needed:

- Information Technology Requirements form N/A
- Library Requirements form N/A
- Physical Resource Requirements form N/A
- Budget Consultation form N/A

Draft Catalogue Entry

The College of Nursing Faculty Council approved the following changes to the admission qualifications for the B.S.N. and PDBSN on **September 25, 2019**. As such, they are being proposed for implementation in the 2021-22 admission cycle, as follows:

Motion: That in the 2021 admission cycle (September 2021 BSN, May 2022 PDBSN) the metrics for admission into the BSN program be changed to a combination of academic record (60%) weighting and an online test of non-academic competencies (40%) weighting.

Motion: That in the 2021 admission cycle (September 2021 BSN, May 2022 PDBSN) the metrics for students applying into an equity seat will be *either* academic record (60%) weighting and an online test of non-academic competencies (40%) weighting *or* academic record (100%) weighting.

Bachelor of Science in Nursing (B.S.N.) (4 year) (2021-22 Admission cycle)

Admission Qualifications

- Minimum weighted average of 60% on 30 credit units pre-professional year with the following required courses:
 - English: 3 credit units
 - Indigenous Studies: 3 credit units*
 - Chemistry: 3 credit units
 - Biology: 3 credit units
 - Statistics: 3 credit units*
 - Nutrition: 3 credit units* (must be completed no more than 10 years prior to admission year)
 - Psychology: 3 credit units
 - Social Science elective: 3 credit units*
 - Elective: 3 credit units
 - Elective: 3 credit units
- *A deficiency is allowed in one of these four areas. 50% is used in place of the deficiency in the average calculation. Applicants must successfully complete the deficient pre-professional course by December 31 of the year in which they are admitted to Year 2 of the BSN program and provide proof of completion of the course by January 31.
- **Online test of non-academic competencies**
- Proficiency in English

Selection Criteria

- **Academic Record – ~~100% weighting~~ 60% weighting**
 - Admission is competitive; applicants are ranked according to average and the top candidates are selected
 - Average is calculated on the 30 credit unit pre-professional year; however, if a student takes a higher level course for which the pre-professional course is its prerequisite, then the courses with higher average will be used in the admission average calculation
 - For repeated courses, the highest grade will be used
- **Online test of non-academic competencies – 40% weighting**

- **Program Reference Form** – required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada.
- **Other credentials to be submitted after admission**

Categories of Applicants:

Aboriginal Equity Access

16.6% of the total number of seats are reserved for persons of Aboriginal ancestry. Applicants must provide proof of Aboriginal ancestry.

Note: Students applying into an equity seat will be evaluated according to the standard selection criteria (academic record (60%) weighting and an online test of non-academic competencies (40%) weighting). If eligibility is not reached with the standard selection criteria, 100 % academic record weighting will be used.

Post Degree Bachelor of Science in Nursing (P.D. B.S.N.) (2 year) (2021-22 Admission cycle)

- **A complete baccalaureate degree OR 90 credit units towards a degree**
- **At least 36 credit units at the senior level**
- **Minimum weighted average of at least 70%**
- **Pre-requisite courses:**
 - Statistics: 3 credit units
 - Nutrition: 3 credit units*
 - Indigenous Studies: 3 credit units
 - Microbiology: 3 credit units*
 - Anatomy and Physiology: 6 credit units*
 - Humanities: 3 credit units
 - Social Sciences: 6 credit units.

**Nutrition, anatomy and physiology, and microbiology pre-requisites must have been completed no more than 10 years prior to admission.*

One deficiency is permitted in the following areas (Applicants must successfully complete the deficient pre-requisite by December 31 of the year they are admitted. Proof of completion is required by January 31):

- *Social Science: 3 credit units*
- *Nutrition: 3 credit units*
- *Indigenous Studies: 3 credit units.*
- **Online test of non-academic competencies**
- **Proficiency in English**

Selection Criteria:

- **Academic Record – ~~100% Weighting~~ 60% weighting**
 - Average is calculated on the most recent 60 credit units of coursework towards a degree.
 - All courses towards a degree within each academic year must be included.
 - Coursework completed between January and April prior to May 1 admission will not be used in the initial admission average. However, the coursework can count towards the final admission average (If used to meet degree(s) program requirements) and pre-requisite requirements.

- 90 credit units of recognized post-secondary study towards a degree must be completed by April 30 of the year of expected entrance to the program.
- **Online test of non-academic competencies – 40% weighting**
- **Program Reference Form** – required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada.
- **Other credentials to be submitted after admission**

Categories of Applicants:

Regular Applicants

Applicants are admitted on the basis of the required post-secondary coursework. Applications are accepted from residents of all Canadian provinces and international countries. Canadian or international residency status is not considered in the application process.

Aboriginal Equity Access

16.6% of the total number of seats are reserved for persons of Aboriginal ancestry. Applicants must provide proof of Aboriginal ancestry.

Note: Students applying into an equity seat will be evaluated according to the standard selection criteria (academic record (60%) weighting and an online test of non-academic competencies (40%) weighting). If eligibility is not reached with the standard selection criteria, 100 % academic record weighting will be used.

Special Case Admission to the Post Degree BSN

One student may be admitted as a special case admission into the Post-Degree BSN each May. Special Case admission is available to applicants who do not qualify for regular admission because their average is less than 70%. Special case admission is available to applicants who:

- Have a minimum average of 65% calculated in the same way as the regular Post-Degree BSN admission averages.
- Meet all other admission requirements including pre-requisite courses.
- Are not currently in a BSN/PDBSN Program

Applicants are considered on a case-by-case basis and the seat may not be filled each year. Students must apply to the Post-Degree BSN option by the posted deadlines and send documents required for admission by the posted document deadline.

If eligible for special case admission, the documents listed below will be requested:

- A resume and a letter to the Associate Dean outlining why you should be considered as a special case for admission. The letter should include:
 - Relevant Information on your academic record
 - Work/life experience that highlights you as a special case for admission
 - Any additional education
 - Strategies for your success in the Post-Degree BSN option
 - Motivations for nursing
 - Please include the names and contact information of three people who can provide a reference, for example: academic (one only), work place (direct report), volunteer/community



UNIVERSITY OF SASKATCHEWAN

College of Nursing

NURSING.USASK.CA

April 7, 2020

Dear Members of the USask Senate,

The College of Nursing has submitted a proposal for a change in admission metrics for the Bachelor of Science in Nursing (BSN) Program, which includes the Post Degree BSN (PDBSN) option. The current metric for admission into the BSN program is based solely on academics.

The impetus for this proposal began with the development of the current College of Nursing Strategic Plan, which identified the need for a BSN Holistic Admission Review (HAR). The initial phase of the HAR included a review of the literature, consultation with faculty, staff, our BSN External Advisory Committee, and other nursing and health sciences programs across the country. From this review it was clear that while academic competencies are critical for success in the education and practice of registered nurses, so too are the non-academic competencies. The trend across the country is to include a non-academic metric as part of the admission criteria for students entering health sciences programs. Following the review, a decision was made to use a combination of academic and non-academic metrics in the admissions criteria for the USask BSN program beginning in the 2021 admission cycle.

The non-academic competencies essential for nursing and the tool required to measure these competencies were identified in the next phase of the HAR. The non-academic competencies identified included communication, professionalism, empathy, resilience, collaboration, ethics, critical thinking, and problem solving to name a few. We reviewed various tools utilized in schools of nursing and other health sciences programs in Canada and North America and selected the *Computer-based Assessment for Sampling Personal Characteristics* (CASPer), an on-line tool that assesses non-academic competencies for admission to the BSN program. CASPer was developed at McMaster University and is widely used by many other institutions. It uses realistic, hypothetical scenarios to assess an individual's response, the rationale for their response, and the effectiveness of the response. The CASPer is relatively inexpensive (~\$40) and applicants can access it from anywhere there is an internet connection.

It is expected that using a combination of academic and non-academic metrics will result in a student body that possesses both the academic abilities and personal attributes that are so essential to our profession. Selecting the best candidates for our program will also have a positive impact on the student experience and is expected to enhance student success within the program and on the national licensure exam. Comprehensive planning, including communication and evaluation strategies, will commence pending Senate approval.

The accompanying documents provide further details of the proposal.

Sincerely,

Dr. Hope Bilinski, RN PhD
Associate Dean

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change –Doctor of Veterinary Medicine (DVM) program**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council’s approval of changes to the admissions qualifications for the Doctor of Veterinary Medicine program, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The Western College of Veterinary Medicine (WCVN) has proposed to change the qualifications required for admission to the DVM program to ensure that applicants have at least two full years of university courses when applying. This change ensures that applicants have sufficient preparation for the rigor of the full-time study required for the DVM program.

While most applicants currently have more than two years of full time study when they apply for the DVM program, this change will ensure that all applicants are meeting this minimum.

CONSULTATION:

The Academic Programs Committee considered the proposal at its November 27, 2019 meeting and University Council approved the change at its meeting on December 19, 2019.

ATTACHMENTS:

1. Proposal for Academic Curricular Change – WCVN Admissions requirement change – minimum two full (24 c.u.) years



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: WCVM Admission Requirement Change – Minimum Two Full/24-Credit Years

Degree(s): Doctor of Veterinary Medicine - DVM

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: Western College of Veterinary Medicine - WCVM

Contact person(s): Chris Clark, WCVM Associate Dean Academic

Ph: 7409, chris.clark@usask.ca

Heather Mandeville, WCVM Manager Admissions & Recruitment

Ph: 7413, heather.mandeville@usask.ca

Proposed date of implementation: First Year DVM Students entering fall 2021

Proposal Document

The WCVM Admissions Committee and Faculty Council have approved the following requirement change effective for applicants applying to enter the DVM Program in fall 2021:

All applicants must have successfully completed at least two years of university with 24 credits (8 one-term courses, excluding labs) or more within the Sept-Apr academic to be eligible to apply.

1. Academic Justification:

The reason for the change is that the number of applicants attending university part-time continues to increase – part-time referring to less than 24 credits per Sept-Apr academic year (4 courses per term). Having multiple years with 2-3 courses per term, and only one year with 4 courses in back-to-back terms is not adequate preparation for the 40+ credits faced in each year of the DVM program. Increasing the requirement to 30 credits would be preferred, but each applicant's circumstances are unique whereby 24 credits is fairly common – e.g., requirement to work, participation in highly competitive sports, family responsibilities, US full-time maximum often set at 4 courses/term, etc.

2. Admissions/College Statement

The WCVM's Applicant Manual (<https://admissions.usask.ca/documents/brochures/wcvm-admissions-manual.pdf>) outlines the admissions requirements for the DVM Program. Relevant excerpts are included below.
Note: It isn't explicit that two full-time years of university are required to apply.

Section II. Academic Requirements – B. University Requirements (Page 3)

The pre-veterinary course requirements consist of 60 credits of required and elective courses. One credit represents one lecture hour equivalent per week for one term (or approximately one semester hour of credit):

6 credits of Biology (lab required)
6 credits of Chemistry (lab required)
6 credits of English (at least one course must include literature component)
6 credits of Mathematics or Statistics
3 credits of Organic Chemistry
3 credits of Physics (lab required)
3 credits of Biochemistry
3 credits of Genetics
3 credits of Introductory Microbiology
21 credits of elective courses<sup>[L]
[SEP]</sup>

60 TOTAL CREDITS

At least two full years of university courses are required to complete the requirements. Most applicants have more than two years of university. However, neither the number of years of pre-professional study nor the degree(s) held are factors in selecting students.

Section II. Academic Requirements – C. Academic Score (Page 4)

The academic score is the basis for interview offers:

- 2/3 overall average (all university courses completed)
- 1/3 best full year average (full year, for this purpose, is defined as a minimum 24 credits, or ≥ 8 one-term courses – excluding lab courses, taken within the regular September-April academic year)

All university work undertaken is considered when evaluating academic performance. The course load of the applicant is a consideration. Applicants who have not taken a "true full course load" (i.e. 30 credits, or 10 one-term courses, in the Sept-Apr academic year) could be at a disadvantage when evaluating academic performance.

Section IV. Admission Process – A. Selection Criteria (Page 7)

The weighting of selection factors to determine the rank order of acceptance is 60 per cent academic and 40 per cent non-academic.

In addition, please see the WCVM 2020 Admissions Template with markup including 2021 change under Admission Qualifications section.

Required for all submissions:

- Consultation with the Registrar form – see attached.

2020-21 Admission Requirements

College: Veterinary Medicine

Program(s): DVM

Admission Qualifications:

- **60 credit units of pre-veterinary courses (at least two years)**
 - Biology: 6 credit units
 - Chemistry: 6 credit units
 - English: 6 credit units
 - Mathematics and Statistics: 6 credit units
 - Physics: 3 credit units
 - Organic Chemistry: 3 credit units
 - Biochemistry: 3 credit units
 - Genetics: 3 credit units
 - Introductory Microbiology: 3 credit units
 - Electives: 21 credit units
- **Minimum cumulative average of 75% in all university courses**
- **2021-22 addition:** To be eligible, students must have successfully completed at least two years of university study with 24 credit units (8 one-term courses, excluding labs) or more within the September to April academic year to be eligible to apply. Note: most applicants have more than two years of university. However, neither the number of years of pre-professional study nor the degree(s) held are factors in selecting students.

Selection Criteria

Selection is based on a number of factors including: mental aptitude, academic performance, motivation, maturity, experience with animals, leadership qualities, social awareness, deportment, verbal facility, and ability to communicate and an understanding and knowledge of the veterinary profession. These factors are assessed through the following criteria.

- **Academic Record**
 - At least two years of university courses are required to complete the pre-requisite course requirements.
 - Applicants must have a minimum cumulative average of 75% to be considered.
 - An academic score comprised 2/3 overall average and 1/3 best full year average is used to rank applicants for interviews and combined with the interview score to determine admission. The WCVN has detailed policies outlined in the Applicant Manual describing criteria for removing earlier grades/years of university and composition of courses permitted in both averages.
- **Interview**
 - Applicants are selected for interview based primarily on their academic performance.
- **References**
 - Two references are required: one must be a veterinarian, while the other must have an animal related or agricultural background.
- **Selection of Students**
 - Applicants are ranked for admission based on a weighted formula: 60:40 academic vs non-academic.

Categories of Applicants:

As a regional veterinary college, the program accepts applicants through inter-provincially funded seats as follows:

- British Columbia: 20
- Saskatchewan: 20
- Manitoba: 15
- Other*/Northern territories (Yukon, Nunavut and Northwest Territories): 1
- Education Equity Program: 2

* Applicants with service to the Government of Canada (a member of the Canadian Forces, an RCMP officer or another similar role) who do not meet the criteria for residency under the rules described below may be considered through the Other/Territories designated seat. Service considered may pertain to the applicant, their parent or spouse. Applicants should contact the WCVM Admissions Office to determine eligibility.

Note: Additional students may be admitted through non-Interprovincial Agreement (non-IPA) seats to Year 1 of the DVM Program requiring an additional tuition fee of approximately \$55,000 Canadian (pending PCIP approval).

All applicants must be Canadian citizens or permanent residents of Canada. Residents of foreign countries are not eligible to be considered for admission to the WCVM.

Determining Applicants' Residency

An interprovincial agreement between the WCVM and its partner provinces (British Columbia, Saskatchewan and Manitoba) outlines definite rules to determine an applicant's province of residence:

- **In the case of an applicant who has not established his or her own residence** and lived in that residence for 12 continuous months (excluding any time enrolled as a post-secondary student in or outside of that province), the WCVM will consider the applicant's residence to be the province or territory of Canada where his or her parent(s) have lived most recently for 12 continuous months before the WCVM's December 1 application deadline.
- **In the case of an applicant who has established his or her own residence** in a province or territory in Canada, the WCVM will consider the individual's residence to be the Canadian province or territory where the applicant lived most recently for 12 continuous months before the WCVM's December 1 application deadline. This 12-month period excludes any time enrolled as a post-secondary student in or outside of that province.
- **In the case of an applicant who has established his or her own residence outside Canada** and intends to re-establish residence in this country, the WCVM will consider the applicant's residence to be the Canadian province or territory where he or she lived most recently for 12 continuous months before leaving Canada. This 12-month period excludes any time enrolled as a post-secondary student in or outside of that province.
- **In the case of an applicant who is a Permanent Resident of Canada** (as defined in Canada's [Immigration and Refugee Protection Act](#)), the WCVM will consider the applicant's residence to be the province or territory where he or she first resided in Canada under two conditions: the applicant has established his or her own residence in a Canadian province or territory but has not yet accumulated 12 continuous months without post-secondary study, and the applicant's parent(s) do not reside in Canada.
- **In the case of an applicant who is from the Northern territories**, residency is defined by their own rules because the Yukon, Nunavut and Northwest Territories are not formal signatories of the college's Interprovincial funding contract.

Indigenous Applicants – Education Equity Program

Each year, two seats are available for Indigenous students through the Education Equity Program. Applicants must be residents of the four western Canadian provinces or the northern territories and will be considered for admission in both their provincial pool as well as the equity pool.

The WCVI requires proof of Indigenous ancestry that must be provided at the time of application.

Acceptable proofs of ancestry include a certified copy of one of the following cards:

- Indian Status or Treaty Card
- Métis Membership Card *
- Nunavut Trust Service Card
- Inuit roll number

* Metis Membership cards must be from provincial counterparts of the Metis National Council. Please see website:

www.metisnation.ca

Dean's Signature:

Date:

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change – Master of Water Security (MWS) program**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Master of Water Security (MWS) program, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies has proposed a change to admissions qualifications for the Master of Water Security (MWS) program. These changes are part of the strategic planning in the School of Environment and Sustainability to address the opportunity to offer the MWS program at Beijing Normal University in China.

The change will require students applying for the MWS program to submit a written statement indicating why they want to join the program and to have completed a course at the undergraduate level (100-level or equivalent) in mathematics as well as one in statistics with at least 70% (USask grade system equivalent). An interview, either online or by another method, may be required. These proposed changes are to ensure that students have the skills needed to be successful in the MWS program as they move forward toward the goal of moving to the option of offering this program internationally. SENS has been considering how they could ensure students coming into the program at Beijing Normal University would be able to demonstrate that they had the required skills and interest to be able to complete the program.

CONSULTATION:

The Academic Programs Committee considered the proposal at its December 18, 2019 meeting and University Council approved the change at its meeting on January 16, 2020.

ATTACHMENTS:

1. Change in Admissions Requirements for the Master of Water Security



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Dr. Andrew Ireson, School of Environment & Sustainability

From: Martha Smith, Associate Dean, CGPS

Date: December 11, 2019

Re: Changes to Admission Requirements – Master of Water Security

As a result of strategic planning processes, as well as a partnership and opportunity to deliver the Master of Water Security (MWS) program at the Beijing Normal University in China, multiple changes to the MWS are being proposed. Curricular changes have been submitted to the December University Course Challenge process, and tuition changes will be considered as part of the Institutional Planning & Assessment tuition consultations early in the new year as they are unrelated to the curricular changes. The CGPS is requesting that APC recommend the proposed changes to admission requirements to University Council for approval.

The proposed changes are noted in red:

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (~~U of S~~ USask grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information.
- For all students, a written statement of why they want to join the program; and an online or other interview may also be required.
- Students must have completed a course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).

The Graduate Programs Committee approved the changes on December 5, 2019, and they were subsequently approved by the Executive Committee of CGPS on December 9, 2019.

Attached please find documentation specific to the proposed admission changes. The full proposal has also been provided as a supplementary document.

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

The School of Environment and Sustainability discussed the following issue and resulting resolutions when making these revisions:

Issue: Type of student the program is attracting

Resolution: Faculty agreed that the original intention of offering an interdisciplinary program for both social science and natural science/engineering students must be maintained.

However, to ensure that students of all backgrounds would be successful in the program, a new admission requirement in mathematics and statistics was added.

The Graduate Programs Committee discussed the proposed language on the admission requirements informally in April 2019, and formally on September 30, 2019, and December 5, 2019. The Executive Committee of CGPS also discussed the language at their meeting on December 9, 2019. With each review, the proposed language was slightly modified to result in the proposed language that has been submitted to APC.

Memorandum

To: Academic Programs Committee (APC)

CC: Heather Heavin, Chair, Graduate Programs Committee, CGPS

From: Trevor Crowe, Chair, Executive Committee, CGPS

Date: December 9, 2019

Re: Master of Water Security Program

On December 9, 2019, the Executive Committee (EC) of CGPS considered a recommendation from the Graduate Programs Committee (CGPS) to approve the revisions to the Master of Water Security program.

In principle the EC voted in favour of the revisions to the Master of Water Security program (Newton/McIntyre/1 abstention – CARRIED) with a friendly amendment to change the Skype language to *...online conferencing platform or otherwise for a possible interview may be required.*

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Trevor Crowe at trevor.crowe@usask.ca or by phone at 966-5759.

/II



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Andrew Ireson, Master of Water Security Program Coordinator, School of Environment and Sustainability

From: Graduate Programs Committee

Date: December 6, 2019

Re: Master of Water Security program modification

On September 30, 2019, and December 5, 2019, the Graduate Programs Committee considered revisions to the Master of Water Security Program. Some members of the Graduate Programs Committee had initially reviewed the proposal and provided feedback in April 2019.

The revised program removed the concentration options. Students will complete 30 credit units of coursework through a cohort-based modular delivery and wrap up the program with a 6 credit unit capstone project.

The program revisions resulted from the School of Environment and Sustainability's strategic planning process, as well as a partnership and opportunity to deliver this UofS program at Beijing Normal University in China.

The Graduate Programs Committee passed the following motion unanimously.

"To recommend approval of the revisions to the Master of Water Security program."
Mendoza/Smith CARRIED

Based on University governance approval timelines, we request that programmatic changes be implemented effective May 1, 2020, admission changes be implemented for the 2020-2021 admission cycle, and tuition changes be implemented for September 2020.

Attached please find the full program proposal and supporting documents.

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

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change – Master of Physical Therapy (MPT) program**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Master of Physical Therapy (MPT) program, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The School of Rehabilitative Science and the College of Graduate and Postdoctoral Studies (CGPS) proposed a change to the admissions qualifications to replace the existing requirement of the Multiple Mini Interview (MMI) with the Computer-based Assessment of Sampling Personal Characteristics (CASPer) online test and also to raise the minimum admissions average to 75% from the CGPS minimum of 70%.

The rationale for the change from the MMI to the CASPer is, in part, the significant expense and time required to administer the MMI. Further, the MMI model created limitation for many applicants because of the need to travel for to attend in person, and there are challenges with inconsistency or bias on the part of the interviewed and raters, whether intended or not. The CASPer is a situational judgement teste developed at McMaster University to assess an applicant's personal and professional (non-academic) attributes in an online format. Advantages of CASPer over the MMI are the ability of students to complete the test in familiar surroundings, wider window of time to complete the assessment as part of their application, and decreased cost of travelling to attend the MMI, particularly for students from outside Saskatoon. Further, the CASPer has advantages for the faculty and staff of the School of Rehabilitative Science, as it will alleviate the time and financial burden of administering the MMI. Further, there will be greater consistency in assessment of student results. The majority of physical therapy programs in Canada have moved to the CASPer to replace the MMI or are using both tools simultaneously.

With regard to the increase in the minimum admissions average from 70% to 75%, the rationale is that the current average listed is low compared to other USask health sciences programs as well as other Canadian physical therapy programs. Currently, the program has on average three to four times as many applicants as they have seats to accept and the average of students admitted to the program is steadily climbing (85.3% in 2016 and 86.9% in 2019). Analysis over the last 8 years shows a strong correlation between admissions average and academic success throughout the program.

CONSULTATION:

The Academic Programs Committee considered the proposal at its January 29, 2020 meeting and University Council approved the change at its meeting on February 20, 2020.

ATTACHMENTS:

1. Change to Admissions Requirements – Master of Physical Therapy (MPT) program



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Cathy Arnold, Director, School of Rehabilitation Science

From: Office of the Associate Dean, CGPS

Date: January 21, 2020

Re: Changes to Admission Requirements – Master of Physical Therapy

The College of Graduate and Postdoctoral Studies is recommending changes to the admission requirements for the Master of Physical Therapy program. The proposed changes include 1) replacing the Multiple Mini Interview with the Computer based Assessment of Sampling Personal Characteristics (CASPer), and 2) raising the minimum admission average from 70% to 75%.

Some professional programs at USask have replaced multiple mini interview requirements with CASPer already, and conversations suggest that we should anticipate additional programs proposing the change as well.

The Master of Physical Therapy program consistently admits students with averages in excess of the proposed minimum 75% average. Raising the minimum admission average would provide transparency for applicants' expectations on admissibility.

The proposal was supported by the Graduate Programs Committee on December 11, 2019, and the Executive Committee of CGPS on December 16, 2019.

Attached please find the proposal with support from the review committees.

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

Memorandum

To: Academic Programs Committee (APC)

CC: Heather Heavin, Chair, Graduate Programs Committee, CGPS

From: Trever Crowe, Chair, Executive Committee, CGPS

Date: December 16, 2019

Re: **Changes to Admission Requirements – Master of Physical Therapy Program**

On December 16, 2019, the Executive Committee (EC) of CGPS considered a recommendation from the Graduate Programs Committee (GPC) to approve the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%.

The EC remarked that this was a very well prepared package and raised only one question with respect to the package not referencing what the current admission average was (70%). No other questions were heard. **The EC moved to approve the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%**
Newton/Jones ALL IN FAVOUR: CARRIED

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Trever Crowe at trever.crowe@usask.ca or by phone at 966-5759.

/II



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Cathy Arnold, School of Rehabilitation Science

From: Graduate Programs Committee

Date: December 12, 2019

Re: changes to admission requirements – Master of Physical Therapy program

The Graduate Programs Committee is recommending approval of changes to the admission requirements for the Master of Physical Therapy program. The proposed changes include 1) replacing the Multiple Mini Interview (MMI) with a Computer based Assessment of Sampling Personal Characteristics (CASPer), and 2) raising the minimum admission average to 75%.

The proposal was well-prepared. It was noted that some of the professional colleges already have replaced the MMI with CASPer with other colleges intending to make the switch.

It was noted that the program admitted students with averages in excess of 75%, so it was reasonable to raise the minimum average.

On December 11, 2019, the Graduate Programs Committee passed the following motion:

To recommend approval of the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%.

Labrecque/Morrison

CARRIED

Attached please find the proposal and supporting documents.

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

MEMORANDUM

DATE: November 13th, 2019

TO: Graduate Programs Committee

RE: School of Rehabilitation Science, Masters of Physical Therapy Program (MPT)

Request for change of:

1. Interview type to be used in the selection criteria for admissions scores to determine acceptance into the MPT and
2. Minimum admissions grade point average for selection criteria for acceptance into the MPT program

Approved by: School of Rehabilitation Science Faculty Council (2 Motions accepted on Friday October 4, 2019)

Background and Rationale for Requested Changes:

1. **Request to Change from Multiple Mini Interview (MMI) to Computer based Assessment of Sampling Personal characteristics (CASPer®) for MPT admissions.**

Background:

Over the past 2 years the School of Rehabilitation Science (formerly the School of Physical Therapy) admissions committee has explored options to the currently administered Multiple Mini Interview (MMI). The MMI is scheduled over two days, consisting of 7 stations, with an examiner in each station. The purpose of the interview is to collect information concerning the personal attributes of applicants such as interpersonal skills, communication, critical thinking, professionalism, general knowledge of health care and ethical/moral judgment. The final MMI score is the average of scores in three categories: critical thinking, communication, and professionalism. The current MMI process requires extensive people power to administer, presents a significant cost to our operating budget, has had limited correlations to performance in the MPT program and no correlation with the Canadian Physiotherapy Competency Exam (PCE) that students are required to take in order to be licensed to practice physical therapy in most Canadian provinces. . The MMI creates limitations for many applicants to travel for one day that cannot be re-scheduled or changed and the MMI has known flaws including interviewer bias, context specificity, interviewer consistency, severity/leniency of rater and central tendencies of the interviewer (eg: halo effect; refer to Wetzel, Wilson & Kort. The Halo Effect Re-visited: Forewarned is not Forearmed; Journal of Experimental Social Psychology 1981; 17: 427-439).

Rationale:

Only two Canadian physical therapy programs (University of Alberta & University of Manitoba) other than the U of S continue to use the MMI. The majority of programs (Sherbrooke, McGill, UBC, Laval, Western, Dalhousie, and U of T) have shifted to use the Computer based Assessment of Sampling Personal characteristics (CASPer®) to replace previous interview processes such as the MMI for PT admissions. Note: UBC continues both CASPer and MMI. CASPer® (formerly Computer-based Multiple Sample Evaluation of Non-cognitive Skills, CMSENS) is a situational judgement test developed at McMaster University to assess an academic applicant's personal and professional (non-cognitive or non-academic) attributes in an online format. The test has 12 sections that either consist of video-based scenarios or word-based scenarios, based on real life situations <https://takecasper.com/about-casper/>. Both tools utilizing numerous independent observations of a single applicant to dilute the effects of interviewer bias and specificity of context. Kelly et al (2009) found that CASPer® moderately correlates (0.60) with MMI and neither test predicts medical school success but Juster et al. (2019) found that inclusion of a situational judgement test into admissions has the potential to widen access to medical education for a number of underrepresented in medicine applicants. Both tests include a guided personal statement which has not been done for PT admissions. The advantage of this method of assessment verses the MMI for the student is the ease of doing the interview in more comfortable and familiar surroundings as opposed to the high stress situation of the MMI, the advantage of a wider window of time to do the assessment, and the decreased cost of traveling to Saskatoon for those who live outside of the city.

The cost of CASPer® is \$40.00 to the student with an additional fee of \$12.00 (increased from \$10.00 effective 2020) for each school to which they want their results sent. This is considerably less cost than the travel costs associated with the MMI. Additionally, The UofS College of Medicine currently uses the MMI and will be charging a fee of \$150.00 for each student participating in the MMI. If the MPT program, a School within the COM, adopts the same fee schedule CASPer® will be less expensive for prospective applicants.

The advantage of CASPer® to the MPT faculty and staff is significant. It is becoming increasingly difficult to recruit enough interviewers for the MMI, and it requires extensive staff time and resources to conduct. The scoring of the student's performance via CASPer® is done by the company, resulting in greater consistency and less risk of bias.

Based on these data, The SRS Faculty Council has accepted the recommendation of the MPT Admissions committee with the unanimous approval of the following motion at the October 4, 2019 meeting:

MOTION: Zucker-Levin/Arnold

That the School of Rehabilitation Science will replace the Multiple Mini Interview (MMI) with the Computer based Assessment of Sampling Personal Characteristics (CASPer) assessment inclusive of a guided personal statement for admission of physical therapy students beginning 2021. **CARRIED**

2. Request to Increase the minimal entry GPA to 75% for School of Rehabilitation Science MPT Program.

Background:

The School of Rehabilitation Science has a series of evaluation outcome measures and indicators it tracks annually in order to assist with future decision-making to optimize success for students in the MPT program. Over the past 2 years the School of Rehabilitation Science admissions committee has explored the relationship of academic performance both at entrance into the program and in the duration of the program to outcomes such as first time pass rates on the Physiotherapy Competency Exam Clinical Component (PCE). Currently, the minimum GPA for admissions to the UofS MPT program is 70%, which is consistent with CGPS minimum entrance requirements. However, this minimum is low compared to other U of S health care professional programs and other Canadian physical therapy programs.

Rationale:

The mission of the School of Rehabilitation Science is excellence in physical therapy and rehabilitation science teaching, research scholarship and leadership to improve the quality of life and well-being for all people of Saskatchewan and beyond. To reach this mission, we strive to prepare entry to practice high quality graduates ready to be competent professionals in a challenging health care environment.

At the University of Saskatchewan, the minimum entrance GPA for admissions to the medical program within the College of Medicine is 75%. Similar to us, they have targeted recruitment for Indigenous students, and this minimum GPA does not hinder their ability to fill these seats. We have been tracking entrance GPA data for our Equity students, with self-identified Aboriginal ancestry and found the average entrance GPA to be well above the proposed 75% minimum with a trend toward a raising average (Appendix 1).

The minimum GPA for admission to the UofS MPT program is the lowest in relation to other Canadian physical therapy entry to practice programs; the next lowest is UBC at 76%. We currently have, on average three to four times as many applicants as seats available (maximum 40 seats). The average GPA for students accepted into our program over the past 5 years. Note: the average admissions GPA for students entering the UofS MPT has been slowly rising from 85.3% in 2016 (range 76%-96%) to 86.9% in 2019 (range 80%-94%). Statistical analyses of U of S MPT admissions GPA over the past 8 years for which data is available indicate a moderate to strong correlation of entrance GPA to academic performance throughout the program. For this reasons we would ask CGPS to approve an increase to the minimum GPA for admission to the UofS MPT program from 70% to 75%.

Based on these data, The SRS Faculty Council has accepted the recommendation of the PT Admissions committee with the unanimous approval of the following motion at the October 4, 2019 meeting.

MOTION: Zucker-Levin/Kim

That the School of Rehabilitation Science increase the minimum GPA to 75% effective for admissions in 2021.

CARRIED

Request to CGPS:

The SRS MPT Admissions Committee is requesting CGPS to approve the following motions:

1. The SRS will replace the Multiple Mini Interview (MMI) with the Computer based Assessment of Sampling Personal characteristics (CASPer®) assessment inclusive of a guided personal statement for admission of PT students for the 2021.
2. The SRS will increase the minimum GPA effective for admissions in the 2021 intake to 75%.

Appendix 1: The average GPA for students accepted into our program over the past 5 years

School of Rehabilitation Science - Admissions Committee Report

	40 Accepting				
	2019	2018	2017	2016	2015
Applicants (General Pool)	34	32	33	34	32
Aboriginal Applicants	6	8	7	6	8
Total Number of Applicants	40	40	40	40	40
Admission Weighted Average					
Mean	86.9%	85.7%	85.8%	85.3%	84.0%
Aboriginal Applicants Range	80-88%	70-84%	76-93%	76-82%	74-86%
General Pool Range	83-94%	83-96%	77-94%	83-96%	79-94%
University Degree					
U of S	73%	58%	65%	55%	55%
U of R	15%	22%	10%	23%	10%
Other University	12%	20%	25%	22%	35%
Undergraduate Degree					
Kinesiology	70%	65%	78%	83%	65%
Arts and Science	20%	25%	15%	17%	23%
Other	10%	0%	0%	0%	7%
Graduate Degree	0%	10%	7%	0%	5%
Males	37%	37%	37%	27%	32.5%
Females	63%	63%	63%	73%	67.5%

Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1

Is this a new degree, diploma, or certificate?
Is an existing degree, diploma, or certificate being renamed?
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

☐

No

☒

Yes

☐

No

☒

2

What is the name of the new degree, diploma, or certificate?

3

What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4

If you have renamed an existing degree, diploma, or certificate, what is the current name?

5

Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6

If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes

☐

No

☐

7

If YES, a student attribute will be created and used to track students who are in this certificate alongside another program.
The attribute code will be:

8

Which College is responsible for the awarding of this degree, diploma, or certificate?

9

Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10

Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
One major is required on all programs [4 characters for code and 30 characters for description]

11

If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Is an existing program being revised?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐
☐☐
☐
☐
☐
☐
☐
☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 7: Course Information - as per current set-up

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?

If NO, please describe.

Yes ☐ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

If YES, please describe.

Yes ☐ No ☐

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up except as noted below

1	Will students apply on-line? If not, how will they apply?	
2	What term(s) can students be admitted to?	
3	Does this impact enrollment?	
4	How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?	
5	Can classes towards this program be taken at the same time as another program?	
6	What is the application deadline?	
7	What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)	<p>Changes include:</p> <ul style="list-style-type: none"> - replacing the Multiple Mini Interview (MMI) with a Computer Based Assessment of Sampling Personal Characteristics (CASPer) - raising the minimum admission average to 75%
8	What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)	
9	What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)	
10	What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)	
11	Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)	
12	Letter of acceptance - are there any special requirements for communication to newly admitted students?	
13	Will the standard application fee apply?	
14	Will all applicants be charged the fee or will current, active students be exempt?	
15	Are international students admissible to this program?	

Section 9: Government Loan Information - as per current set-up

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1 What is the start term?

202105 [May 2021]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

If YES, what and by what date?

Yes ☐ No ☒

Section 12: Registration Information - as per current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves?

Yes ☐

No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

Yes ☐

No ☐

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Yes ☐

No ☐

Section 15: Awards Information - as per current set-up

1 Will terms of reference for existing awards need to be amended?

Yes ☐

No ☐

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐

No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1	Is this a program termination? If yes, what is the name of the program?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
2	What is the effective date of this termination?				
3	Will there be any courses closed as a result of this termination? If yes, what courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Are there currently any students enrolled in the program? If yes, will they be able to complete the program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	If not, what alternate arrangements are being made for these students?				
6	When do you expect the last student to complete this program?				
7	Is there mobility associated with this program termination? If yes, please select one of the following mobility activity types.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	Dual Degree Program				
	Joint Degree Program				
	Internship Abroad Program				
	Term Abroad Program				
	Taught Abroad Course				
	Student Exchange Program				
	Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

If NO, please describe.

Yes ☐ No ☐

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

If YES, from which tuition code to which tuition code?

Yes ☐ No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
 2 Has TLSE, Admissions, been informed about this new / revised program?
 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
 4 Has CGPS been informed about this new / revised program?
 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
 7 Has the Library been informed about this new / revised program?
 8 Has ISA been informed of the CIP code for new degree / program / major?
 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
 10 Has the Convocation Coordinator been notified of a new degree?
 11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

OR

b. Fee Review Committee

c. Institutional Planning and Assessment (IPA)

d. Provost's Committee on Integrated Planning (PCIP)

e. Board of Governors

f. Other

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

☐

SIGNED

Date:

December 16, 2019

Registrar (Russell Isinger):

Russell Isinger

College / Department Representative(s):

Martha Smith

IPA Representative(s):

N/A

Master of Physical Therapy – markup for Course and Program Catalogue

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

For more information, see the [School of Rehabilitation Science](#) website.

Attendance

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

License to Practice

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

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

Courses

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

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

Admission

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

Applicants to the School of Rehabilitation Science must satisfy the following residency qualifications:

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

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

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

Selection for admission is based upon academic performance (i.e. admission average) and [Computer-based Assessment for Sampling Personal Characteristics \(CASPer\) interview](#) performance. The minimum admission average that will be accepted is 75%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used. For the purpose of calculating the admission average, all courses in a given term will be used. ~~Applicants are ranked according to the admission average and the top 96 applicants are granted interviews.~~ When computing applicants' total admission scores, the admission average is weighted 60% and the [interview-CASPer](#) score is weighted 40%.

~~Admissions interviews (multiple mini interviews—MMI) are scheduled on a Saturday in early to mid March.~~ The purpose of the [interview-CASPer](#) is to collect information concerning the personal attributes of applicants. ~~In this structured interview, c~~andidates' interpersonal, communication and critical thinking skills; self-evaluation, ethical decision making, and general knowledge of health care are evaluated. ~~The final MMI score is the average of scores in three categories; critical thinking, communication, and professionalism.~~

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

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

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

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

Additional common requirements as preparation for many clinical placements include: additional health, disability and dismemberment insurance, orientation to 'Workplace Hazardous Materials Information System', signed Worker's Compensation Board Work-based Learning Consent and Agreement forms and signed confidentiality agreements.

Education Equity Program

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

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

Essential Skills and Abilities Required for the Study of Physical Therapy

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

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Acceptable test scores are as follows:
 - TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
 - IELTS: a minimum score of 7.5 out of 9 in each area and overall
 - Cantest: a minimum of 5 in each area and overall
- must meet Saskatchewan residency requirements unless applying under the Education Equity Program (see above)
- four year baccalaureate degree (in any discipline) from a college or university of acceptable standing
- Human Physiology (6 credit units) – PHPY 302.3 and one of PHPY 301.3, PHPY 303.3, or HSC 350.3 or equivalent.
- Statistics (3 credit units) – STAT 245.3 or PLSC 214.3 or equivalent
- Basic Human Anatomy (3 credit units) – ACB 310.3 or equivalent

- Minimum 75% average normally calculated using the most recent minimum 60 credit units of university course work
- CASPer
- Applicants should check the list of Approved Prerequisite Courses for the MPT available on the School of Rehabilitation Science's website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee. For further information, students should consult the Academic Program Assistant at the School of Rehabilitation Science. Applicants should supplement in-person or telephone admission enquiries with written/email enquiries. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Rehabilitation Science.
- Students should check the School of Rehabilitation Science's website regularly for updates to the Admissions process.

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change – Doctor of Dental Medicine (DMD) program - pilot**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Doctor of Dental Medicine (DMD) program, as a pilot starting the 2021-22 admissions cycle and continuing for three (3) years.

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

CONTEXT AND BACKGROUND:

The College of Dentistry has proposed a pilot of the Computer-based Assessment for Sampling Personal Characteristics (CASPer) test as requirement for applicants to the DMD program. The College currently uses the Multiple Mini Interview (MMI) tool to interview candidates for the DMD program and the College finds that it adequately assesses non-academic attributes of applicants for the program. The use of the CASPer tool is growing across other health science disciplines with many programs in medicine, physical therapy, nursing, and pharmacy and nutrition are now using CASPer to assist with determining eligibility for admission. Many health science programs, both at USask and across Canada are moving to CASPer to either replace or to complement the MMI. The College of Dentistry will assess CASPer to determine if it functions as well as the MMI in assessing non-academic attributes.

During the pilot, the College of Dentistry will require that applicants complete both the CASPer and the MMI. The CASPer score will not be used in determining whether an applicant has met the admissions requirements, but will rather be used solely to assess the effectiveness, validity, and reliability of the tool. The need for ethics approval, data security and confidentiality were addressed in regards to the design of the pilot project. Particularly, if data is assessed from across multiple colleges. Because of the additional cost for completing the CASPer, the College of Dentistry will pay the cost for the CASPer for any applicants who are applying solely to the College of Dentistry (and not another USask health science program requiring the CASPer).

CONSULTATION:

The Academic Programs Committee considered the proposal at its January 30, 2020 meeting and University Council approved the change at its meeting on February 20, 2020.

ATTACHMENTS:

1. College of Dentistry Admissions Requirements Changes



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. 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. Gerry. Uswak, Acting Associate Dean Academic, gerry.uswak@usask.ca; 306-966-5109
2. Ms. Kelly Mulligan, Director of Academic & Student Affairs, kelly.mulligan@usask.ca; 306-966-2760

Proposed date of implementation: 2020-2021 Admissions Cycle (August 2020)

Proposal Document

Please provide information which covers the following sub topics.

2. RATIONALE

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 pilot the use of an online assessment tool (CASPer) as a requirement for applicants to the DMD program to assist with our admission selection process. Successful completion of CASPer would be mandatory in order to maintain admission eligibility.**

The rationale for this change is as follows:

CASPer is an online situational judgement test used by academic programs to help assess applicants for non-academic attributes or people skills including collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and self-awareness. Assessment of these non-cognitive skills and interpersonal characteristics are extremely important for students to be successful in the DMD program and as practising dentists and will complement the tools already being used to assess admission eligibility.

- 1. Research and development of dental school recruitment and admission tools.** *In 2018, the Committee on the Identification of Future Dentists (CIFD) launched a national initiative for the research and development of recruitment and admissions tools and processes in order to recommend methods to facilitate identification and admission to dental school of individuals with the aptitudes required to become successful dentists. A survey of Canadian dental schools indicated a strong desire to identify instruments/processes to assess the non-cognitive attributes required to be a successful DMD student and competent dentist. CASPer was designed specifically to assess those non-academic people skills.*
- 2. To better align the College with admission tools used at other Canadian dental schools.** *The admission tools utilized by dental schools across Canada were examined. Currently five of 10 Canadian dental schools (UBC, University of Toronto, McGill University, University of Montreal and Laval University) require applicants to complete the CASPer online assessment as part of the selection process. Many students apply to multiple Canadian dental schools thus adding CASPer will not add an additional burden.*
- 3. Use of tool at other Canadian health sciences programs.** *The use of the CASPer tool is growing across other health science disciplines in Canada with many programs in medicine, physical therapy, nursing, and pharmacy and nutrition requiring it to assist with determining eligibility for admission. At USask, completion of CASPer is required for admission to the College of Pharmacy & Nutrition and the College of Medicine is currently seeking approval for its implementation for the undergraduate medical education program and it is a requirement for admission to post-graduate programs.*
- 4. Collaborative admissions processes for USask health sciences programs.** *Many students apply to multiple health sciences programs at USask annually. Three of the USask programs, Medicine, Dentistry and Physical Medicine and Rehab Science utilize the Multiple Mini Interview (MMI) tool to interview candidates for their programs. The College of Medicine invited all health sciences programs at USask to consider implementing a collaborative MMI to streamline the MMI process for both students and programs. The addition of CASPer to the College of Dentistry's admission tools will further streamline the process by providing a consistent experience for students applying to multiple health sciences programs at USask.*

3. Relationships

Impact on Students/Applicants

The addition of the CASPer online assessment tool will not have a significant impact on students. Many USask students apply to multiple health sciences programs, particularly Medicine which will implement CASPer upon approval. Similarly, many students apply to multiple dental schools across Canada many of which already require CASPer (5/10). There is a \$40 fee to take the online CASPer test, as well as a \$10 distribution fee per school to receive the results. While an additional cost to applicants is a concern, the fee is reasonable and many students are already paying the fee due to requirements of other programs or schools.

Impact on other Colleges/Departments

There will be no impact to other Colleges. There will be a minor impact to the Student Information Systems department to add a section on the College of Dentistry RMS online application to capture test scores for CASPer. This will be done as part of the updates completed annually prior to the online RMS application going live.

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 to pilot the use of CASPer, the online situational judgement tool to assist in the selection of students admitted to the DMD program for the 2020-2021 intake. The proposal was reviewed and discussed at the two College level committees, the Admissions Committee and Faculty Council. Please see the attached documentation to for the discussions and decisions.

The admissions requirements and tools of other Canadian dental programs as well as health sciences programs were reviewed and it was determined that the College of Dentistry would be joining a growing number of programs already utilizing the CASPer tool, including the College of Pharmacy & Nutrition and soon the College of Medicine. In addition, the addition of the CASPer tool is in alignment with the desire of the CDA and other dental schools to better assess the non-cognitive and interpersonal skills of applicants to ensure success in both dental school and as a practicing dentist

ADMISSIONS COMMITTEE MEETING SUMMARY

DRAFT

**Admissions Committee
College of Dentistry
Minutes**

Dec 10, 2019

9:00 am

DC 108

Chair: Dr. G. Uswak (Acting Associate Dean Academic)

Members: K. Da Silva (Designate for A. Jessani), J. Hoover (Faculty Rep), B. Hussain (Student Rep), L. Irwin (Assistant Dean, DA Program), W. Siqueira (Designate for P. Papagerakis), D. Stark (Faculty Rep), B. White (College of Dental Surgeons of Saskatchewan Representative), K. Mulligan (Director of Academic and Student Affairs), M. McCormick (Recording Secretary)

Regrets: D. Brothwell (Dean), K. Gauthier (U of S Registrar Designate)

1) Approval of the Minutes of May 16, 2019:

MOTION: Da Silva/White

That the minutes from May 16, 2019 be approved.

Carried

**2) Admissions Committee Members Confidentiality Form:
The confidentiality form was circulated and collected.**

3) Business Arising from the Minutes:

None.

4) CASPer Pilot

Recently, the College of Dentistry met with other Health Sciences Colleges to discuss a collaborative multiple mini interview (MMI). While discussing the collaborative MMI, other health sciences programs indicated their intent to implement an alternative admissions selection tool, Computer-Based Assessment for Sampling Personal Characteristics or CASPer. In addition, there are currently four dental schools in Canada using CASPer. UBC, UofT, Montreal, Laval and McGill.

CASPer is an online situational judgement test used by academic programs to help assess applicants for non-academic attributes or people skills including collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and self awareness. It is made up of 12 sections and typically takes 60-90 minutes. Each section is scored by a different rater. The group of raters reflect the diversity of the population and all raters are extensively trained, vetted and are invested in the future of the profession.

The College decided to participate in the collaborative MMI process as well as pilot the use of CASPer as one of the admission selection tools. During the CASPer pilot, no applicant would be

refused due to their score, rather the data will be used solely to assess the effectiveness, validity and reliability of the tool.

MOTION: Da Silva/Hussain

That the College of Dentistry proceed with the idea of a collaborated MMI and CASPer pilot.

Carried

5) **Next Meeting:**

The next meeting is scheduled on February 12, 2020.

The meeting was adjourned by motion at 9:35 AM.

FACULTY COUNCIL MEETING SUMMARY

DRAFT

**FACULTY COUNCIL MEETING
COLLEGE OF DENTISTRY
MEETING MINUTES
Wednesday, December 18, 2019
11:30 am – room DC 334/335**

- Present:** R. Anholt, R. Bohay, K. Da Silva, C. Downing, A. Gruza, A. Hussain, L. Irwin (Acting Assistant Dean, Dental Assisting Program), A. Leask, J. Monteith, F. Otero, G. Uswak (Acting Associate Dean, Academic), W. Siqueira (Acting Associate Dean, Graduate Studies and Internationalization), B. White (Registrar, CDSS), R. Gallagher (community-based member of the dental profession), E. Underwood, K. Glass (Dental Assisting Program Instructor), K. Mulligan (Director, Academic & Student Affairs), A. Storoschuk (Executive Assistant to the Dean), K. Fuglerud (Director, Finance and Administration), M. Knaus (Business Manager, Clinical Affairs), L. Kuliasa, L. Proulx
- Absent:** M. Berscheid, D. Brothwell (Dean and Chair), M. Copete, P. Doig, A. Heinrichs (Assistant Dean, Clinics), A. Jessani, D. Kolbinson, P. Kurz, J. Lalli, J. Longworth, P. Papagerakis (Associate Dean, Research), A. Singh, J. Steel, K. Viridi, P. Stoicheff, T. Vannelli, K. Chad, G. Fowler, D. Pozega-Osburn, P. McDougall, S. Baraniuk, T. Crowe, M. Just, B. Bilson, R. Isinger, S. Jones, D. Jackle (President, Saskatchewan Dental Student Society), H. Stevens

1. Call to Order & Reminder of Confidentiality

The meeting was called to order at 11:32 am. Dr. W. Siqueira reminded Council members that items confidential in nature should not be discussed outside of the confines of Faculty Council Meetings. Dr. Siqueira introduced new faculty member to the DMD program, Dr. Andrew Leask.

2. Appointment of Rules of Order Officer

Dr. K. Da Silva

3. Presentation of Minutes of October 30, 2019.

USWAK/ DA SILVA: That the minutes of October 30, 2019 meeting be approved as circulated.

Otero: Indicated a few minor corrections to be edited. K. Fuglerud noted the corrections and will amend.

CARRIED

4. Business Arising From the Minutes

N/A

5. New Business

- a) **CDAC Results: DA Program and DMD:**
- b)

6. Other Business/Enquiries

a) CASPer Tool:

Dr. Gerry Uswak explained the admissions committee. The College of Dentistry was invited to a series of meetings to discuss the possibility of a collaborative MMI with the other Health Sciences programs (Medicine, Nursing, Rehab Sciences, Pharmacy and Nutrition), as data suggests a significant pool of applicants apply to multiple health sciences programs. Other health sciences programs intend to implement an alternative admissions election tool called CASPer (Computer-Based Assessment for Sampling Personal Characteristics). All Canadian and US medical schools are using CASPer. The Committee approved to pilot this tool. Throughout the trial of CASPer, no student will be refused based on the CASPer rankings.

USWAK/DA SILVA: Dr. Uswak motioned to pilot CASPer. Dr. Da Silva second this motion.

CARRIED

CASPer will be done online at no cost to the participant. There is no timeline for implementation. Unfortunately, stats are not available for third party evaluations and there has not been any scholarly research done. There is no data shared by the schools that are currently using CASPer, only CASPer data is available. CASPer will be another method of finding the best students for the College of Dentistry. Unfortunately, with the amount the current MMI system is used, the applicants have access to the shared information, therefore able to prepare and manipulate the system. Our current applicants are different from applicants ten years ago, and the CASPer system allows us to measure things that are not currently being tested with the MMI system. There has been discussions about using CASPer with current students to create a baseline.

7. Closure

DA SILVA: The meeting was adjourned by motion at 12:25 pm.

College: Dentistry

Program(s): D.M.D.

Admission Qualifications:

- **Minimum overall average of 70% in required pre-dentistry courses (39 credit units):**

- BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3 – General Biology
- CHEM 112.3 – General Chemistry 1
- CHEM 250.3 – Introduction to Organic Chemistry
- PHYS 115.3 Physics and the Universe
- BMSC 200.3 – Biomolecules
- BMSC 230.3 – Metabolism
- PHSI 208.6 or PHPY 302.3 and PHPY 303.3 – Human Body Systems
- NUTR 120.3 – Basic Nutrition
- BMSC 210.3 - Microbiology
- Six credit units (full course equivalent) in Social Sciences/Humanities

Note that these are University of Saskatchewan courses: equivalents from other post-secondary institutions will be considered.

- **Completion of three 30-credit unit academic years of university-level coursework towards the requirements of an undergraduate degree. An academic year is defined as two standard academic terms consisting of eight consecutive months (September to April).**
- **A cumulative weighted average of 75% over the two best academic years of study.**
- **Completion of 39 credit units of required pre-dentistry courses (or equivalents) with a minimum overall average of 70%**
- **Applicants must maintain BOTH of the following conditions for any course work during the year of application: a minimum overall academic average of at least 75% AND a minimum 70% average on any pre-requisite course.**
- **Dental Aptitude Test**
- **Completion of the online CASPer situational judgement test***
- **Proficiency in English**

*Test results submitted for the online CASPer situation judgement test will be used for a pilot process to determine its effectiveness in enhancing the admissions selection process. Although mandatory, CASPer scores submitted for the 2021-2022 admissions intake will **NOT** be used for eligibility for the program.

Selection Criteria:

- **Academic Record – 65% overall weighting**
 - Cumulative weighted average of the best two 30-credit years
 - Applicants must have achieved a minimum cumulative weighted average of 75% over their two best academic years of study and must maintain an average of 75% in their current year of study.
- **Dental Aptitude Test – 15% overall weighting**
 - Reading comprehension (1/3)
 - Academic average (1/3)
 - Perceptual ability (1/3)

Applicants will not be considered for admission if they have, in their best DAT score, achieved any of the following:

- An Academic Average score of less than 15 or
 - A Perceptual Ability score of less than 14 or
 - A Reading Comprehension score of less than 14

- **Interview – 20% overall weighting**
 - Interview selection is based on the academic average of the two best academic years of study and the single best overall DAT score.

- **Other credentials to be submitted after admission**
 - Criminal Record Check and Vulnerable Sector Search

Categories of Applicants:

The College of Dentistry admits 34 students to the program each year. A minimum of 22 seats are reserved for residents of Saskatchewan and up to 12 seats for all other applicants regardless of residency. Applicants must designate their category on the online application form. All applicants must be Canadian citizens or landed immigrants at the time of application.

Saskatchewan Residents

Applicants must be Canadian citizens or permanent residents at the time of application. Applicants must have resided in Saskatchewan for at least four years immediately prior to September 1st of the year in which admission is being sought. Applicants who left the province, but who previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be treated as residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four year condition will receive credit of one year toward the four year requirement for every four years of residency in the province. There are no exceptions of the four year Saskatchewan residency rule.

Canadian Applicants

Applicants are required to complete courses equivalent to those listed under Admission Qualifications.

Indigenous Equity Access Program

There is a separate category in which six first-year seats are reserved for persons of Canadian Indigenous ancestry. Applicants must meet the minimum Admission Qualifications, above. Applicants must achieve an acceptable rating on the interview and complete the Dental Aptitude Test (DAT). Applicants must identify themselves on the online application form. Applicants must provide proof of Aboriginal ancestry.

Foreign Trained Dentists

This is a separate category in which one first-year seat is reserved for a foreign trained dentist. Applicants in this category will compete in a separate pool and must meet all of the following requirements:

- Applicants must have earned a dental degree from a recognized dental school outside of Canada or the USA.
- Proof of degree and official transcripts must be provided.
- Applicants must meet the Saskatchewan residency rules.
- If applicable, applicants must submit proof of English proficiency.
- Applicants must take the Canadian Dental Aptitude Test (DAT) administered by the Canadian Dental Association and meet the minimum requirements.
- Applicants must be interviewed at the University of Saskatchewan for the year in which admission is being sought.
- Applicants must provide a one page biography (curriculum vita) on the relevant dental experiences and other information that would be helpful to the Admissions Committee during the selection process.

Applicants will be evaluated on all the above criteria. Admission under the foreign trained dentist category is NOT guaranteed.

Special Case Category

The College of Dentistry may consider applicants with special circumstances with regard to any of the three 30-credit unit years of study, such that one or all years may have been completed over 12 consecutive months as part of a program requirement. All special case applicants will be considered by the college admissions committee and they will compete with other applicants in the general pool of candidates. Special case applicants that have met all other requirements must submit a letter to support their application explaining their special circumstances.

The College of Dentistry has no provision for special cases pertaining to the academic or residency requirements and letters will not be considered.

Transfer Students

There is no provision for accepting transfer students into the DMD program at this time.

International Students

Effective the 2016-2017 admission cycle, the college will no longer accept applications from international students.



January 21, 2020

Dr. Susan Detmer
c/o Amanda Storey
Office of the University Secretary
University of Saskatchewan
E290 Administration Building
105 Administration Place
Saskatoon, SK S7N 5A2

Dear Dr. Detmer,

The College of Dental Surgeons of Saskatchewan (CDSS) has had representation on the College of Dentistry Admissions Committee and Faculty Council throughout the discussion of the proposal to pilot the use of CASPer as a tool to aid in the selection of candidates for the DMD Program.

The CDSS fully supports the proposal.

Sincerely,

Jerod Orb
Executive Director
College of Dental Surgeons of Saskatchewan

Survey Questions	Alberta		British Columbia		Dalhousie		Laval		Manitoba		McGill		Montreal		Saskatchewan		Toronto		Western	
	Revised: Mar 20, 2019		Revised: Mar 29, 2019		Revised: Mar 26, 2019		Revised: Mar 25, 2019		Revised: Mar 5, 2019		Revised: Mar 20, 2019		Revised: Mar 19, 2019		Revised: Mar 15, 2019		Revised: Mar 20, 2019		Revised: May 9, 2019	
Retake (repeated) Passed Courses	Uses first passing grade. Credit will not be granted twice for the same course. Applicants may not repeat a course previously passed.		All courses are included in the GPA calculation.		Takes the average of the two attempts, but counsel students to take a higher-level course in the same subject area.		The CRC takes into account the repeated course.		Allowed one repeat with substitution of higher grade; other repeats are averaged with original grades; must have minimum of 2 years with at least 24 new c.h. per year.		Only the last grade is considered in the cGPA calculation		All courses are included in the CRC.		If the applicant repeats a pre-dentistry required course in which s/he had obtained a passing grade, we will not use the grade obtained in the course that was repeated. If the overall average of the pre-dentistry requirements is below 70%, the applicant may take a higher-level course to improve his/her overall pre-dentistry average. Courses approved for substitution are upper-level courses that have the applicable pre-dentistry course as a prerequisite.		Original mark is included in average of year in which it was obtained and the new mark is included in the average of year in which it was obtained.		Under normal circumstances, average of a repeated course is incorporated in overall average of year in which it was achieved.	
Admission Criteria / Weighting	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight
GPA/academic record	YES	50%	YES	Weighting is not made public	YES	45-50%	YES	60%			YES	70%	YES	60%	YES	65%	YES	60%	YES	Weighting not provided
DAT	YES	25%	YES		YES	10-20%	YES	Pass or Fail	YES	33 1/3 %	YES	N/A	YES	Pass or fail	YES	15%	YES	10%	YES	
Reference letters	NO		NO		YES		NO		NO		NO	N/A	NO	NO	NO		NO		NO	
Personal statement	NO		NO		NO		NO		NO		YES	20%	NO	NO	NO		NO		YES	
CASPer® Test	No		YES		N/A		YES	20%			YES	10%	YES	40%	NO		YES		NO	
Unstructured interview	NO		NO		NO		NO		NO		NO	N/A	NO	NO	NO		NO		NO	
Structured interview	YES	25%	YES		YES	30-40%	YES	20%	YES	33 1/3 %	YES	70%	NO	NO	YES	20%	YES	30%	YES	
Other:	YES Prerequisite		YES Problem-based learning evaluation					YES Adjusted grade point average	33 1/3 %	YES Science GPA	30%	For applicants invited to the Multiple Mini-Interviews, the final rank order list is calculated as follows: DMD & DENT-P: 70% interview performance and 30% science GPA; Degree Completion Program: 100% MMI score.		YES Individual interview, if needed	Pass or fail				YES Autobio-graphical Sketch	
Dental Aptitude Test (DAT) 1. Whether / how DAT results are considered.	DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?	
Academic average	NO		YES		NO		NO		NO		NO		NO		YES		YES		YES	

Report from Council

FOR CONFIRMATION

PRESENTED BY:	Jay Wilson, Chair, University Council
DATE OF MEETING:	April 25, 2020
SUBJECT:	Admissions Qualification Change – Biochemistry, Microbiology and Immunology graduate programs
DECISION REQUESTED:	<i>It is recommended</i> That Senate confirm Council's approval of changes to the admissions qualifications for the Biochemistry, Microbiology and Immunology graduate programs, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) proposed a change to the admissions qualifications for the MSc and PhD programs in Biochemistry, Microbiology and Immunology. In response to recommendations coming out of the most recent graduate program review, CGPS recommends an increase of the minimum admissions average for the MSc program to 75% (from 70%) and to 80% for the PhD program. Additionally, CGPS is recommending changes to the minimum English proficiency scores: a minimum TOEFL score of 90, with a minimum of 20 in each area or a minimum overall IELTS score of 6.5 with a minimum 6.5 in each area. It is within the purview of a department to request a change to the minimum English proficiency requirements outlined in the English proficiency policy.

CONSULTATION:

The Academic Programs Committee considered the proposal for the change its January 29, 2020 and University Council approved the change at its February 20, 2020 meeting.

ATTACHMENTS:

1. Changes to the Admissions Requirements – Biochemistry, Microbiology and Immunology



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Dr. Jeremy Lee, Department of Biochemistry, Microbiology & Immunology

From: Office of the Associate Dean, CGPS

Date: December 11, 2019

Re: Changes to Admission Requirements – Biochemistry and Microbiology & Immunology

As a result of the Graduate Program Review process and departmental and programmatic mergers, changes to admission requirements for graduate programming in Biochemistry, Microbiology & Immunology are being proposed. The CGPS requests that APC recommend approval to University Council for changes to the admission requirements to be effective for 2021-2022 admissions.

The proposal was approved by the Graduate Programs Committee on September 30, 2019. The proposal was subsequently approved by the Executive Committee of CGPS on November 25, 2019.

The proposed changes to admission requirements will help ensure that students admitted to the graduate programs will remain eligible for funding commitments.

Attached please find the proposed changes to the admission requirements.

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

The new field is proposed to have slightly higher admission requirements. The proposed English proficiency requirement includes a minimum overall TOEFL score of 90 with a minimum of 20 in each area or a minimum overall IELTS score of 6.5 with a minimum of 6.5 in each area. (CGPS minimums require a minimum overall TOEFL of 86 with a minimum score of 19 in each area, or a minimum overall IELTS of 6.5 with a minimum of 6.0 in each area.) The minimum average for admission would be 75% for the Master of Science, and 80% for the Doctor of Philosophy. The changes to the admission requirements result from the graduate program review process.

Admission Requirements

Degree Program	Current	Proposed
Master of Science	<ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. • a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units) • a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study 	<ul style="list-style-type: none"> • 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 90 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, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies. • a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units). (Students with a lower average may be accepted under exceptional circumstances). • a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
Doctor of Philosophy	<ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international 	<ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international

	<p>applicants and for applicants whose first language is not English.</p> <ul style="list-style-type: none"> • Master's degree, 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) 	<p>applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 90 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, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.</p> <ul style="list-style-type: none"> • Master's degree, or equivalent, from a recognized university in a relevant academic discipline • a cumulative weighted average of at least a 80% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
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Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program.

The attribute code will be:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?
Is an existing program being revised?
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes
Yes

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes

☐

☐

☐

☐

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Yes ☐ No ☒

Yes ☐ No ☐

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

Yes ☐ No ☒ Revised ☐

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

Biochemistry, Microbiology and Immunology [BIM] - Bioch Micro Immuno - code and description for student system] B M I

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Master of Science-Thesis [MSC-T-GP], Doctor of Philosophy(Transfer) [PHD-TRANS-GP], Doctor of Philosophy [PHD-GP]

Yes ☒ No ☐ Revised ☐

Section 6: New College / School / Center / Department or Renaming of Existing

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

- 1 Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new (or renamed or deleted) college, school, center, or department?
- 3 If you have renamed an existing college, school, center, or department, what is the current name?
- 4 What is the effective term of this new (renamed or deleted) college, school, center, or department?
- 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

No

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?
If NO, please describe.

Yes

No

No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?
If YES, please describe.

Yes

No

No

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.
Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up other than admission qualifications

1	Will students apply on-line? If not, how will they apply?
2	What term(s) can students be admitted to?
3	Does this impact enrollment?
4	How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
5	Can classes towards this program be taken at the same time as another program?
6	What is the application deadline?
7	What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.) English proficiency requirement of minimum overall TOEFL score of 90 with a minimum of 20 in each area or a minimum overall IELTS score of 6.5 with a minimum of 6.5 in each area. Minimum average of 75% for Master of Science and 80% for Doctor of Philosophy.
8	What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
9	What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
10	What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
11	Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
12	Letter of acceptance - are there any special requirements for communication to newly admitted students?
13	Will the standard application fee apply?
14	Will all applicants be charged the fee or will current, active students be exempt?
15	Are international students admissible to this program?

Section 9: Government Loan Information - as per current set-up

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?
- 2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - not applicable

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
- 2 If YES, has the Office of the University Secretary been notified?
- 3 When is the first class expected to graduate?
- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202005 [May 2020] - for new majors
202105 [May 2021] - for admission requirement change
- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

If YES, what and by what date?

Yes ☐ No ☒

Section 12: Registration Information - as per current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

Yes ☐ No ☐

2 Will students register themselves?

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Yes ☐ No ☒

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

To qualify the program must meet the following requirements:
- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Yes ☐ No ☐

Section 17: Program Termination

1 Is this a program termination?

If yes, what is the name of the program?

Yes ☒ No ☐

Majors of Biochemistry [BIOC] and Microbiology and Immunology [MIIM] in the Post Graduate Diploma [PGD-GP], Master of Science-Thesis [MSC-T-GP], Doctor of Philosophy(Direct) [PHD-DIRECT-GP], Doctor of Philosophy(Transfer) [PHD-TRANS-GP], Doctor of Philosophy [PHD-GP] programs

2 What is the effective date of this termination?

202005 [May 2020]

3 Will there be any courses closed as a result of this termination?

If yes, what courses?

Yes ☐ No ☒

4 Are there currently any students enrolled in the program?

If yes, will they be able to complete the program?

Yes ☒ No ☐

Students will be allowed to complete their current program or move to the new program

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

2025 - students have 6 years to complete

7 Is there mobility associated with this program termination?

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☒

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.

Yes ☐ No ☐

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

If YES, from which tuition code to which tuition code?

Yes ☐ No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
2 Has TLSE, Admissions, been informed about this new / revised program?
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
4 Has CGPS been informed about this new / revised program?
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
7 Has the Library been informed about this new / revised program?
8 Has ISA been informed of the CIP code for new degree / program / major?
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
10 Has the Convocation Coordinator been notified of a new degree?
11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

OR

- b. Fee Review Committee
c. Institutional Planning and Assessment (IPA)
d. Provost's Committee on Integrated Planning (PCIP)
e. Board of Governors
f. Other

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

--

SIGNED

Date:	December 9, 2019
Registrar (Russell Isinger):	Russell Isinger
College / Department Representative(s):	Maytha Smith
IPA Representative(s):	

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change – Doctor of Medicine (MD) program**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Doctor of Medicine (MD) program, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The College of Medicine has proposed to add an online test of non-academic competencies as a requirement for admissions. The college will use the test score to rule out candidates prior to the interview stage only if the z-score is less than or equal to minus 2 standard deviations below the mean or if red flags (such as egregious comments or cheating) are demonstrated on the text. The College of Medicine will continue to use the multiple mini interview to measure personal factors.

Adding this test of non-academic competencies at the interview stage provides the admissions committee with an additional means to screen applicants aside from academic performance, which will be particularly useful when considering non-Saskatchewan residents.

The College of Medicine is committed to monitoring the impact of the additional cost of this test and will develop a program to off-set the costs where it is creating a barrier to applying to the College of Medicine.

CONSULTATION:

The Academic Programs Committee considered the proposal for the change its February 12, 2020 and University Council approved the change at its March 2020 meeting.

ATTACHMENTS:

1. Background and Rationale for Introducing CASPer as a College of Medicine Admission Requirement

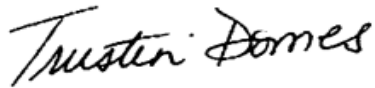
MOTION

That the College of Medicine (CoM) introduces the completion of the CASPer online situational judgment test as a requirement for admission for October 2020 application cycle (applicable to the incoming class of 2021).

A motion approving this new College of Medicine admission requirement was unanimously passed at the Faculty Council of Medicine meeting held January 29, 2020.

We are now submitting this motion for consideration by the University Council (through the Academic Programs Committee) and, if approved there, subsequently will submit the motion to the University Senate for final approval.

Submitted on behalf of the College of Medicine,



Dr. Trustin Domes
Director of Admissions
College of Medicine
February 2, 2020

Background and Rationale for Introducing CASPer as a College of Medicine Admission Requirement

For reference, the current admission requirements for the MD program are attached (see USASK COM ADMISSION REQUIREMENTS 2020 document).

WHAT is CASPer?

CASPer (Computer-based Assessment Sampling Personal Characteristics) is a Canadian-based and designed online situational judgement test that was first used as an admission requirement for Medicine at McMaster University in 2010. CASPer consists of 12 sections (video or word-based scenarios) and candidates have five minutes per section to complete 3 open-ended questions based on each scenario. Each applicant's test is scored by 12 blinded highly trained raters, is norm-referenced and the applicant's performance is assigned a z score. Given the nature of the examination, it is very difficult to prepare for it prior to administration and is meant to reflect core personal beliefs and human reactions to situations.

CASPer can only be taken once per year and the score is valid only for the year of administration. Unsuccessful applicants would have to retake CASPer the following year if they wished to reapply to the program.

To learn more about CASPer visit: <https://takecasper.com/about-casper/>

Today, numerous health science colleges from around the world have been using CASPer to assess personal (non-cognitive) attributes, such as: collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience and self-awareness. In Canada, nine out of the 17 medical schools use CASPer as an admission requirement. The University of Saskatchewan currently requires all applicants to the College of Medicine post-graduate residency programs to complete the CASPer administration specifically designed for this group of learners, which is somewhat different than the one designed for undergraduate students. Additionally, the University of Saskatchewan College of Pharmacy and Nutrition have just recently required CASPer completion for all of their applicants.

HOW will CASPer be used for admission to the College of Medicine?

Applicants enroll for CASPer online and there is a \$40 administration fee and a \$12 distribution fee for each school the result is distributed to. The applicant is not given their result at any point during the application cycle. The Admission Committee plans to initially use the CASPer score very conservatively, ruling candidates out prior to the interview stage of application if the z-score is less than or equal to minus 2 standard deviations below the mean or if any red flags are demonstrated (red flags are rare in CASPer administrations and are used to flag very offensive and egregious comments or

if there is evidence of cheating on the exam). We plan to correlate the CASPer score with our other measures of personal factors (multiple mini interview/reference calls/issues of professionalism).

WHY do we want to introduce CASPer as an admission requirement?

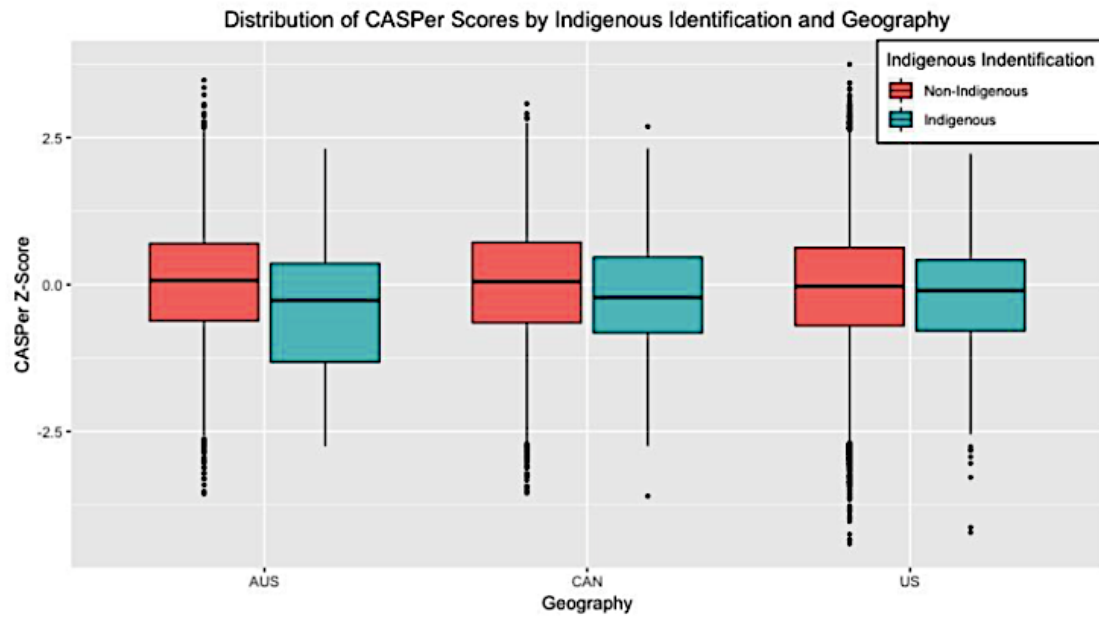
Assessing personal factors is a very important and challenging aspect of medical school admissions. CASPer is a tool to further assess personal factors in a reliable and standardized way. By introducing CASPer prior to the interview phase of the application cycle, the Admissions committee has an additional means to screen applicants for interview other than just academic performance. This additional metric is especially important when we consider non-Saskatchewan residents for an interview, where the vast minority of applicants are interviewed and currently the academic performance required to obtain an interview is extremely competitive.

WHAT other considerations are there regarding CASPer?

CASPer is a relatively new tool used to assess personal factors and although research assessing the reliability and validity of CASPer has been looked at in a few institutions, there still is a paucity of data linking CASPer results with success in medical school and future issues with professionalism. The University of Saskatchewan post-graduate experience with CASPer has been encouraging at this point, with less issues with professionalism identified in postgraduate trainees post-CASPer (manuscript in preparation, A. Saxena). As part of our ongoing program evaluation, we plan to correlate the CASPer results with other admission metrics and also performance and success in our medical program (both academic and professionalism domains).

There are concerns that Indigenous and minority applicants may be disadvantaged though the CASPer process compared to non-Indigenous and non-minority applicants. Data does not support this and instead demonstrates Indigenous applicants score similarly to non-Indigenous applicants (see figure below).

The cost of CASPer to the applicant is also a concern, however the cost is very reasonable at a maximum of \$52 for an applicant that only applies to the University of Saskatchewan or only \$12 if an applicant is applying to another medical school that requires CASPer as well. We will monitor if cost is a barrier and if it is we will develop a program to off-set this additional cost for applicants where this is creating a barrier to apply to our College.



Source: Altus Group; CASPer Indigenous/Non-Indigenous Subgroup Differences 2018/19

2020-21 Admission Requirements

College: Medicine

Program(s): M.D.

Admission Qualifications:

- **Saskatchewan Residents**

Academic performance for Saskatchewan residents is based on all courses taken up to the awarding of a four-year Baccalaureate degree. The degree must be completed prior to entry into Medicine. Academic performance is reviewed for consistency or improvement, and to ensure that the MCAT requirement has been met.

- **MCAT Requirement:**

- All Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) must complete the Medical College Admission Test (MCAT) prior to the application deadline.
- For application for fall of 2019 for entry fall of 2020, no minimum MCAT section or sum scores will be required to apply, but the Admissions Committee will set a minimum acceptable MCAT sum score percentile once the scores of all applicants are known. MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for application 2019 for entry fall of 2020 are from January 2016. Only the most recent MCAT will be considered.
- The Admissions Committee, in assessing an individual's application, will review the MCAT section scores for consistency and for concordance of the MCAT total score percentile with the individual's university academic average (UAA). Inconsistency within the MCAT section results, or discordance between the MCAT total score percentile and the UAA (e.g., MCAT result unexpectedly low based on the UAA), can serve as grounds for the Admissions Committee to remove an individual's application from further consideration.
- While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, Sociology, and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.

- **Degree Requirement:**

- Application by Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) can be made only during or after the final year of a four-year degree. The degree must be completed by the end of April of the year they are seeking admission.
- The degree must be completed in ≤5 years.
- A minimum university academic average (UAA) of 75% is required.
- Applicants in a non-direct entry college can apply if ≥90 credit units have been completed prior to application. At least 120 credit units must be completed by the end of April prior to entry to the college.
- Graduate level courses and degrees will be considered if it works to the applicant's advantage.

2020-21 Admission Requirements

- **Out-of-Province Residents**

Academic performance for out-of-province resident applicants will be based on the MCAT total score percentile along with a required minimum UAA of 85%.

- **MCAT Requirement:**

- All out-of-province applicants must complete the Medical College Admission Test (MCAT) prior to the application deadline.
- For application fall of 2019 for entry fall of 2020, a minimum of the 80th percentile for the test sum score and for each of the four section scores is required. MCAT scores must be obtained in one sitting. The earliest accepted scores for application 2019 for entry fall of 2020 are from January 2016. Only the most recent MCAT will be considered.
- While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, Sociology, and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.

- **Degree Requirement:**

- Application by out-of-province applicants can be made only during or after the final year of a four-year degree. The degree must be completed by the end of April of the year they are seeking admission. The degree must be completed within a 5-year period.
- If applicants are in the final year of a four-year degree, a minimum of 90 credit units must have been completed in the 48 months prior to the end of August immediately before application.
- All courses completed by the application deadline (or up to the awarding of the degree in the case where the degree has been awarded prior to application) will be used for the calculation of the UAA.
- The minimum UAA required for application will be 85%.
- The four-year degree must be completed by the end of April prior to starting medical training. All remaining courses completed after the date of application must minimally average 85%.
- Graduate level courses and degrees will be considered if it works to the applicant's advantage.

Selection Criteria:

- **Weighting**

- The weighting of academic performance to personal qualities (College of Medicine Multiple Mini Interview – MMI) for Saskatchewan resident applicants is 20% MCAT; 30% UAA; and 50% MMI.
- Out-of-province resident applicants invited for an interview will be ranked for admission based on 100% on the applicant's performance in the MMI.

- **References**

- The names of three referees and their contact information will be requested from applicants at the time of application.
- Referees must have supervised the applicant in a research, employment or volunteer role.
- References are not scored; they are used on a rule out basis.

2020-21 Admission Requirements

- **Criminal Record Check**

- All applicants offered admission will be required to submit a criminal record check, including vulnerable sector screening, to the College of Medicine by the first day of Orientation of the year of entry.

Categories of Applicants:

Ninety-five of the first-year seats are reserved for Saskatchewan residents. To increase the number of Aboriginal physicians, 10 of the first-year seats are available for qualified, self-identified First Nations, Métis and Inuit applicants through the Aboriginal Admissions Program (Note: these seats are included in the 95 allocated Saskatchewan seats).

All applicants must have lived in Canada for at least three years prior to August 1 of the year in which admission is being sought and they must be a Canadian citizen or have Permanent Resident status by the application deadline of October 1.

Saskatchewan Residents

To be eligible to apply as a Saskatchewan resident, applicants must have physically resided in Saskatchewan for the three years immediately preceding August 1 of the year in which admission is being sought. However, applicants who have left the province, but have previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency) will be treated as residents.

Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years, and do not qualify under the three-year condition, will receive credit of one year toward the three-year requirement for every five years of residency in the province.

An exception to the three-year ruling may be made for members of the Armed Forces of Canada or RCMP, or for an applicant whose spouse, parent or guardian is a member of the Armed Forces of Canada or RCMP, who has moved to Saskatchewan due to being reassigned. In these cases, the applicant must have resided in Saskatchewan for at least 12 consecutive months immediately preceding October 1st of the year of application and obtained written approval prior to the application deadline to waive the three year requirement.

Individuals who have been in three years of full-time study at the University of Saskatchewan or the University of Regina directly preceding the date of entry being sought are considered to be Saskatchewan residents.

Applicants who meet the same criteria based on residency in Yukon, Northwest or Nunavut territory can apply as a Saskatchewan resident.

Canadian Out-of-Province Residents

Up to five the first-year seats may be offered to out-of-province resident applicants.

2020-21 Admission Requirements

Aboriginal Admissions Program

Ten of the first-year seats are reserved for persons of Canadian Aboriginal descent (with a preference for applicants meeting the Saskatchewan residency requirement and a maximum of five Aboriginal Admissions seats open to out-of-province resident applicants of Aboriginal descent) accepted through the Aboriginal Admissions seats each year. Note: Applicants of Aboriginal ancestry are first considered within the Saskatchewan pool, and if not competitive, then within the Aboriginal Admissions pool.

Diversity and Social Accountability Admissions Program (DSAAP)

The DSAAP will involve six of the first-year seats. The DSAAP seats are reserved for applicants that meet the Saskatchewan residency requirement. Saskatchewan residents will first be considered through the regular Saskatchewan admission rank number (ARN) process. If unsuccessful in achieving a regular offered seat, Saskatchewan residents who qualify through the answers they provide to a DSAAP supplemental admissions questionnaire will then be considered for a DSAAP seat. Self-declared Aboriginal applicants are not eligible for the DSAAP, instead they are similarly first considered through the usual Saskatchewan ARN process and then subsequently through the Aboriginal Admissions Program.

Dean's Signature:



Date:

2019.10.31

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change – Master of Arts (MA) in Applied Social Psychology**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Master of Arts (MA) in Applied Social Psychology, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is seeking to remove the requirement of a Graduate Record Examination (GRE) for admission to the Master of Arts program in Applied Social Psychology. The program has found that the GRE scores have low predictive value of graduate students' success, disadvantages international students, and the use of the GRE for this program is inconsistent with other graduate programs in the department.

CONSULTATION:

The Academic Programs Committee considered and voted upon this proposal by email and University Council approved the change at its March 2020 meeting

ATTACHMENTS:

1. Change to Admissions Requirements – Master of Arts in Psychology – Applied Social Psychology concentration



MEMORANDUM

To: Academic Programs Committee of University Council

From: Office of the Associate Dean, CGPS

Date: February 26, 2020

Re: Changes to Admission Requirements – Master of Arts in Psychology, Applied Social Psychology concentration

The College of Graduate and Postdoctoral Studies is recommending that the Graduate Record Examination (GRE) no longer be required for admission to the Master of Arts program in Applied Social Psychology. The proponents have noted that it does not provide value in their assessment of student applications, and it is not a requirement for admission to similar programming in the department.

The proposal was supported by the Graduate Programs Committee on February 12, 2020, and the Executive Committee of CGPS on February 18, 2020.

Attached please find the proposal with support from the review committees.

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



MEMORANDUM

To: Executive Committee of CGPS

From: Graduate Programs Committee

Date: February 12, 2020

Re: Change to Admission Requirements: Master of Arts in Psychology, Applied Social Psychology concentration – remove GRE admission requirement

On January 17, 2020, and February 12, 2020, the Graduate Programs Committee considered a request to remove the Graduate Record Examination (GRE) requirement for admissions to the Master of Arts in Psychology, Applied Social Psychology concentration. The committee noted that the proponents had provided good justification to remove the requirement, and the committee had no concerns.

The following motion was passed unanimously:

To recommend approval of removing the requirement for submission of the General Record Exam for admissions to the Master of Arts in Psychology, Applied Social Psychology concentration.

Tanaka/Morrison CARRIED

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

February 3, 2020

College of Graduate and Postdoctoral studies

RE: Request for the admission requirement change

Master of Arts: Applied Social Psychology

Admission Requirements (with proposed change marked up)

- **Graduate Record Examination (GRE) Scores (General)** (requested to be removed)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

The rationale for the change:

1. GRE scores have low predictive validity of graduate students' success
2. ASP's GRE requirement puts ethnic minorities and international students from developing countries at a disadvantage.
3. Other non-clinical programs in our department (CHHD and Cognition and Neuroscience) do not require the GRE
4. There are better ways to evaluate applicants' knowledge and preparedness for graduate studies.

1. GRE scores have low predictive validity of graduate students' success.

Numerous studies, mostly based on the meta-analysis of large samples of students from different universities and disciplines, unequivocally indicate that the GRE scores have low predictive validity regarding graduate students' success (Golberg et al., 1992; Kincel et al., 2010; Morrison et al., 1995). Other studies reported that undergraduate GPA is a better predictor of Graduate GPA (GGPA) than GRE for both MA and Ph.D. students (Feeley et al., 2005). It was also discovered that the GRE validity coefficients vary depending on disciplines (Thornell, et al., 1985).

As some researchers indicated (Feeley et al., 2005; Goldberg, 1992), one of the main problems for investigating the predictive power of the GRE is the choice of criterion variable: what indicator should be used to measure graduate studies' success? Currently, researchers use GGPA, first-year GPA, faculty ratings, and degree attainment. Even with this limited list of indicators, it is evident that graduate success is a multidimensional parameter that depends on several factors where the GRE scores (reasoning and the level of knowledge of discipline) serving as only one of them. Other factors include students' motivation, their organizational and time-management skills, intelligence and creativity, their psychological and physical wellness, the culture of research in the institution, relationships with a supervisor, relationships with fellow students and other faculty, economic conditions, family issues and some others. Our own experience indicates that, for years, when we used the GRE as an admission criterion, we rarely if ever used its scores for admission decision making. Other parameters, such as UGPA, reference letters, personal interviews, conference presentations and publications are considered to be more informative for this purpose.

2. ASP's GRE requirement puts ethnic minorities and international students from developing countries at a disadvantaged position.

There is evidence that the GRE may be a barrier for ethnic minority applicants entering academic studies (Wolf, 2014). Our observations confirm these data; namely, that students from developing countries may have economic limitations to pay for the exams and/or travel to the site of the examination where it is required. Consequently, some of these students did not complete their application and were unable to pursue their graduate education. There are also data indicating that, although the GRE scores are on average lower for international students than for domestic students, their success may be substantial and even exceed domestic students' achievements (Feeley et al., 2005). These data also indicate a differential predictive validity of the GRE scores for international versus domestic students.

5. Other non-clinical programs at our department (Cognition and Neuroscience and Culture, Health and Human Development) do not require GRE.

Other comparable programs in our department have never used the GRE scores as their admission requirement and, yet, they still manage to accept high-quality students as evidenced by the students' publication record, performance in graduate courses, and receipt of tri-council funding. The fact that our program has this requirement discourages some students from pursuing their degree in applied social psychology.

6. There are other ways to evaluate applicants' knowledge and preparedness for graduate studies.

If the ASP has concerns about the level of subject and general intellectual preparedness of an applicant, there are several means to ensure that these students have

the potential to succeed in graduate studies. The program may admit those students conditionally depending on their successful completion of one or two required undergraduate courses or such students may be requested to pass a qualifying examination. We believe that these forms of competency testing are more valid and allows faculty to better assess an applicant's capability for graduate studies.

In conclusion, based on the provided arguments, the Applied Social psychology program requests to remove the GRE admission requirement for an MA degree in applied social psychology.

References

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Accepted at the ASP faculty meeting on January 27, 2020

Program co-coordinator:



Valery Chirkov

Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: April 25, 2020

SUBJECT: **Admissions Qualification Change – Bachelor of Science [Biomedical Science] programs**

DECISION REQUESTED: *It is recommended*
That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Science (Biomedical Science) programs, effective the 2021-22 admissions cycle.

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

CONTEXT AND BACKGROUND:

The College of Arts and Science, in partnership with the College of Medicine has recommended a new program template to house the Biomedical Sciences majors, the B.Sc. (BMSC). Currently the Biomedical Science Majors are housed under an existing B.Sc. template.

This new template will allow for the introduction of new admissions requirements for this set of majors, which is important, as the Biomedical Science majors require Chemistry 30, Biology 30, and Foundations of Math 30 with a grade of 70% or higher to help ensure student success in the first year of the program. Administratively, it would not be possible to have different admissions requirements for the Biomedical Science majors if they continued to be under the existing template, as it is not possible to have two sets of admissions requirements for a single degree program.

CONSULTATION:

The Academic Programs Committee considered in March 2020 and University Council approved the change at its meeting on April 16, 2020.

ATTACHMENTS:

1. Bachelor of Science, Biomedical Science [B.Sc. (BMSC)] – Program Template



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Bachelor of Science (Biomedical Science) [B.Sc.(BMSC)] – Program Template

Fields of Specialization: Biochemistry, Microbiology, and Immunology
 Biomedical Foundations
 Biomedical Neuroscience
 Cellular, Physiological, and Pharmacological Sciences
 Interdisciplinary Biomedical Sciences (proposed)

Level(s) of Concentration: Honours, Four-year, and Three-year

Degree College: Arts and Science

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

Dr. Scott Napper

Faculty; Department of Biochemistry, Microbiology, and Immunology; College of Medicine
Scientist and Science Management; Vaccine and Infectious Disease Organization-
International Vaccine Research Center
University of Saskatchewan
Tel: (306) 966-1546; e-mail: scott.napper@usask.ca

Dr. Thomas Fisher

Department Head; Department of Anatomy, Physiology, and Pharmacology
College of Medicine
University of Saskatchewan
Tel: (306) 966-6528; e-mail: thomas.fisher@usask.ca

Dr. Bill Roesler

Department Head; Biochemistry, Microbiology, and Immunology
College of Medicine
University of Saskatchewan
Tel: (306) 966-4375; e-mail: bill.roesler@usask.ca

Proposed date of implementation: May 2021

Creation of a new degree template to house the Biomedical Sciences programs (Biochemistry, Microbiology and Immunology; Biomedical Foundations; Biomedical Neuroscience; Cellular, Physiological, and Pharmacological Science; and the proposed Interdisciplinary Biomedical Sciences major) will allow the link between these majors to be apparent, and will allow the introduction of new admissions requirements for this set of majors.

The majors listed are all offered in partnership with the College of Medicine, whose faculty offer most of the courses in the Major Requirement for each. The addition of "Biomedical Science" to the degree type serves both to highlight this partnership, as well as helping students understand the general category into which these majors fall.

The separation of the Core Requirement, from the Major Requirement, helps to clarify which courses are part of all of the Biomedical Science majors. This both helps form a group identity, and reinforces the plan that students need not select a major until they have taken most or all of these courses.

Administratively, it is not possible to have two sets of admission requirements for the same degree. The Biomedical Sciences majors require each of Chemistry 30, Biology 30, and Foundations of Math 30, with a grade of 70% or higher, as this is considered to be necessary for students to have a reasonable chance of success in the first year of the program. The creation of a separate template allows these admissions standards to be applied for this degree. (Students who do not meet these admissions standards, but do meet the standards for other Arts & Science programs, may be admitted to another degree, and then work toward transfer into a B.Sc. (BMSC) major if they so choose.)

Though these degrees will be conferred by the College of Arts and Science, Arts and Science and the College of Medicine are jointly requesting that the parchments for this degree be signed by the Dean of each College. This will provide a continuing representation of the inter-college partnership that is necessary to offer these programs, as well as provide students with a tangible symbol of the involvement of both colleges in their education.

Bachelor of Science (Biomedical Science) Program Template (90/120 credit units)

Science - Type M (B.Sc. (BMSC))	
	Maximum of 6 cu in one subject may be used for M1, M2, and junior courses in M3.
1	College Requirement <ul style="list-style-type: none"> • 6 credit units of English Language Writing • 3 credit units of Indigenous Learning • 3/6 credit units of Quantitative Reasoning
2	Breadth Requirement <ul style="list-style-type: none"> • 3 credit units non-Science courses
3	Cognate Requirement <ul style="list-style-type: none"> • BIOL 120.3 • CHEM 112.3 • CHEM 115.3 • PHYS 115.3 • PHYS 117.3 or PHYS 125.3 • PHIL 140.3 • 3 credit units from HLST 110.3; PSY 120.3; PSY 121.3; SOC 111.3; SOC 112.3
4	Core Requirement <ul style="list-style-type: none"> • BMSC 200.3 • BMSC 207.3 • BMSC 208.3 • BMSC 210.3 • BMSC 220.3 • BMSC 230.3 • BMSC 240.3 • CHEM 250.3
5	Major Requirement <ul style="list-style-type: none"> • Honours—33 or more senior credit units, in a Science major, selected to complete the requirements of a 57 or more credit unit major. • Four-year— 30 or more senior credit units in a Science major, selected to complete the requirements of a 54 or more credit unit major. • Three-year—18 or more senior credit units in a Science major, selected to complete the requirements of a 30 or more credit unit major.

6	<p style="text-align: center;">Electives Requirement</p> <ul style="list-style-type: none"> • B.Sc. Four-year & Honours— Electives as required, subject to the condition that of the 120 credit units required for the degree, at least 66 credit units must be at the senior level. • B.Sc. Three-year— Electives as required, subject to the condition that of the 90 credit units required for the degree at least 42 credit units must be at the senior level.
	<p>Biochemistry, Microbiology and Immunology; Biomedical Foundations; Biomedical Neuroscience; Cellular, Physiological, and Pharmacological Sciences; Interdisciplinary Biomedical Sciences</p>

Academic Policies

Residency requirement:

This program type will have the same residency requirements as other Arts & Science degrees:

Students must complete from the University of Saskatchewan:

- at least one-half of the overall coursework required for their degree or certificate, including at least two-thirds of the senior credit units required (to the nearest highest multiple of 3 credit units), and
- at least two-thirds of the coursework required in the student's major subject (to the nearest highest multiple of 3 credit units).

Graduation standard:

This program will follow the existing graduation standards for B.Sc. programs:

Completion of Degree Requirements

To qualify for graduation, students must complete both the degree requirements for their program type (as described in the section on Arts & Science Degree Programs) and must complete the course requirements for their major or interdisciplinary program (as described in the Programs section). The student may also have completed the requirements for a minor or recognition or both. The required Cumulative Weighted Average (C.W.A.) must be achieved.

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

All University of Saskatchewan courses attempted which credit towards an Arts & Science degree are used in the calculation of the Overall C.W.A. and the Subject C.W.A. Failures are included if the course has not been retaken as described under Repeating Courses. Students may not use a grade from another university to replace a University of Saskatchewan grade.

The graduation standards for degrees or certificates are:

	C.W.A.	C.W.A. <i>in subject</i> *
B.A. or B.Sc. Three-year	60.0%	62.5%
B.A., B.A.&Sc., B.Mus. or B.Sc. Four-year	60.0%	62.5%
B.A., B.A.&Sc., B.F.A., B.MUS. or B.Sc. Honours	70.0%	70.0%
Degree Level Certificate	n/a	62.5%

*"Subject" means the major subject, the minor subject, the recognition subject, and the courses listed as a "major" for an interdisciplinary program. Courses included in the subject average may appear in the Distribution Requirements or the Major Requirement of a specific program. For a Degree Level Certificate, the "subject" includes all courses listed as part of the program requirements.

Alternate Graduation Standards

All students who do not meet the overall or the subject graduation standards are eligible to receive a degree or certificate if they meet the alternate graduation standards on courses taken from the University of Saskatchewan as follows:

Major subject: For the B.A. or B.Sc. Three-year degree an average of 62.5% is required on at least 24 credit units of senior courses. **All** senior courses attempted in the major subject must be included.

For the B.A. or B.Sc. Four-year degree an average of 65% is required on at least 30 credit units of senior courses. **All** senior courses attempted in the major subject must be included.

For the B.F.A. degree, students with an average of 75% overall on the last 60 or more credit units attempted (including Regular, and Spring and Summer Sessions), and an average of 70% in the prescribed courses of the major will, on the recommendation of the department and approval of the College, be awarded their degree.

Overall C.W.A.: For the B.A. or B.Sc. Three-year or the B.A. or B.Sc. Four-year degree or certificate an overall C.W.A. of at least 62.5% is required on the last 60 credit units or more attempted (including complete Regular, and Spring and Summer Sessions).

The student must also meet the regular or alternate graduation standards in the major subject.

Minor and Recognition: There is no alternate graduation standard for minors and recognition. The subject C.W.A. of 62.5% must be achieved if these designations are to be awarded.

Degrees with Distinction

Students in the B.Mus. Four Year, B.A. Three-year or Four-year, or B.Sc. Three-year or Four-year programs, who earn a minimum C.W.A. of 75% are awarded their degrees with Distinction; those who earn a minimum C.W.A. of 80% are awarded Great Distinction.

Students who do not achieve Distinction or Great Distinction based on the standards noted in the previous section, will also be considered under the alternate standards. Students who achieve a minimum C.W.A. of 77.5% on the last 60 or more credit units attempted will be awarded their degrees with Distinction. Students who achieve a minimum C.W.A. of 82.5% on the last 60 or more credit units attempted (including complete Regular, and Spring and Summer Sessions) will be awarded their degrees with Great Distinction.

Both the standards and alternate standards for Distinction or Great Distinction must be achieved on University of Saskatchewan courses which credit toward the Arts & Science degree.

Degrees with Honours

Honours Standard: Students who have completed an Honours Program with a C.W.A. of 70% and an average of 70% in the prescribed courses of the subject of honours will, on the recommendation of the department and approval of the College, be awarded their degree with honours.

High Honours Standard: Students with a C.W.A. average of 75% and an average of 80% in the prescribed courses in the subject of honours will, on the recommendation of the department and approval of the College, be awarded their degree with high honours.

Alternate Honours Standard: Students with a C.W.A. of 75% overall on the last 60 or more credit units attempted (including complete Regular, and Spring and Summer Sessions), and an average of 70% in the prescribed courses of the subject of honours will, on the recommendation of the department and approval of the College, be awarded their degree with honours.

Alternate High Honours Standard: Students with a C.W.A. of 80% on the last 60 or more senior credit units attempted (including complete Regular, and Spring and Summer Sessions), and a minimum C.W.A. of 80% in the major will be awarded their degree with High Honours.

Students who have already completed all program requirements for an Honours degree but did not achieve the C.W.A. graduation standard required for Honours, are not permitted to take or retake courses to upgrade to an Honours degree under this policy.

Departmental recommendations based on a comprehensive examination, or other quantitative aspects of the student's performance, shall have a weight of no more than 6 credit units in the calculation of a student's C.W.A.

Both the standards and the alternate standards for honours and high honours must be achieved on all University of Saskatchewan courses which credit toward the Arts & Science degree.

Program(s): Bachelor of Science Biomedical Sciences) Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Chemistry 30; Biology 30 and Math Foundations 30 (or equivalents) with a minimum grade of 70% in each of these courses. Physics 30 is recommended. No deficiencies allowed
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
 - Chemistry 30; Biology 30, Math Foundations with a minimum grade of 70% in each of these courses. Physics 30 is recommended.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Average is calculated using five high school subjects or on 18 or more transferable credits.

Categories of Applicants:

Regular Admission

Admissions is based upon students meeting the admissions qualifications criteria for the regular admissions criteria for high school and post-secondary as listed above.

Access Programs:

Post-Secondary – ASAP-BMSC Pathways Program

Available to University of Saskatchewan Arts & Science students who are registered in the ISAP-BMSC program and who are transferring to the BSc (BMSC). Admission to the BMSC is based upon successful completion of the ISAP-BMSC pathways program, with a program average of at least 60%. In addition, students must have completed the following courses (or their equivalents): Biology 30, Chemistry 30, Foundations of Math 30.

Multi-year Budget and Financial Analysis

The College of Medicine (CoM) and the College of Arts and Sciences (A/S) have reviewed and analyzed the multi-year financial implications for this new program. In the partnership between the two colleges, two key principles were foundational to this analysis:

- Revenues should flow to where the costs are incurred (to support collaboration and efficient use of university and college resources)
- This program has the opportunity and capacity for growth within the realms of existing resources

Our multi-year analysis progressed in three areas as follows:

1. Review of revenues of the program

Working with Institutional Planning and Assessment (IPA), our two colleges worked to model tuition revenues to determine if this program would negatively affect either of the colleges. Through this analysis, a portion of which is shown below, both Colleges are satisfied that the tuition/revenue satisfies the principles of our collaboration and does not disadvantage either college from an academic delivery perspective.

TABBS Bio Medical Program Analysis

CURRENT PROGRAM (PHPY MAJOR)			PROPOSED PROGRAM (CPPS MAJOR)			CHANGE		
	A/S	Medicine		A/S	Medicine		A/S	Medicine
Weighted Annualized FLE	744.3	630.7	Weighted Annualized FLE	727.5	660.0	Weighted Annualized FLE	-16.8	29.3
Student Headcount	1,000	0	Student Headcount	1,000	0			
Qualifications Awarded	164	0	Qualifications Awarded	164	0			
TABBS Tuition (per student over 4 year period)	\$17,254	\$8,093	TABBS Tuition (per student over 4 year period)	\$17,016	\$8,625	TABBS Tuition (per student over 4 year period)	-\$238	\$532

Current State Analysis & Assumptions

UPOG

- To estimate the current UPOG allocation we will analyze Student Headcount, Qualifications Awarded and Full Load Equivalent Teaching Activity
- UPOG allocation is broken out as follows: Headcount 10%, Qualifications 10%, Full Load Equivalent Teaching Activity 30%, Research Revenue 30%, Active Researchers 20%
- Research revenue and Active Researchers excluded from UPOG analysis
- Figures for total students in the program based on assumptions made in tab "Student Headcount"
- Qualifications were based on data pulled by IPA (see tab "Qualifications")
- The Weighted Annualized FLE was calculated using the academic program breakdown for the current PHPY major (See tab "Current PHPY Major")
- To estimate the current UPOG allocation to Arts and COM from the BMSC program we can back out 1,000 students, 164 qualifications and 744.3 FLE from Arts and 630.7 FLE from COM.
- Using the TABBS 2019/20 model this results in \$1.702M to Arts and \$191K to COM.
- The movement to the proposed BMSC program has the potential to have a very small effect on Full Load Equivalent Teaching Activity based on the change in Weighted Annualized FLE as shown above
- Splitting the qualifications awarded between CoM and A&S (82 each) would have an approx \$385,284 effect on the UPOG allocation
- If the qualifications become jointly conferred, this \$385,284 effect would phase in as the new program replaces the current one.

Tuition

- Actual tuition data for 17/18 can be found in tab "TABBS 2017_18 Tuition"
- The data was analyzed using 897 students who have declared a BMSC major
- Actual tuition per class is calculated using: 25% home of the student, 75% instruction of the class
- To quantify the impact of the proposed BMSC academic program change on tuition, we analyzed the 'ideal BMSC student' in the current PHPY major as well as the CPPS major (see tabs "Current PHPY Major
- Current PHPY is being compared to the proposed CPPS as these are the most like for like. PHPY has the largest enrolment of any BMSC major and has the most qualifications awarded
- For each grouping of credit unit requirements, weighting was used to best predict classes chosen by the ideal student
- Each academic program has a large number of free electives. For the purpose of this analysis, we assumed that all electives would be taken in Arts & Science
- The chart above shows the 4 year tuition breakdown between the Current PHPY and Proposed CPPS program. The analysis completed is a proof to show that the change in academic program will not have a

Indirect Costs

- The only indirect cost that was analyzed was the Student Support bin. It is the only support bin that can be analyzed by number of students
- The remainder of the support bins rely on College wide information which becomes N/A in this scenario where we are talking about a specific group of students
- Backing 1,000 students out from Arts would decrease the student support cost bin allocation by \$1.313M but increase COM's allocation by \$74k.

Below is the resulting tuition analysis for the current PHPY major and the proposed CPPS major showing only a minor change in tuition flowing to the colleges. Both CoM and A/S are satisfied this supports the program.

Current PHPY Major

Program Summary	Weighted FLE (WFLE)	% of WFLE	WFLE per Year	Tuition	% of Tuition
Arts and Science	2.78	50%	0.69	\$13,782	54%
Ag & Bio	0.05	1%	0.01	\$130	1%
Kinesiology	0.15	3%	0.04	\$644	3%
Medicine	2.52	46%	0.63	\$10,791	43%
Total	5.50	100%	1.38	\$25,347	100%

Arts & Science TABBS tuition allocation	\$17,254	68%
Medicine TABBS tuition allocation	\$8,093	32%
	<u>\$25,347</u>	

Proposed CPPS Major

Program Summary	Weighted FLE (WFLE)	% of WFLE	WFLE per Year	4 Year Tuition	% of Tuition
Arts and Science	2.75	50%	0.6875	\$13,452	52%
Ag & Bio	0.10	2%	0.0250	\$432	2%
Kinesiology	0.06	1%	0.0150	\$258	1%
Medicine	2.64	48%	0.6600	\$11,500	45%
Total	5.55	100%	1.3875	\$25,641	100%

Arts & Science TABBS tuition allocation	\$17,016	66%
Medicine TABBS tuition allocation	\$8,625	34%
	<u>\$25,641</u>	

2. Review of current cost structures and ability to offer this program using existing resources

Both colleges have reviewed the academic program in detail and are confident that there are no incremental significant costs to operate the program. The colleges are confident that the program can be offered using existing faculty and staff resources by leveraging the respective strengths of the CoM and A/S.

3. Future growth

The CoM and A/S examined the ability to support future growth of the program in terms of student enrollment. At question was where bottlenecks would exist and how those could be alleviated and what level of investment would be required.

a. College of Medicine

The CoM undertook an assessment of bottlenecks and the full content of that assessment is included below. In short, there are no significant bottlenecks foreseen for the upper level courses and labs. Where there is minimal concern, the additional tuition revenue received from the growth in enrollment will be sufficient to resolve those issues.

Assessment of Bottlenecks in BMSC Program

Most bottlenecks in the BMSC program occur in the classes that offer labs. When looking to expand enrolment in classes with labs, there are several factors to be considered. These are a) the overall capacity of the lab space, b) the number of days a lab section can be offered, c) the

capacity of technical staff to assist in the delivery of the labs to more students, d) the availability of equipment and, e) in some cases, the availability of the materials (i.e. cadavers) needed for the labs.

As a generalization, I believe that the most economically viable way to increase enrolment in lab classes is to add another lab section. This way, any equipment that is needed for the labs can be used for an additional day, rather than investing in more equipment that will serve more students on a given day (although this is also an option). Adding another section to the lab classes is primarily contingent on whether the space is available for an additional day and has the least impact on the other factors that influence enrolment limits in labs.

An increase in enrolment of 25% has been presented by the provost and others as a target number in various documents and discussions. As such, the lab spaces were analyzed to determine whether student enrolment could be increased by 25% in the existing facilities by offering an additional section of each of the lab classes.

Room	Lab Class	2016/17 enrolment data	class limit	available space	calculated 25% increase	Lab space available to add extra section (y/n)	# students per section
B204 /207	BMSC 240	310	320	10	78	yes	84
3B58	ACB 310	95	110	15	24	yes	55
B204	ACB 331	36	32	-4	9	Maybe?	
B109	BIOC 310	46	70	24	12	yes, but not needed	24
B109	BIOC 311	36	70	34	9	yes, but not needed	24
B204	MCIM 390	39	55	16	10	no, but not needed	
B204	MCIM 391	25	55	30	6	no, but not needed	
B104	PHPY 308	112*	144	32	28	yes, but not needed	24

*PHPY 308 enrolment data is from 2018/19 since this class did not exist in 2016

According to this analysis, the total open and unused space currently available in the lab classes is 157. The calculated increase of 25% in all lab classes totals 175. This means that with the existing lab sections, 89% of the potential target increase can be accommodated with absolutely no changes needed. If an additional section were added to the courses indicated above, our capacity would be increased by another 211 students in addition to the 157 spots that are currently available in the lab classes. This total would far exceed the 25% target increase.

Notes:

Consultation was made with the technical staff dealing with ACB 310: Gross Anatomy. It is their opinion that they would have the capacity and materials to offer another section of 55 students. It has not been assessed as to what impact this would have on the faculty/other teaching staff.

It is my estimation that all of the additional sections shown in the table above for BMSC 240, BIOC 310 and 311, MCIM 390 and 391, as well as PHPY 308 could be offered by existing lab staff.

b. College of Arts and Sciences

In the early year courses required of this program from A/S, there may be bottlenecks incurred. A/S is working with the university to address this as it relates to multiple growth initiatives across the university. The anticipated bottlenecks are Laboratory space and personnel (lab instructors, TA's) in Biology and Chemistry introductory courses (BIOL 120, CHEM 112).

4. Final Assessment of multi-year financial situation

Both CoM and A/S are satisfied through the above described analysis that the multi-year financial projections for this program enable the colleges to operate using existing resources and also to support growth aspirations over time.

College Statement

From Gordon DesBrisay, Vice Dean Academic

I am pleased to confirm that the College of Arts and Science supports the creation of a new Bachelor of Science (Biomedical Science), Type M, template to be used for the Biochemistry, Microbiology, and Immunology; Biomedical Foundations; Biomedical Neuroscience; Cellular, Physiological, and Pharmacological Sciences; and (proposed) Interdisciplinary Biomedical Sciences majors.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. The new template will allow the link between the Biomedical Science programs to be more evident to those not familiar with these programs, and will allow these programs to implement admissions requirements which differ from those in place for the Bachelor of Science, Type C, programs.

The Academic Programs Committee (BSc) approved the proposals to create the Type M template and the Interdisciplinary Biomedical Sciences major on February 27, 2020, as did the College Faculty Council through remote voting held on March 19-20, 2020.

Planning and Priorities Committee

NOTICE OF INTENT for New Program in

Undergraduate Biomedical Sciences

Motivation: Despite a long and successful history, the undergraduate biomedical science offerings at the University of Saskatchewan have fallen short of their true potential for our students, faculty, and university. This has prompted a united effort by the Colleges of Medicine (COM) and Arts & Science (A&S) to address existing deficiencies and capitalize on strengths. From these efforts, a shared vision has emerged for a higher-order Biomedical Sciences (BMSC) Program that will: 1) enable cutting-edge, multi-disciplinary training (including experiential learning opportunities) that position our students for careers in the biomedical sciences as well as health-related professions, 2) empower branding and promotion opportunities that, coupled with the unique research opportunities available on our campus, attract top-tier students from across Canada, and 3) exemplify the institutional strategic plan to prioritize cross-college collaboration.

Efforts to Date: In recent years significant improvements to our undergraduate biomedical sciences programs have been achieved through strategic incremental steps. These include:

Department Mergers: In 2018, the five biomedical science departments merged to form two departments (Anatomy, Physiology, and Pharmacology (APP) and Biochemistry, Microbiology, and Immunology (BMI)) with a more robust structure and multi-disciplinary capacity.

New Majors: Three new majors (Biochemistry, Microbiology and Immunology; Cellular, Physiological, and Pharmacological Sciences, and Biomedical Neurosciences) have been approved to replace the current majors (Biochemistry; Microbiology and Immunology; Anatomy and Cell Biology; and Physiology and Pharmacology). As well, a shared three-year major (Biomedical Foundations) has been created to replace the three-year degrees of each of the former biomedical science majors in 2020.

Revamped Curriculum: Optimization of the content and structure of the courses as well as introduction of new courses, including Course Based Undergraduate Research Experience (CURE), to provide experiential learning opportunities.

Next Steps: There is further opportunity to improve by capitalizing on the potential synergies that exist across the biomedical science departments as well as between COM and A&S. The priority of the next phase is to unite the efforts of these participants by the establishment of a unified BMSC Program that will include both direct entry and upper-year transfer admissions, provide a strong sense of identity for our students, promote faculty engagement, and embody strategic priorities of the university by promoting inter-college partnerships, assisting research capacity, and enabling program growth. Specific curriculum, administration, admissions, and promotion goals of the BMSC Program are detailed [Table 1].

The updated BMSC Program will reflect efforts in the following areas:

Partnerships: The biomedical science departments at the U of S are housed with the COM but the associated degrees are offered through A&S. While the two colleges share a strong working relationship, it is not a true partnership. Biomedical faculty are seeking more involvement and ownership of the undergraduate program, a desire that has been welcomed by A&S. Under the new BMSC Program, the Colleges of A&S and Medicine will be equal partners. Administratively, this includes a new BMSC Academic Programming Committee equally populated by A&S and COM faculty [Figure 1]. Academically, the program draws equally on courses taught by COM and A&S faculty with future priority for new courses that are co-developed and co-taught by A&S and COM faculty. Already a new course, History of Infectious Disease and Vaccines, co-developed by faculty of the Departments of History and BMI, has gone forth for course approval.

Admissions: Students will be able to apply directly to the BMSC program from high school or through transfer from within the university. Efforts will be made to encourage enrollment of Indigenous students, including outreach and promotional programs.

Curriculum: Further improvements to the curriculum, including the creation of an Interdisciplinary BMSC major as well as the introduction of new courses in epidemiology and pathology.

Branding & Identity: Direct entry into the program, a distinct B.Sc. (BMSC) degree, dual signatures on the parchment by the Deans of both A&S and COM, and creation of BMSC Learning Communities will provide our learners with a sense of identity, both as students and alumni of the program.

Promotion & Growth: There are many features of the BMSC Program (updated curriculum, affiliation with the COM, and admissions) that will appeal to highly-qualified students. Properly promoted, and with minimal additional investment in teaching resources, there is capacity and opportunity for 20% increase in enrollment with priority on attracting new students to our campus. As the current biomedical science departments collectively graduate ~160 students/year, this would translate to an additional 32 graduates/year. This growth target is anticipated within five years of introduction of the program.

Guiding Principles:

Academic Excellence: To provide training that enables the success of our graduates.

Partnerships: To capitalize on inter-department and inter-college collaborations to create a degree that is greater than the sum of the parts.

Branding & Promotion: There are many unique features of the proposed BMSC Program (curriculum, structure, and admissions) that will attract highly-qualified students from across Canada.

Admissions: Direct entry application from high school to assist in defining the unique nature of the BMSC Program and instilling a sense of identity within our students. Enrollment changes with the introduction of the new program will be closely monitored. Should enrollment approach the capacity of the program, a more competitive model of

entry into the program, for both direct entry as well as transfer from within the university, will be investigated.

Identity: Provide students with a sense of belonging to the Biomedical Sciences and COM faculty with a sense of ownership of the program.

Program Growth: Opportunity and capacity for enrollment growth.

Student Demand: On average, about 160 students graduate from the biomedical sciences annually with about 800 students total enrolled in years 2-4 of the various biomedical sciences majors. These numbers have remained fairly steady for the last 6 years. With the launch of the new BMSC Program in 2021 and the marketability of the program being more obviously linked to the COM, will likely cause an increase in student enrollment. Other Canadian Universities who have developed biomedical science programs of similar structure and priority have been very successful. With proper promotion and branding of the BMSC Program by the university we can conceive an increase in enrollment with the current capacity of space and personnel supporting a 20% increase within five years of introduction.

Fit with College and University Priorities: The proposed BMSC program reflects the strategic priorities of the University and participating Colleges. Specifically, the BMSC Program is a shining example of the University priority towards intercollege collaboration. The new majors have potential to increase enrollment and additional efforts will be made to increase the number of Indigenous students in these majors. Finally, the BMSC Program enables University and College priorities for strengthening research capacity by implementing a strong biomedical science program that better stimulates graduate student and faculty research programs.

Relationship to Other Programs at the U of S: The recent changes to create new majors to replace existing ones, as well as the proposed transfer of these majors to a new degree template and the addition of an Interdisciplinary major, are not expected to have any significant impact on other programs on campus.

The Health Studies major offered through the College of Arts and Sciences is the closest comparable program at the U of S. Similar to the BMSC program, many students of the Health Studies program aspire to go into medical school or other health science professions. There is

also some course overlap, in particular within the first two years. The programs are, however, quite distinct in their upper year requirements where the BMSC Program places heavy emphasis on biomedical science courses within each of the majors. In contrast, the Health Studies Program offers a broader interdisciplinary scope with a reduced requirement for science courses and increased requirement for arts courses. As such, the Health Studies and BMSC offerings represent quite distinct educational experiences largely catering to unique populations of students. Notably, we have been in active discussion with the leaders of the Health Studies program and they have offered their support and enthusiasm for the development of the BMSC Program and the synergies this will offer with their own program.

Need for Program Changes: Many Canadian Universities, in particular those with medical schools, offer majors/degrees within the biomedical sciences. Further, many Canadian Universities have moved towards a multidisciplinary approach to biomedical science education. Several Canadian Universities have already adopted biomedical science structures which are similar to the program proposed here. These models show a shared priority for multidisciplinary training, although not to the exclusion of specialized majors in specific biomedical science disciplines, including the introduction of Interdisciplinary Biomedical Sciences or Interdisciplinary Medical Science degrees that are similar in scope and philosophy to this proposal. Within the Canadian Medical/Doctoral Universities there are examples of such programs being offered through either Arts and Science, Medical Colleges, or shared models. The BMSC program is essential for us to compete with these schools, both for retention of local students as well as to attract students on national and international scales. When we are clearly part of this group, there is the opportunity to differentiate our program and campus by virtue of infrastructure strengths, including the Canadian Light Source (CLS), the Vaccine and Infectious Disease Organization-International Vaccine Centre (VIDO-InterVac), and the new Health Sciences building.

There are no other comparable programs within Saskatchewan. The closest in-province alternative would be at the University of Regina (U of R), which offers degrees in Biology as well as Chemistry/Biochemistry. In terms of the number of available courses, faculty numbers and research activity, representation of the various biomedical sciences, and available science-based infrastructure, the programs at the University of Regina are not comparable.

The U of R has initiated a number of pre-professional programs designed for students intending to enter professional programs, like Medicine, Dentistry, and Pharmacy which are not offered at the U of R. These are pre-professional program packages of core introductory classes which are either pre-requisites for these colleges or deal with content that is emphasized on the associated aptitude exams. The courses of the U of R pre-professional programs are ubiquitous to all major Canadian universities. What is distinct is the specific packaging and marketing of these courses as pre-professional programs. As many biomedical science students at the U of S are seeking entry into professional programs, the pre-professional programs of the U of R could appeal to similar cohort of students. With similar marketing, a direct affiliation to the College of Medicine, as well as majors that enable training that is highly applicable to these professional programs (courses which are unavailable at the U of R), the BMSC Program at the U of S should be an attractive option for these students.

Resources Required: Discussions regarding capacity issues in CHEM 112 and BIOL 120 are ongoing and we are given to understand that the university is aware of this issue that affects multiple colleges. There is ability in the other courses of this program to accommodate 20 % growth within existing sections such that a minimum of additional teaching resources is required. Additional students will result in marginal increases in costs of lab-based courses in BMSC, however, it is possible to use incremental tuition to offset those incremental costs.

By partnering with A&S we are leveraging that college's existing infrastructure and expertise for student support and program administration (student advising, promotion, graduation procedures, coordination of curricular approvals, and catalogue maintenance). This will avoid the need to duplicate these services in the COM. The Provost, Vice-Provost, Teaching and Learning, Institutional Planning and Assessment, and the Registrar's Office have been consulted at every step in the planning for the new BMSC program.

Risks, Assumptions, or Constraints: We do not believe that there are any risks associated with this new program proposal. The greater risk is failure to improve the program.

Start Date: May 2021

Table 1. Priorities and Timelines for BMSC Program

	Old Program	New Program	2020	2021
Administration	Specialized, isolated departments with limited interactions and high vulnerabilities.	Robust, multi-disciplinary departments.	*	
	A working relationship between COM and A&S.	True partnership between A&S and COM.		*
		A new administrative structure with more involvement of COM to encourage interaction between A&S and COM.		*
		Dual signature on parchment.		*
		New program-specific degree template.		*
	Stagnant Student Enrollment	Projected program growth (20%)		*
Curriculum	Traditional labs; limited experiential learning opportunities	CURE labs for experiential learning.	*	
	Outdated content.	Updated content and labs.	*	
	Course overlap.	Streamlined courses to eliminate redundancies.	*	
	Multidisciplinary perspective limited to early years	Enhanced priority on multidisciplinary training throughout degree.	*	
		New majors.	*	*
		New course offerings.	*	*
		Development of cross-college courses.		*
Admissions	General entry through A&S.	Direct admission or upper-year transfer.		*
		Early entry for highly-qualified students.		*
		Competitive process for selection of majors.		*
	No defined efforts to recruit or support Indigenous Students.	Structures and mechanisms for increased Indigenous student enrollment and support.		*
Promotion and Branding	Students experience a sense of disconnect from their departments.	Priority and mechanisms to provide students a sense of identity within program.		*
	Faculty experience a sense of disconnect from their program.	Faculty gain sense of ownership of program.		*
		Promotional advantages to explicitly linking program to COM.		*

**Curriculum Governance
Proposal**

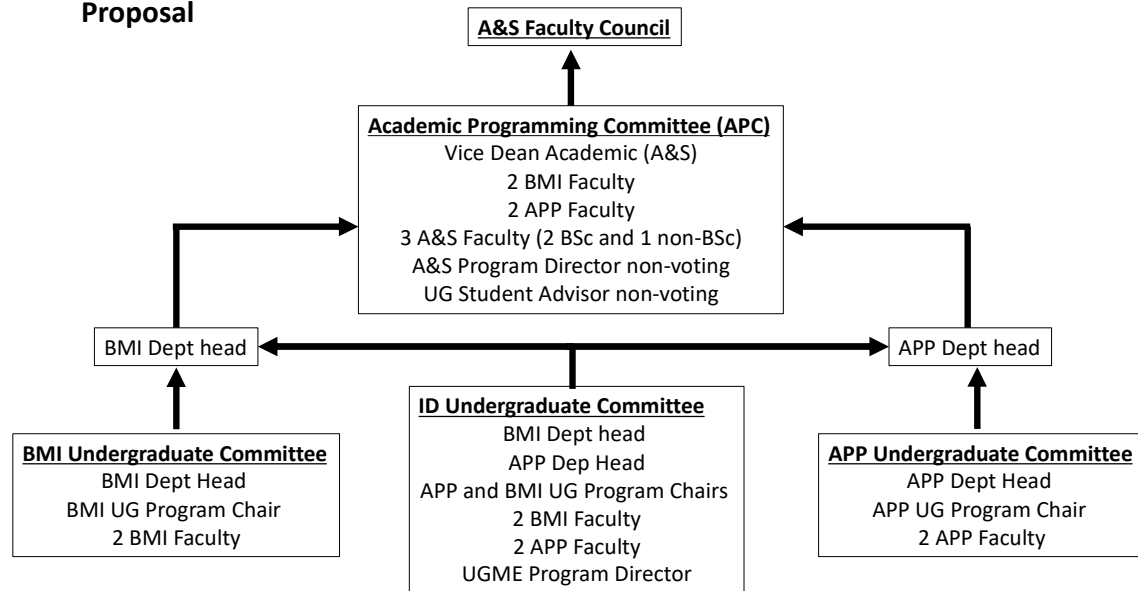


Figure 1. Proposed Administrative Structure of Biomedical Sciences Program.



TO: Dr. Darrell Mousseau, chair, Planning and Priorities Committee of Council

FROM: Dr. Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

DATE: December 11, 2019

RE: NOI for New Program in Undergraduate Biomedical Sciences

On behalf of the College of Arts and Science, I am pleased to offer our support for the proposed next phase of the new Biomedical Sciences Undergraduate Program (BMSC).

As noted in the NOI, the new BMSC program is a joint venture of the College of Medicine and the College of Arts and Science. Having developed the three new majors and gained academic approval, the NOI proposes key next-steps in the implementation process, all of them intended to achieve strategic goals shared by our colleges and the university at large -- including intercollege collaboration, in itself.

A founding principle of the implementation process is that of establishing an “enhanced partnership” between our two colleges. In practice, this means providing new opportunities for faculty and staff in the College of Medicine to engage more fully in shaping the curricular, administrative, admissions, recruiting and promotion aspects of the BMSC programs. By the same token, Arts and Science needs to concede some collegial and administrative space in which our colleagues in Medicine can participate. The steps outlined in this NOI lay a firm foundation for this enhanced partnership, as evidenced most clearly in the proposed new BMSC Academic Programs Committee to be established within the administrative structures of the College of Arts and Science, but with faculty from the College of Medicine guaranteed equal membership on a committee populated by both colleges.

The colleges are also cooperating with each other and with the central university administration in devising the best way to achieve direct entry into the BMSC program from high school as well as through upper-year transfers. The target of a 20% increase in enrolment in the program over five years is a reasonable one that takes into account our current limited ability to accommodate students in first-year lab classes. Enhanced engagement on the part of the College of Medicine promises to make the already-popular BMSC Learning Communities an even stronger draw for incoming students. As our joint promotion activities leverage the attractive force of the College of Medicine “brand”, we expect to be able to attract more highly-qualified students. Some growth in the BMSC programs can be expected to be drawn from other STEM programs on campus, but we are confident of attracting new students to the U of S from other provinces.

In sum, the College of Arts and Science continues to fully support our colleagues in the College of Medicine as we work together on this exciting joint venture.

Yours sincerely,

Gordon DesBrisay
Vice-Dean Academic, College of Arts and Science



Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean
Box 19, Health Sciences Building, 107 Wiggins Road
Saskatoon SK S7N 5E5 Canada
Telephone: 306-966-6149

December 11, 2019

To: Planning and Priorities Committee of Council

Re: College of Medicine Letter of Support for the Notice of Intent for the New Biomedical Sciences Undergraduate Program

This is a letter of support confirming the College of Medicine's endorsement of the new Biomedical Sciences (BMSC) undergraduate program to be jointly offered by the Colleges of Medicine and Arts and Science through an enhanced partnership.

The College of Medicine, in cooperation with the College of Arts and Science, has been working hard to build a truly collaborative undergraduate program. We have consulted extensively with BMSC faculty and students to build on our current program. This has led us to create an innovative program with renewed priority on critical thinking, multidisciplinary training, and experiential learning. In addition, we are excited to be partnering with clinical departments to offer new pathology and epidemiology courses. We are confident that this new program will enhance the teaching and research missions of the College.

Our BMSC program has a vision that will see an increase in the numbers and quality of students coming into our program, and to increase the graduates to health professional programs and graduate studies. We want to support the culture and identity of our faculty and their affiliation with the programs and the students they teach, and ensure sustainable and viable programs. Living by the principles and priorities of the university, our college is committed to working in collaboration with the College of Arts and Science to establish a joint Biomedical Sciences undergraduate degree with four majors.

Sincerely,

Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean



MEMORANDUM

TO: Peta Bohnam-Smith, Dean, College of Arts & Science
Alexis Dahl, College of Arts & Science
Preston Smith, Dean, College of Medicine
Scott Napper, College of Medicine

FROM: Angela Bedard-Haughn, Planning and Priorities Committee (PPC) of Council

DATE: January 24, 2020

RE: **Notice of Intent for an Undergraduate Biomedical Sciences degree**

Thank you for attending the PPC meeting of January 15, 2020 to discuss the proposed new undergraduate Biomedical Science program. The committee considered two questions: 1) the program's alignment with the university's plans and priorities, and 2) the appropriateness of having both the College of Medicine and the College of Arts & Science's contributions recognized on the parchment for this degree (which would be unprecedented at USask).

The committee agreed that this interdisciplinary collaboration between two colleges is a great example of how we are bringing the *University Plan: 2025* to life. Making it direct entry will also help attract the best students, nationally.

The committee was concerned in particular in the resourcing of the program, and the sharing of resources between the colleges. The committee would recommend discussions with the provost about the potential impact of increased student enrolment in the program and differential implications for each of the partner colleges and departments. A multi-year budget for the program should be submitted to the Academic Programs Committee (APC) as part of the next step in the Council approval process.

For the proposal's submission to APC, a flowchart showing the onramps *and* potential off-ramps for the program would be helpful. This will be important in communication of the different degree pathways to students not pursuing medical school, or to those not admitted to medical school. This is an opportunity for USask to recruit into any of the health sciences programs across campus.

With regard to the parchment, the committee agreed that dual recognition of the colleges is important for student attractiveness and to ensure that the contributions of all of the faculty are recognized. The following motion was passed:

It is recommended to University Council that the University of Saskatchewan recognize both the College of Arts & Science and the College of Medicine on the Biomedical Sciences degree parchment.

This motion is hereby communicated to the APC by copy of the chair on this email. The advice of the Office of the University Secretary is that such a motion should be brought forward by both APC and PPC for the consideration of Council. Moreover, the decision to recognize more than one college on a USask degree program parchment should be considered on a case-by-case basis.

Thank you for your work on this program's development. We encourage you to consider this feedback in the next iteration of the proposal that is presented to APC.

Please do not hesitate to contact me if you have any questions.

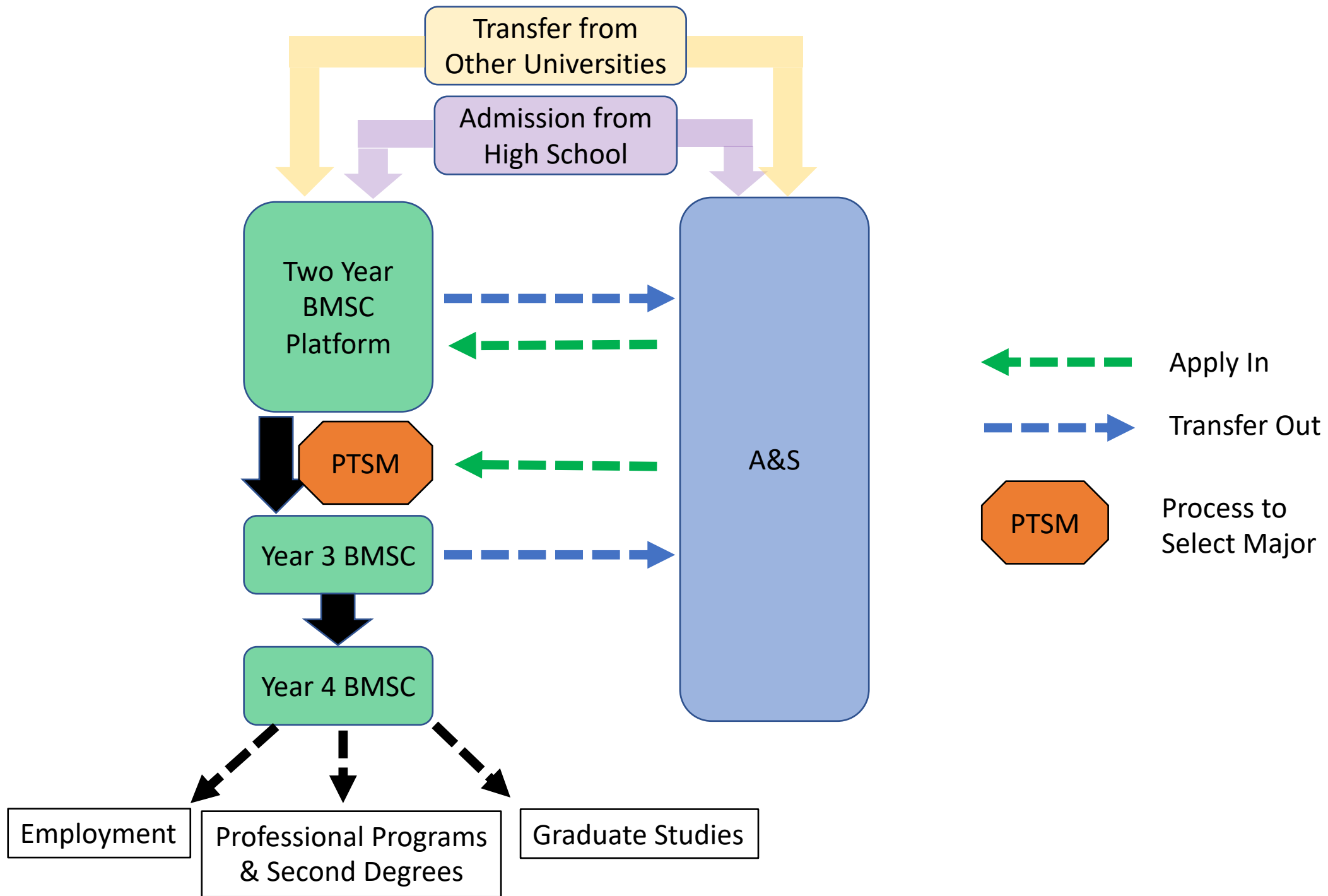
Kind regards,



Angela Bedard-Haughn
Vice-Chair, **Planning and Priorities Committee**
University of Saskatchewan
tel: (306) 966-8824

BE WHAT THE WORLD NEEDS

- c. Anthony Vannelli, Provost and Vice-President Academic
Russ Isinger, University Registrar
Chelsea Willness, University Secretary and Chief Governance Officer
Susan Detmer, chair, Academic Programs Committee of Council



Existing Biomedical Sciences adapted into the Type M Template:

Biochemistry, Microbiology, and Immunology

The Department of Biochemistry, Microbiology and Immunology offers a program which provide education in the areas the molecular and cellular approaches to the study of the life sciences including microbial physiology and pathogenesis, protein structure and function, molecular biology, microbial genetics, virology, tumour biology and cancer, immunology and immunopathogenesis. This program includes necessary courses for students prepared to enter graduate studies in biomedical sciences and into health-related professional schools such as Medicine, Dentistry, Veterinary Medicine and Pharmacy. Graduates are also prepared for careers in broad aspects of biotechnology and they can find employment in academic/research institutions and related industries.

Double Honours programs in Biochemistry and Biology, and Biochemistry and Physics are also available. Students considering a Double Honours program must consult an academic advisor within each department.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Biochemistry, Microbiology and Immunology programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Biochemistry, Microbiology and Immunology, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Honours (B.Sc. Honours) – Biochemistry, Microbiology and Immunology

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (42 credit units)

- [BMIS 340.3](#) Introductory Molecular Biology
- [BMIS 400.0](#) Seminar in Biochemistry Microbiology and Immunology
- [BMSC 320.3](#) Nucleic Acids from Central Dogma to Human Disease

Choose **3 credit units** from the following:

- [BIOC 310.3](#) Proteins and Enzymes
- [MCIM 390.3](#) Experimental Microbiology and Immunology

Choose **3 credit units** from the following:

- [BINF 200.3](#) Introduction to Bioinformatics
- [BINF 210.3](#) Introduction to Bioinformatics Applications

Choose **15 credit units** from the following, including at least 9 credit units at the 400-level:

- [BIOC 435.3](#) Human Metabolism and Disease
- [BIOC 405.3](#) Structure and Function of Biomolecules
- [BIOC 412.3](#) Protein Structure Function and Engineering
- [BIOC 430.3](#) Biochemistry of Cancer
- [BIOC 436.3](#) Advanced Molecular Biology
- [BMIS 308.3](#) An Introduction to Microbial Pathogens
- [BMIS 380.3](#) Team Based Experimental Microbiology
- [BMIS 489.6](#) Research Project in Biochemistry Microbiology and Immunology
- [MCIM 321.3](#) Principles of Immunology
- [MCIM 417.3](#) Molecular Virology
- [MCIM 423.3](#) Immunopathogenesis
- [MCIM 425.3](#) Molecular Basis of Microbial Pathogenesis
- [MCIM 487.3](#) Microbial Genetic Systems

Choose **15 credit units** from the following:

- [ACB 325.3](#) Advanced Cell Biology
- [BINF 300.3](#) Algorithms in Bioinformatics
- [BIOL 226.3](#) Genes to Genomics
- [BIOL 316.3](#) Molecular Genetics of Eukaryotes
- [BIOL 331.3](#) Plant Physiology
- [BIOL 420.3](#) Molecular Biology of Plants
- [BIOL 436.3](#) Animal Parasitology
- [CHEM 456.3](#) Natural Products
- [FABS 325.3](#) Food Microbiology and Safety
- [FABS 334.3](#) Industrial Microbiology
- [FABS 430.3](#) Environmental Microbiology
- [FABS 450.3](#) Anaerobic and Rumen Microbiology
- [NEUR 301.3](#) Fundamental Neuroscience Inter cellular Communication
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- [Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level](#)

M6 Electives Requirement (15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Bachelor of Science Four-year (B.Sc. Four-year) – Biochemistry, Microbiology and Immunology

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (36 credit units)

- [BMIS 340.3](#) Introductory Molecular Biology
- [BMIS 400.0](#) Seminar in Biochemistry Microbiology and Immunology
- [BMSC 320.3](#) Nucleic Acids from Central Dogma to Human Disease

Choose **3 credit units** from the following:

- [BIOC 310.3](#) Proteins and Enzymes
- [MCIM 390.3](#) Experimental Microbiology and Immunology

Choose **3 credit units** from the following:

- [BINF 200.3](#) Introduction to Bioinformatics
- [BINF 210.3](#) Introduction to Bioinformatics Applications

Choose **15 credit units** from the following, including at least 9 credit units at the 400-level:

- [BIOC 435.3](#) Human Metabolism and Disease
- [BIOC 405.3](#) Structure and Function of Biomolecules
- [BIOC 412.3](#) Protein Structure Function and Engineering
- [BIOC 430.3](#) Biochemistry of Cancer
- [BIOC 436.3](#) Advanced Molecular Biology
- [BMIS 308.3](#) An Introduction to Microbial Pathogens
- [BMIS 380.3](#) Team Based Experimental Microbiology
- [BMIS 489.6](#) Research Project in Biochemistry Microbiology and Immunology
- [MCIM 321.3](#) Principles of Immunology
- [MCIM 417.3](#) Molecular Virology
- [MCIM 423.3](#) Immunopathogenesis
- [MCIM 425.3](#) Molecular Basis of Microbial Pathogenesis
- [MCIM 487.3](#) Microbial Genetic Systems

Choose **9 credit units** from the following:

- [ACB 325.3](#) Advanced Cell Biology
 - [BINF 300.3](#) Algorithms in Bioinformatics
 - [BIOL 226.3](#) Genes to Genomics
 - [BIOL 316.3](#) Molecular Genetics of Eukaryotes
 - [BIOL 331.3](#) Plant Physiology
 - [BIOL 420.3](#) Molecular Biology of Plants
 - [BIOL 436.3](#) Animal Parasitology
 - [CHEM 456.3](#) Natural Products
 - [FABS 325.3](#) Food Microbiology and Safety
 - [FABS 334.3](#) Industrial Microbiology
 - [FABS 430.3](#) Environmental Microbiology
 - [FABS 450.3](#) Anaerobic and Rumen Microbiology
 - [NEUR 301.3](#) Fundamental Neuroscience Inter cellular Communication
 - [PHPY 302.3](#) Human Physiology Transport Systems
 - [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
 - [Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level](#)
-
- [Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level](#)

M6 Electives Requirement (21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Biomedical Foundations

Through the Dean's office at the College of Medicine, the biomedical science departments of Biochemistry, Microbiology and Immunology and Anatomy, Physiology, and Pharmacology offer a three-year major in Biomedical Foundations. This major builds on the shared two-year biomedical sciences platform shared by all the biomedical science majors to provide students with a strong foundation of multi-disciplinary training while providing flexibility for initial specialization within a particular biomedical science. This program includes necessary courses for students prepared to enter into health-related professional schools not requiring a four-year degree such as Dentistry, Veterinary Medicine and Pharmacy. Graduates are also prepared for careers in broad aspects of biotechnology and they can find employment in academic/research institutions and related industries.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Biomedical Foundations programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Biomedical Foundations, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Three-year (B.Sc. Three-year) – Biomedical Foundations

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences
- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (18 credit units)

Choose **3 credit units** from the following:

- [BIOL 226.3](#) Genes to Genomics
- [BMSC 320.3](#) Nucleic Acids from Central Dogma to Human Disease

Choose **15 credit units** from the following:

- [ACB - 300-level, 400-level](#)
- [BIOC - 300-level, 400-level](#)
- [BMIS - 300-level, 400-level](#)
- [BMSC - 300-level](#)
- [CPPS - 300-level, 400-level](#)
- [MCIM – 300-level, 400-level](#)
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 350.3](#) Fundamental Neuroscience
- [NEUR 405.3](#) Current Topics in Neuroscience
- [PHPY - 300-level, 400-level](#)

M6 Electives Requirement (12 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 90 credit unit Three-year program, of which at least 42 must be at the 200-level or higher.

Biomedical Neuroscience

The Department of Anatomy, Physiology and Pharmacology programs provide education in the discipline of neuroscience. This program includes education in many of the major topics in neuroscience including molecular and cellular neuroscience, systems and sensory neuroscience, behavioural and cognitive neuroscience, neurophysiology and neuroanatomy. Programs in Anatomy, Physiology and Pharmacology include essential prerequisite courses for life science professional schools (e.g. Medicine, Dentistry, Pharmacy and Nutrition, Veterinary Medicine) and while this program focuses on neuroscience it prepares students for graduate studies in many areas of the life sciences. Graduates at all levels find employment in academia, industry and other life science research enterprises.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Biomedical Neuroscience programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Biomedical Neuroscience, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Honours (B.Sc. Honours) – Biomedical Neuroscience

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (42 credit units)

- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 334.3](#) Introductory Neuroanatomy
- [NEUR 350.3](#) Fundamental Neuroscience
- [NEUR 405.3](#) Current Topics in Neuroscience
- [NEUR 432.6](#) Undergraduate Research Project in Neuroscience
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **3 credit units** from the following:

- [BIOL 430.3](#) Neurobiology of Behavior
- [NEUR 404.3](#) Neurophysiology and Neuropharmacology
- [PSY 448.3](#) Advanced Seminar in Neuroscience

Choose **6 credit units** from the following:

- [PSY 242.3](#) Physiological Psychology
- [PSY 246.3](#) Introduction to Human Neuropsychology
- [PSY 252.3](#) Perceptual Processes

M6 Electives Requirement (15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.

Students are advised to consider the following list of recommended electives:

- HLST 210.3
- PSY 242.3
- PSY 246.3
- PSY 252.3
- PSY 253.3
- PSY 255.3
- PSY 256.3

Bachelor of Science Four-year (B.Sc. Four-year) – Biomedical Neuroscience

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (36 credit units)

- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 334.3](#) Introductory Neuroanatomy
- [NEUR 350.3](#) Fundamental Neuroscience
- [NEUR 405.3](#) Current Topics in Neuroscience
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **3 credit units** from the following:

- [BIOL 430.3](#) Neurobiology of Behavior
- [NEUR 404.3](#) Neurophysiology and Neuropharmacology
- [PSY 448.3](#) Advanced Seminar in Neuroscience

Choose **6 credit units** from the following:

- [PSY 242.3](#) Physiological Psychology
- [PSY 246.3](#) Introduction to Human Neuropsychology
- [PSY 252.3](#) Perceptual Processes

M6 Electives Requirement (21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

Students are advised to consider the following list of recommended electives:

- HLST 210.3
- PSY 242.3
- PSY 246.3
- PSY 252.3
- PSY 253.3
- PSY 255.3
- PSY 256.3

Cellular, Physiological, and Pharmacological Sciences

The Department of Anatomy, Physiology and Pharmacology programs provide education in disciplines of the anatomical sciences (cell biology, developmental biology, and gross anatomy), physiology and pharmacology. These life science disciplines provide a comprehensive understanding of the functions and mechanisms of actions of the cells and major systems of the human body, and of the effects and mode of action of chemicals which modify the major systems of the body. Programs in Biochemistry include essential prerequisite courses for life science professional schools (e.g. Medicine, Dentistry, Pharmacy and Nutrition, Veterinary Medicine) and graduate studies in many areas of the life sciences. Graduates at all levels find employment in academia, industry and other life science research enterprises.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Cellular, Physiological, and Pharmacological Sciences programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Cellular, Physiological, and Pharmacological Sciences, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Honours (B.Sc. Honours) – Cellular, Physiological, and Pharmacological Sciences

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (42 credit units)

- [ACB 310.3](#) Basic Human Anatomy
- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [CPPS 432.6](#) Undergraduate Research Project in Cellular Physiological and Pharmacological Sciences
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **6 credit units** from the following:

- [ACB 330.3](#) Principles of Development
- [CPPS 337.3](#) Experimental Design and the Health Care System
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 350.3](#) Fundamental Neuroscience

Choose **6 credit units** from the following:

- [ACB 400.3](#) Imaging and Anatomy
- [ACB 406.3](#) Comparative Vertebrate Histology
- [CPPS 405.3](#) Current topics in Cellular Physiological and Pharmacological Sciences
- [NEUR 404.3](#) Advances in Neurophysiology and Neuropharmacology

- [PHPY 401.3](#) Animal Surgery and Experimentation
- [PHPY 403.3](#) Physiological Genomics and Pharmacogenetics
- [PHPY 405.3](#) Advances in Cardiovascular Physiology and Pharmacology

M6 Electives Requirement (15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Bachelor of Science Four-year (B.Sc. Four-year) – Cellular, Physiological, and Pharmacological Sciences

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (36 credit units)

- [ACB 310.3](#) Basic Human Anatomy
- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **6 credit units** from the following:

- [ACB 330.3](#) Principles of Development
- [CPPS 337.3](#) Experimental Design and the Health Care System
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 350.3](#) Fundamental Neuroscience

Choose **6 credit units** from the following:

- [ACB 400.3](#) Imaging and Anatomy
- [ACB 406.3](#) Comparative Vertebrate Histology
- [CPPS 405.3](#) Current topics in Cellular Physiological and Pharmacological Sciences
- [NEUR 404.3](#) Advances in Neurophysiology and Neuropharmacology
- [PHPY 401.3](#) Animal Surgery and Experimentation
- [PHPY 403.3](#) Physiological Genomics and Pharmacogenetics

- [PHPY 405.3](#) Advances in Cardiovascular Physiology and Pharmacology

M6 Electives Requirement (21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY:	Peter Stoicheff Vice-chair, Senate executive committee
DATE OF MEETING:	April 25, 2020
SUBJECT:	Report on the work of the Senate executive committee
SENATE ACTION:	For information only

BACKGROUND:

The Senate executive committee met on March 26, 2020, to discuss the items listed below. The following information is a report on the work of the Senate Executive Committee.

DISCUSSION SUMMARY:

Format and delivery of Senate meeting in response to COVID-19

COVID-19 guidelines set by the federal and provincial governments restrict the face-to-face meeting of large numbers of people, tasking the executive committee to discuss an alternative for the next regular meeting of Senate. The format developed for the March 2020 meeting of University Council was distributed to the committee for consideration, and they agreed to use the following guidelines:

- The Senate meeting package will be distributed electronically.
- Ten days will be allowed to Senators to propose revisions to the agenda and minutes contained in the meeting materials. If there are no proposed revisions the agenda and minutes will be considered approved by consensus. During this time window, Senators will also be given the opportunity to suggest 'nominations from the floor' electronically.
- From 9:00 a.m. – noon on April 25th Senators will be able to email questions that will be handled by the Office of the University Secretary and referred to the appropriate proponent for response. Answers to these questions will be made available on the usask.ca/secretariat website on April 27th.
- Electronic voting on items requiring approval (University Council items for confirmation, the executive committee nominations to the nominations committee, the honorary degrees committee report, and the nominations committee slate of candidates) will begin April 28th via electronic ballot.
- Results of the electronic voting will be made available May 6th.

The executive committee also amended the meeting agenda, removing the Education Committee Topic, as this item requires collaboration in break-out groups, which is not feasible electronically.

Forum planning group membership

The Senate forum planning group is comprised of four members of the Senate executive meeting and meet to plan the topic and details of the annual Senate forum. Both Judy MacMillan and Monica Kreuger required replacement as their terms on the executive committee will expire on June 30, 2020. Marcel de la Gorgendiere volunteered to serve on the planning group and the other position will be filled at the next meeting of the executive committee.

Requests Received by Senate Executive for the Senate Agenda

No requests were received.

Report of the Senate Executive Committee

FOR APPROVAL

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

DATE OF MEETING: April 25, 2020

SUBJECT: Nominations to the Senate nominations committee

DECISION REQUESTED: That Senate approve the recommendation of the Senate executive committee and re-appoint Susanne Berg, Brooks DeCillia, Don Hamilton and Michelle MacDonald to the Senate nominations committee for a further one-year term beginning July 1, 2020 and ending June 30, 2021.

SUMMARY:

The Senate executive committee is responsible for the nomination of members to the Senate nominations committee. The nominations committee is comprised by the chair of the executive committee (Chancellor) or a designate from the executive committee, four members of Senate, and the university secretary as a non-voting member. The term of a Senate member on the committee is one year, renewable annually for up to two additional years, for a maximum of three years.

ATTACHMENT:

Senate Nominations Committee Terms of Reference

Nominations Committee

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

(a) Membership

The Committee shall be composed of:

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

(b) Term

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

(c) Chair

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

(d) Duties and Powers

- (i) To recommend annually to the spring meeting of the Senate individuals for membership on the Executive Committee.
- (ii) To recommend annually at the spring meeting of Senate individuals for membership on, and chairs of other standing committees of Senate, and Senate representatives on other committees.
- (iii) To make appointments to standing committees of Senate and for Senate representation on other committees when vacancies arise between meetings of the Senate, and to report these to Senate at its next meeting.
- (iv) In the final year of the Chancellor's term, to recommend to the fall meeting of the Senate individuals for appointment to a joint nominations committee for Chancellor.
- (v) In the event of a vacancy in the office of the Chancellor or if it is known there will be a vacancy within the academic year, to recommend to the next meeting of the Senate individuals for appointment to the joint nominations committee for Chancellor.
- (vi) To receive nominations from the members of Senate and from the Executive Committee for members of the Board of Governors to be elected by Senate, and to present the nominees for election by the Senate, and to establish procedures for presenting background information on the nominees to Senators prior to the election.
- (vii) To nominate a roster of eight (8) members of Senate to serve for three years, from which members may be selected to serve on Boards for Student Discipline and Appeal Boards.
- (viii) To nominate two (2) members of Senate to serve on University Council pursuant to section 54(j) of the *University of Saskatchewan Act, 1995* as non-voting members for a one year term, renewable annually for up to two additional years to a maximum of three years.

UNIVERSITY OF SASKATCHEWAN
UNIVERSITY SENATE
ITEM FOR CONFIRMATION

PRESENTED BY: Marcel de la Gorgendière, chair of the Joint Senate Conflict of Interest Policies Review Committee

DATE OF MEETING: April 25, 2020

SUBJECT: **Report of Joint Conflict of Interest Policies Review Committee**

FOR CONFIRMATION:

It is recommended:

That Senate accept the report of the Joint Conflict of Interest Policies Review Committee and conclude the review.

Purpose:

To present the final report of the Joint Committee to Review the university's Conflict of Interest Policies to Senate. To suggest to Senate that it recommend to the Board of Governors that procedures be developed to accompany the Conflict of Interest policy, and to Council that should ensure that there are appropriate mechanisms to deal with individual faculty member conflicts of interest in the Responsible Conduct of Research (RCR) policy.

Summary:

The nature and complexity of this organization requires that many different sides of conflict of interest are covered adequately through university policies. It is this joint committee's reflection that the existing policies generally meet this obligation, such that conflict of interest is adequately monitored and there are channels in place to deal with perceived and/or actual conflict of interest across the various contexts (e.g., research, decision making, etc.) at the University of Saskatchewan. However, the communication, interpretation, and implementation of the Conflict of Interest policy *per se* leave gaps in the procedures. In addition, the RCR policy leaves a gap with respect to individual faculty members' conflict of interest.

Context:

There was a concern expressed at Senate as to whether external funders could inappropriately influence the university or undermine the work of the institution. In consideration of whether the university's policies are sufficiently robust to address these issues, Senate passed this motion on April 21, 2018:

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.

A Senate working group was struck and formulated a proposal for the review of the university's conflict of interest policies. Membership of the working group was selected from the Executive Committee and the Education Committee of Senate. Members of the Senate working group included: Leah Howie and Iain Luke, Education Committee representatives; Corinna Stevenson and Aidan Murphy, Executive Committee representatives; Beth Bilson, secretary; and Lesley Leonhardt, recording secretary.

On April 27, 2019, as proposed by the working group, Senate approved the terms of reference for the Joint Conflict of Interest Policies Review Committee (attachment 1).

The membership of the Joint Committee to Review the university's Conflict of Interest Policies was accordingly selected from members of the Board of Governors, Senate, and Council, i.e. Marcel de la Gorgendiere, John Rozdilsky (Senate representatives); Jason MacLean, Chris Willenborg (Council representatives), Joy Crawford and Grant Isaac (Board representatives), Merrilee Rasmussen (External expert). The work was supported by Beth Bilson (2019), Chelsea Willness (2020), and Jacquie Thomarat.

Meetings of the joint committee took place on September 9, 2019, November 27, 2019, and February 10, 2020. An interim report was provided to Senate on October 26, 2019.

Review Process:

The scope of policies under review as determined by this joint committee included the university's Responsible Conduct of Research Policy, Gift Acceptance Policy, and the Conflict of Interest Policy, each discussed in turn in the next section.

The committee considered the following background materials in its review:

- All U of S conflict of interest-related policies
- An environmental scan of conflict of interest-related policies at U15 universities
- U of S colleges' and schools' conflict of interest provisions in faculty council bylaws
- Williams-Jones, Bryn, and Chris MacDonald. "Conflict of interest policies at Canadian universities: Clarity and content." *Journal of Academic Ethics* 6.1 (2008): 79-90 (available online at: <http://www.springerlink.com/content/yj1vm736661207g1/>)
- Smith, Elise, and Bryn Williams-Jones. "Legalistic or inspirational? Comparing university conflict of interest policies." *Higher Education Policy* 22.4 (2009): 433-459 (available online at: <http://www.palgrave-journals.com/hep/journal/v22/n4/abs/hep20093a.html>).
- List of U of S policies, agreements and procedures dealing with personal conflicts of interest.

- Nichols-Casebolt, A., Macrina, F.L. “Current Perspectives Regarding Institutional Conflict of Interest.” *Science and Engineering Ethics* **25**, 1671–1677 (2019). <https://doi.org/10.1007/s11948-015-9703-8>.
- A summary of a 2001 report by a task force of the Association of American Universities called “Report on Individual and Institutional Conflict of Interest” (available online at: <https://www.aau.edu/node/9191>), which recommended that universities consider whether their existing policies provided adequate protection against institutional conflict of interest.
- Draft revisions from 2013 of the U of S’s Conflict of Interest policy (not approved).

Findings:

1. Responsible Conduct of Research (RCR) Policy

There was a discussion of whether the responsible conduct of research (RCR) policy should be part of the scope of this review. Conflict of interest as it relates to research was of concern due to the question of whether researchers could be beholden to funders.

Examples were discussed where public controversy arose around externally funded research and reputation or issues arose afterward. The committee noted that the university’s safe disclosure policy could be advertised as mechanism for recourse in cases of perceived conflict of interest.

Respecting college/faculty councils’ conflict of interest-related policies, the balance between academic freedom, perceived conflict interest, and codes of conduct was discussed by the committee. One question was whether the policies protect the researchers, i.e. whether it is acceptable for a faculty member’s colleague to ‘accuse’ them of conflict of interest because they have accepted funding from a particular agency. The committee agreed that this can interfere with the academic freedom of the faculty member who receives the funding.

The committee concluded that Senate does not have a role in ensuring that the conflict of interest policy is covering academic freedom; rather, this is Council’s role. As such, the committee will recommend to Council, through its *Research, Scholarly and Artistic Works Committee*, that they should ensure that there are appropriate mechanisms to deal with individual faculty member conflicts of interest.

Ultimately, the committee concluded that the RCR policy is sufficiently robust to protect against perceived or actual conflicts of interest, and decided to limit its subsequent review process to the U of S’s conflict of interest policy. Moreover, the committee acknowledged that the responsibility for the RCR policy rests with University Council, and that the policy is currently under review via appropriate channels.

2. Gift Acceptance Policy

The Gift Acceptance Policy was reviewed by the committee in consultation with Danielle Dunbar, AVP Development, University Relations. The policy covers gifts or donations that are monetary or in-kind (non-cash, except for services), and it gives the Board of Governors the authority to accept or decline any gift to the university. Given that the University of Saskatchewan is a registered charity, it must abide by the regulations of the CRA, the Income

Tax Act, and the IRS (in the US). As such, the policy ensures compliance with applicable charitable legislation.

The committee heard that University Relations' role is to liaise with colleges/schools and donors for the acceptance of gifts. Terms of reference are agreed to for every gift, which ensures that gifts do not expose the university to liability. Funds are created through the terms of reference, and much be signed off by the unit and a representative of the Board of Governors, usually the vice-president, University Relations. Any precedent-setting or sensitive issues, or agreements that deviate from generally accepted guidelines, are discussed with university leadership and/or legal counsel.

The Gift Acceptance Policy ensures that donors cannot receive any personal benefit from a gift (e.g. for donation of shares). Gift agreements protect the institution vis-à-vis the donor's intent, and make certain that there is no benefit or quid-pro-quo to the donor. With regard to naming or recognition in honour of donations, there are clauses in the agreements to protect the university if there are significant reputational issues or perceived conflicts of interest. There is also a Naming Policy that protects the institution. The committee confirmed that risk assessments are completed as needed for these types of gifts.

The committee suggested that, in this context, the Board of Governors should ensure they are provided with sufficient background on sensitive or out-of-the-ordinary gifts as they come forward for final approval.

A review and update to the Gift Acceptance Policy is underway and will be considered by university's Policy Oversight Committee in May 2020. Minor revisions are being considered, such as updates to titles of resource personnel. These updates will be presented to the Board of Governors in June 2020 for approval.

Seeing that the policy is currently under review by University Relations, and that in its present form it is sufficiently robust so as to protect against undue external influence, the committee agreed to focus the rest of its attention on the university's Conflict of Interest Policy proper.

3. Conflict of Interest Policy

The committee agreed that the main question and their goal was to consider whether the university's Conflict of Interest Policy is sufficient (rather than the faculty conflict of interest question, which is out of scope, or the RCR policy or Gift Acceptance Policy, which they agreed are robust). They discussed whether the current Conflict of Interest Policy triggers enough transparency that the university would be protected from undue external influence.

The committee considered whether procedures to accompany the policy are needed. Currently, there is no review process or committee to which matters can be referred. The current recourse is that a potential conflict of interest should be disclosed to the unit head. There was also no mechanism for compliance noted. On the other hand, such mechanisms exist in the RCR policy. The committee agreed that there should be an appeal mechanism and resolution process.

Dalhousie's conflict of interest policy (which is available online here:
https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-

[repository/ConflictInterestPolicy.pdf](#)) was discussed in terms of the procedures, and the timeframe and appeals process. The committee considered that perhaps the U of S's conflict of interest policy should have a preamble with principles, similarly to Dalhousie's policy, and in alignment with the U of S's policy template. Another difference is that the U of S policy focuses on individuals and their ability to do their job, whereas the Dalhousie example focuses at the institutional level.

The committee discussed that Senate does not have the authority for the policy itself, but will make recommendations to the Senate, and report its findings to the Board.

One approach might be to suggest the establishment of a review or governance committee to support the policy implementation. Such a committee might have five members with two outside representatives, or senators, and local legal professionals. They agreed that the independence of such a committee and balance of power were important considerations.

The committee also considered that a flow-chart could help with communication. A gap analysis would also be helpful to ensure that we can withstand undue influence under different scenarios.

Conclusion and Summary of Recommendations:

POLICY	CONCLUSION	RECOMMENDATION
<i>Responsible Conduct of Research (RCR) Policy</i>	The RCR policy is sufficiently robust to protect against perceived or actual conflicts of interest. Responsibility for the RCR policy rests with University Council, and that the policy is currently under review via appropriate channels.	University Council (via its Research, Scholarly and Artistic Works Committee) should ensure that there are appropriate mechanisms to deal with individual faculty member conflicts of interest in the RCR policy.
<i>Gift Acceptance Policy</i>	In its present form, this policy is sufficiently robust so as to protect against undue external influence.	n/a
<i>Conflict of Interest Policy</i>	The policy itself is appropriate, but would benefit from, and be strengthened by, accompanying procedures and guidelines that would assist in communication, interpretation, and implementation of the policy.	That the Board of Governors initiate the development of procedures and/or a procedural flow chart to accompany the policy, and that an appeal mechanism and resolution process be developed for allegations of conflict of interest. Consider the possibility of institutional bias.

In its report to the Board of Governors, the joint committee will also include the following suggestions for the Board's consideration:

- That sufficient background be provided regarding sensitive or out-of-the-ordinary gifts as they come forward for final approval.

- That it establish a review or governance committee to support the conflict of interest policy implementation. (A committee might have five members with two outside representatives, or senators, and local legal professionals. The independence of a committee and balance of power are important considerations.)
- A procedural flow-chart should be developed to assist with communication of the conflict of interest policy (and other related policies that intersect with it).
- A gap analysis could be conducted to ensure that the university can withstand undue influence in different scenarios.

At the conclusion of its meeting on February 10, 2020, the committee reviewed its Terms of Reference to evaluate whether it had met its mandate and concluded that it had. The committee members also agreed that they had not conducted any business that infringed on confidentiality or privacy legislation.

Next Steps:

This report may be presented at Council and the Board of Governors in June at the recommendation of University Senate.

Attachments:

1. Senate Conflict of Interest Policies Review Committee Terms of Reference
2. Chart of existing university policies, agreements and procedures dealing with personal conflicts of interest

ATTACHEMENT 1

Conflict of Interest Policies Review Committee – Terms of Reference (approved by Senate May 23, 2018)

The *University of Saskatchewan Act, 1995* lists the following among the powers of the University Senate:

Section 23

The senate may:

- 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...
- 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.

In the context of these statutory provisions, the Senate has initiated a review of the university's conflict of interest policies. This document contains the terms of reference for the committee charged with conducting that review.

1. Membership

The committee shall be composed of:

- Two members of the Senate elected by the Senate
- Two members of the Board of Governors appointed by the Board of Governors
- Two members of University Council elected by University Council
- One person from outside the university with policy expertise
- The University Secretary, non-voting

In making their appointments, the governing bodies are asked to consider their appointees' experience or understanding of issues of conflict of interest, risk management and/or policy formation.

2. Term

The term of a member on this committee shall begin upon the filling of member positions and will end upon completion of the work of the committee.

3. Chair

The chairperson shall be selected by and from among the membership of the committee

4. Meetings

Meetings will be held at the call of the chair with the assistance of the Office of the University Secretary.

A quorum for meetings will be one member from each of the governing bodies plus the external person.

4. Responsibilities and Powers

The responsibilities of the committee will be as follows:

- To examine a sample of conflict of interest policies from other U15 universities.
- To present an interim report to the Senate which will include the criteria the committee has adopted to guide the review.
- To determine which University of Saskatchewan policies, including any relevant major college, school or departmental policies, touching on conflict of interest in addition to the Conflict of Interest Policy, the Gift Acceptance Policy and the Responsible Conduct of Research Policy should be within the scope of the review.
- To attempt to achieve consensus in making decisions or formulating recommendations.
- To review the selected policies, and to formulate recommendations for any revision to be submitted to the Board of Governors.
- To report to the three governing bodies on the results of the review, including the substance of any recommendations to the Board of Governors for revision of any of the policies reviewed.
- To develop an inventory of written conflict of interest policies covering the university or one or more of its academic or administrative units.
- To observe any obligations concerning privacy or confidentiality established in law or in governing university policies.

The committee may:

- Gather information on conflict of interest issues from sources within or outside the university.
- Consult with any persons for their advice and opinion on any or all of the policies being reviewed.
- Communicate with the governing bodies at any point in the process through their representatives on the committee.
- Request assistance from the Office of the University Secretary in carrying out any of its responsibilities.

4. Timelines

The committee shall make all reasonable efforts to observe the following timelines:

- October 2019 – presentation of interim report including review criteria to Senate
- April 2020 – presentation of final report including any recommendations to Senate

ATTACHMENT 2 - Chart of existing USask policies, agreements and procedures dealing with personal conflicts of interest

Financial	Research	Other
<p><i>Conflict of Interest Policy</i></p> <ul style="list-style-type: none"> - addresses “considerations of personal gain, financial or otherwise” - requires disclosure to “unit head” - unresolved questions to be referred to vice-president 	<p><i>Responsible Conduct of Research Policy</i></p> <ul style="list-style-type: none"> - requires compliance with university policies 	<p><i>Conflict of Interest Policy</i></p> <ul style="list-style-type: none"> - influence over the appointment of family members listed as an example of conflicts of interest
<p>Article 18.6 of USFA collective agreement</p> <ul style="list-style-type: none"> - requires consent to engage in outside consulting or other work - annual report of outside work over 12 days 	<p><i>Research Administration Policy</i></p> <ul style="list-style-type: none"> - prohibits payment to principal investigator in research grants 	<p>Article 10.6 of USFA collective agreement</p> <ul style="list-style-type: none"> - addresses conflict of interest that would undermine integrity of collegial processes (family or close personal connections)
<p><i>Commercial Directorships held by Faculty and Staff Policy</i></p> <ul style="list-style-type: none"> - requires approval for service as member of a board of a corporation or co-operative 	<p><i>Research Administration Procedures</i></p> <ul style="list-style-type: none"> - defines research in terms of advancement of general knowledge and expectations of dissemination of results 	<p>College Faculty Council policies</p> <ul style="list-style-type: none"> - generally deal with relationship conflicts in decision-making processes
<p><i>Use of University Property and Services Policy</i></p> <ul style="list-style-type: none"> - prohibits use of university property for commercial purposes without authorization 	<p><i>Tri-Council Policy Statement</i></p> <ul style="list-style-type: none"> - framework for ethics review of projects involving human participants or biological materials by research ethics boards - informed consent focus - applications for ethics approval include disclosure of conflicts 	<p><i>Guidelines for Responsibility, Conduct and Conflict of interest – Board of Governors</i></p> <ul style="list-style-type: none"> - alerts Board members to importance of declaring conflicts based on relationships or prior knowledge
<p><i>Guidelines for Responsibility, Conduct and Conflict of interest – Board of Governors</i></p> <ul style="list-style-type: none"> - Board members submit annual declaration, must disclose conflicts with financial opportunities etc. 	<p><i>Procedures for Compliance with the US Public Health Service Financial Conflict of Interest Regulations</i></p> <ul style="list-style-type: none"> - addresses financial conflict for recipients of US health research grants 	<p><i>Employment Practices Policy</i></p> <ul style="list-style-type: none"> - addresses need to exercise care when family members are considered for employment

Report of the Senate Nominations Committee

FOR DECISION

PRESENTED BY: Don Hamilton, Chair, Nominations Committee

DATE OF MEETING: April 25, 2020

SUBJECT: **Appointments to Senate and other committees**

DECISION REQUESTED: *That Senate approve the appointments to Senate committees as indicated in the attached schedule for 2020/21, effective July 1, 2020.*

BACKGROUND AND SUMMARY:

Pursuant to Senate Bylaws, the Senate nominations committee is mandated to recommend annually at the spring meeting of Senate individuals for membership on standing committees and 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 November 26, 2019 to appoint a Senate member to the 2019 Research Junction Development Grant Adjudication Committee. Due to the quick turnaround requested for the position, the committee met via email. Dr. Don Hamilton let his name stand so was not party to the meeting or the voting. The nominations committee members felt that Dr. Hamilton was a qualified candidate and was appointed to the committee.

At the January 10, 2020 meeting, the nominations committee was tasked with selecting associations to serve on the following committees: College of Nursing Dean Search Committee, University Library Dean Review Committee, and the School of Environment and Sustainability Executive Director Search Committee. The *Search and Review Procedures for Senior Administrators* indicates that there will be “one member of a related professional association selected by the professional association. Unless otherwise indicated, if there is more than one association associated with the College, the Senate Nominations Committee will determine which association is represented”.

The nominations committee chose the Saskatchewan Registered Nurses Association for the College of Nursing Dean Search committee, the Saskatchewan Library Association for the University Library Dean Review committee, and Nature Saskatchewan for the School of Environment and Sustainability Executive Director Search committee.

At that same meeting the committee also appointed Nicole Conan to the student discipline and appeals hearing board for a three-year term ending June 30, 2023 to replace Rylund Hunter whose term had expired.

At the March 18th meeting, Kelley Moore was selected as the Senate member to serve on the Search Committee for the Provost and Vice-President Academic and Don Hamilton was selected to serve on the 2020 Research Junction Development Grant Adjudication Committee.

Nominees for all standing committees are attached and require approval by Senate.

PROPOSED SENATE COMMITTEE MEMBERSHIP 2020-21

SENATE EXECUTIVE COMMITTEE

2019-20

Chancellor
President

Ex-officio

Doug Brothwell
Trevor Crowe

Appointed Members

Marcel de la Gorgendiere
Monica Kreuger
Judy MacMillan

Elected Members

Susanne Berg
Lee Hall
Bud Sambasivam

2020-21

Chancellor
President

Ex-officio

Doug Brothwell - returning
Trevor Crowe - returning

Appointed Members

Twyla Bergstrom - new
Grant McKercher - new
Richard Cote - new

Elected Members

Susanne Berg - returning
Lee Hall - returning
Bud Sambasivam - returning

SENATE EDUCATION COMMITTEE

2019-20

Ex-officio

Iain Luke
Melissa Just

Appointed Members

Kathleen Gable
Max Bilson

Elected Members

Leah Howie
Kelley Moore

2020-21

Ex-Officio

Iain Luke
TBA

Appointed Members

Alpha Berry - new
Max Bilson - returning

Elected Members

Leah Howie - returning
Kelley Moore - returning

UNIVERSITY COUNCIL (2 non-voting reps)

2019-20

Karen Morrison
Anne Doig

2020-21

Nicholas Kaminski - new
John Thronberg - new

MEMBERSHIP COMMITTEE

2019-20

Chair of executive or designate:
Chancellor

Elected Members:

Dan Danielson
Leah Howie
Lee Hall
Brooks DeCillia

2020-21

Chair of executive or designate:
Chancellor

Elected Members:

Nicholas Kaminski - new
Sandra Gillies - new
Lee Hall - returning
Brooks DeCillia - returning

HONORARY DEGREES COMMITTEE

2019-20

President (Chair)
Chancellor
Provost

Ex-officio

Chad London
Keith Willoughby

Appointed Members

Grant McKercher
Victoria Neufeld

Elected Members

Fred Wesolowski
Victoria Jurgens

2020-21

President (Chair)
Chancellor
Provost

Ex-Officio

Michelle Prytula - new
Richard Manley-Tannis - new

Appointed Members

Grant McKercher - returning
John Thronberg - new

Elected Members

Fred Wesolowski - returning
Anne Doig - new

NON-ACADEMIC STUDENT DISCIPLINE AND APPEAL BOARD **(three-year terms ending June 30)**

2019-20

Eight members

Dennis Lanigan – 2019
Christine Wesolowski – 2020
Rylund Hunter – 2020
Christine Hrudka – 2020
Craig Menzies – 2020
Vera Pezer – 2020
Don Hamilton – 2021
Fred Wesolowski - 2021

2020-21

Six members

Kelley Moore - 2022
Monica Kreuger – 2023 new
Anne Doig – 2023 new
Nicholas Kaminski – 2023 new
Vera Pezer – 2023 reappointed
Don Hamilton – 2021
Fred Wesolowski – 2021
Nicole Conan - 2023

Report of the Senate Education Committee

FOR INFORMATION

PRESENTED BY: Leah Howie, Chair
Senate Education Committee

DATE OF MEETING: April 25, 2020

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

BACKGROUND AND SUMMARY:

The education committee is to provide an opportunity for education or exploration of issues relating to the university at each Senate meeting.

The education committee met on December 12, 2019 and March 6, 2020 to discuss the April 2020 Senate meeting topic: the student experience. Carlos Munoz Pimentel, USSU vice-president academic affairs, Autumn LaRose Smith, USSU vice-president student affairs, Alejandra Fonseca, GSA vice-president student affairs, and Nancy Turner, Director, Teaching and Learning Enhancement, were invited to committee meetings to provide insight and expertise on the topic.

The education committee topic was removed from the April Senate meeting agenda but will be carried over to the October 2020 meeting.

Update for Senate on Enrolment for 2019-20 – April 25th, 2020

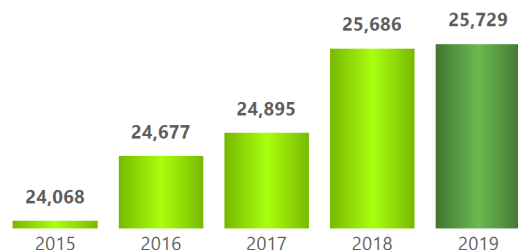
Briefing Note to accompany the (preliminary) Academic Year Snapshot

Greetings Senate colleagues!! It will not be possible for me to do a regular presentation at our Senate meeting this April so I am sending you a copy of our enrolment snapshot for this past academic year and I will provide some interpretations and thoughts below. As is always the case, I ask that you remember that the Academic Year Snapshot you are seeing has not been finalized and does not get finalized until the end of June. Please feel free to send any questions you have more me (patti.mcdougall@usask.ca)

- Our total enrolment this year is up by 0.2%. This moves us in the right direction towards our Enrolment 2025 goals (<https://plan.usask.ca/learning-teaching-student-experience/>).
 - It is important to note that we experienced a decline in the number of students attending the University of Saskatchewan Language Centre (non-degree), which attenuates increases in other areas. This decline in students coming to Canada to study English for academic purposes is happening across the country. We have responded both by ensuring that we are recruiting in a broader range of international markets as well as redeveloping the programs that we offer.
 - The increase in the number of undergraduate students over the last year was 2% (almost 300 students) and moves us closer to our 2025 target.
 - We saw a decline of 44 graduate students in the last academic year. This segment of our student population will continue to be a focus for our strategic enrolment work.
- The infographic displays changes in undergraduate and graduate enrolment across colleges and schools.
 - For undergraduate enrolment, seven colleges showed progress towards Enrolment 2025 goals including five out of six of our direct entry colleges where much of our capacity to increase will reside. The College of Law is also currently above their targeted enrolment level owing to the Nunavut Program currently in progress. In the case of the College of Engineering, a completely redesigned first year experience (coming this fall) and intensive recruitment efforts hold the promise of attracting and retaining more students. For the health sciences colleges where enrolments are tightly controlled, small fluctuations up or down are not unexpected.
 - For graduate enrolment, approximately half of the colleges and schools have shown increases in the last year whereas approximately half have shown decreases. As mentioned above, graduate student enrolment continues to be a focus as we look to increase our graduate student numbers in the next five years by 477 students.
- Retention from 1st to 2nd year shows a pattern of stability at the level of all students. Interestingly, compared to last year, the proportion of Indigenous students who moved successfully from first to second year increased (by 2%) and the proportion of international students who moved into second year decreased (by 5%).
 - Retention for Indigenous students has been on a steady rise over the last five years, which is extremely important to note. Retention for international students has fluctuated over this same period within the fairly tight band that we are seeing here.
- Teaching activity is up by 0.5% over the last full academic year with the split between on campus and off campus delivery emerging as stable as compared to previous years.

- Convocation numbers are stable as compared to last year (actually up by 2 students but not enough to register as compared to the larger number). There are small fluctuations noted in terms of the number of Indigenous (i.e., decrease of 36) and international students (i.e., increase of 13) that graduated in the last academic cycle.
- Information on student origin aggregated across undergraduate and graduate students – which is not the same as the number of students who are here with a study permit – shows a stable pattern as compared to last year.
- The number of Indigenous students is up, overall, by almost 3% with most of this increase attributable to increases in Indigenous undergraduate students (up by almost 5%). The population of Indigenous undergraduate students has been climbing steadily over at least the last six years. Conversely, we had 23 fewer Indigenous graduate students enrolled in the 2019-20 academic year. This small decline is out of step with what has been a steadily increasing proportion of Indigenous graduate students.
 - With regard to our Enrolment 2025 goals, the proportion of Indigenous students amongst the overall undergraduate population is 15%, which aligns with the goal we set for the university. The proportion of Indigenous graduate students is 7%, which is lower than the goal of 10% that we have set out to achieve by 2025 and will require continued focus.
- The overall number of international students was down slightly this past year, driven by the decline in students enrolled at our University of Saskatchewan Language Centre and not a decline in degree-based study. Undergraduate enrolment is actually up by 2% and the enrolment of international graduate students increased by 1.5%.
 - With regard to our Enrolment 2025 goals, International undergraduate students made up 7% of our student body whereas our target is 10%. We have work to do here to grow these numbers. By contrast, the international graduate students constituted 38% of the overall graduate population where we have set our enrolment goal at 35%.
 - Top countries for international enrolment are displayed for both undergraduate and graduate enrolment. Of interest, the number of undergraduate students from India grew over the last year (almost doubling) resulting in India being #2 and Nigeria being #3 with regard to our international enrolment.
- Although not something we report on our infographic, members of Senate may want to know that in this past academic year 1772 students received services from Access and Equity Services. This represents a 15% increase in the number of students receiving services as compared to the last academic year, reflecting a continued steep growth curve for these services.

Many things have changed over the course of the last weeks as the university has navigated an unprecedented time. Staff and faculty have gone to heroic efforts to ensure that students are able to complete the Winter 2020 term through remote delivery of the academic program. In addition, the portfolio of Teaching, Learning, and Student Experience has maintained all of our services for students, delivering them via web conferencing and telephone.

TOTAL ENROLMENT
25,729 ↑ **0.2%**

Undergrad 20,387 ↑ 1.8% **Grad Students** 4,293 ↓ 0.9%

Non-degree 491 ↓ 36.1% **Med Residents** 558 ↑ 0.2%

ENROLMENT BY COLLEGE/SCHOOL

	Undergrad		Grad Students
Arts & Science	9,530 ↑ 0.9%	1,024 ↓ 3.0%	
Edwards School of Business	2,395 ↑ 10.3%	258 ↓ 1.9%	
Education	1,952 ↑ 1.2%	583 ↓ 4.4%	
Engineering	1,672 ↓ 2.1%	506 ↓ 4.3%	
Agriculture & Bioresources	1,362 ↑ 1.9%	337 ↑ 1.2%	
Nursing	1,031 ↓ 0.8%	189 ↑ 19.6%	
Medicine	416 ↓ 3.5%	355 ↑ 2.6%	
Kinesiology	666 ↑ 5.9%	42 ↓ 6.7%	
Veterinary Medicine	329 ↓ 2.7%	181 ↑ 16.8%	
Pharmacy & Nutrition	436 ↓ 0.2%	67 ↓ 20.2%	
Law	456 ↑ 2.5%	24 → 0.0%	
Interdisciplinary/Grad Other	- 0.0%	209 ↓ 11.1%	
Public Policy	<5 0.0%	196 ↑ 14.6%	
Environment & Sustainability	<5 0.0%	174 ↑ 13.7%	
Public Health	- 0.0%	145 ↓ 14.2%	
Dentistry	135 ↑ 11.6%	<5 0.0%	

RETENTION 84.6% UofS

Retention rate for first to second year students in direct entry programs.

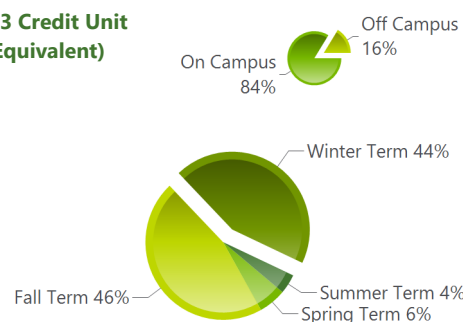
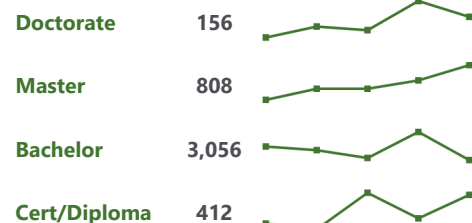
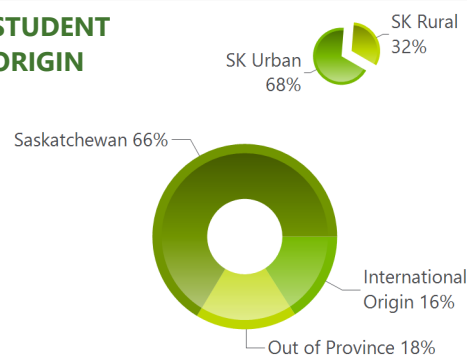
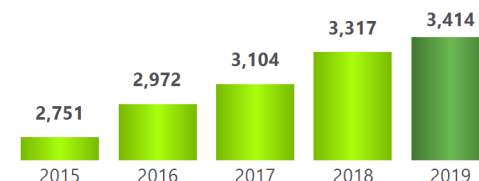
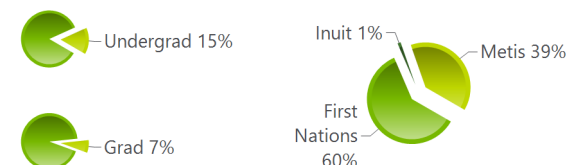
Indigenous 77.2% UofS

International 88.5% UofS

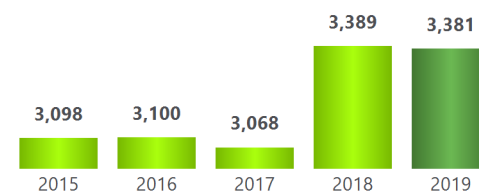
TEACHING ACTIVITY

 ↑ **0.5%**

(3 Credit Unit Equivalent)


CONVOCATION 2019
4,432 → **0.0%**

STUDENT ORIGIN

INDIGENOUS STUDENTS 3,414 ↑ **2.9%**

Undergrad 3,063 ↑ 4.6% **Grad Students** 309 ↓ 7.2%

Non-degree 18 ↓ 41.9% **Med Residents** 24 → 0%

INTERNATIONAL STUDENTS 3,381 ↓ **0.2%**

Undergrad 1,486 ↑ 2.8% **Grad Students** 1,636 ↑ 2.4%

ESL 258 ↓ 25.2% **Med Residents** <5

TOP FIVE COUNTRIES
UNDERGRADUATE

China	498	34%
India	216	15%
Nigeria	178	12%
Bangladesh	57	4%
Vietnam	55	4%

GRADUATE STUDENTS

China	291	18%
Iran	217	13%
India	179	11%
Bangladesh	99	6%
Nigeria	91	6%

Total Enrolment

Description A headcount metric that measures the distinct number of students registered in at least one class in the academic year. The percentage shown measures the change of enrolment from the previous year to current year.

Purpose To inform on the levels and trends of enrolment in the academic year.

Academic Year The time period from May 1 through April 31 in which student enrolment is reported. This includes spring, summer, fall and winter terms.

Enrolment By College/School

Description Headcount broken out by colleges and schools for undergraduate and graduate students. The percentage measures the change of enrolment from the previous year to current year.

Purpose To inform on enrolment headcounts and trends for colleges and schools.

Retention

Description First to second academic year retention measures the percentage of full time, direct entry, undergraduate students who were enrolled in the previous academic year in any term, and are still enrolled in the following academic year in any term.

Purpose This metric measures the university's success in retaining students from one academic year to the next.

Teaching Activity

Description Teaching activity measures the number of students in classes in the academic year. Students who withdraw from class after the last day to drop are included in the count. The percentage shown measures the change of teaching activity from the previous year to the current year.

Purpose To inform on teaching activity trends as an indicator of sustainability. The pie chart shows teaching activity across the four terms to inform on capacity.

Convocation

Description The number of credentials awarded in a calendar year for the successful completion of an approved University of Saskatchewan degree or non-degree level program. The number of credentials awarded is higher than the distinct number of students who graduate because students can be awarded multiple credentials in the calendar year.

Purpose Demonstrates student outcomes.

Calendar Year The time period from Jan 1 for Dec 31 in which student qualifications are reported. This includes the spring and fall convocations.

Student Origin

Description Student origin shows the percentage of students who came from Saskatchewan, other Canadian provinces or international countries based on students' high school, post-secondary, or admissions address.

Purpose To inform on the diversity of the student population based on origin.

Indigenous Students

Description Domestic students who self-declare as belonging to a recognized group of Indigenous people of Canada: First Nations, Metis and Inuit. The first pie charts shows the percentage of Indigenous students as compared to total student population. The second pie chart shows breaks out Indigenous enrolment by First Nations, Metis and Inuit. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of Indigenous students and the diversity of the student population.

International Students

Description International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students. The pie charts show the percentage of international students out of total students. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of international students and the diversity of the student population.

ESL English as a Second Language students did not meet the minimum language admission requirements and are enrolled in full time programs to meet these requirements.

Top Five Countries

Description A list of nations having the highest undergraduate and graduate international student enrolment as determined by the student's citizenship. The percentage shown measures the number of students from a particular nation as compared to the total number of international students.

Purpose To inform on the diversity of the international student population.

2020 University Senate Election Update

The call for nominations for Senate district and member-at-large positions closed March 1, 2020, and resulted in nominations received for all positions.

District 9 (Nipawin – Melfort – Hudson Bay) received one nomination. Garfield Hnatiuk was acclaimed to a the District 9 position for a three-year term beginning July 1, 2020 and ending June 30, 2023.

There will be an election held for the five (5) members-at-large positions as six (6) nominations were received.

Nominees for member-at-large are:

Steve Fiddler-Fraser
Rhonda Gough
David Kelly
Brent Kobes
Jordan Robertson
Fred Wesolowski

Voting is scheduled to begin May 4, 2020 and will end at 4:30 p.m. on June 12, 2020. A notice will be sent out prior to May 4th with voting instructions.

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



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

April 25, 2020

Within the last few weeks, our campus community has found itself moving through uncertain times due to the COVID-19 pandemic. We are supportive of the measures that have been made to protect everyone.

Though these are uncertain times, we are grateful to all from our community who have made efforts to help flatten the curve. We look forward to the day we all can return to our campus.

Despite the circumstances, on March 25th and 26th, students voted in the USSU General Election 2020 on PAWS electing an incoming executive team who will take office effective May 1st, 2020. This team includes:

- Autumn LaRose-Smith (President-Elect), from the SUNTEP Program in the College of Education, made history by becoming the first Indigenous woman to be elected in the President's role and will be the 6th Indigenous President of the USSU. She previously had been elected as Vice President of Student Affairs for the USSU, through a byelection held in October 2019. She has served as the President of the SUNTEP Student Representative Council, as a member for the Ness Creek Board, and is an Ambassador for the We Matter National Campaign. She was successfully elected in an election of three candidates for the President position.
- Jamie Bell (Vice President of Operations and Finance-Elect) is no stranger to university governance. The Edwards' School of Business Student was the incumbent VP Operations and Finance serving in the 2019-2020 USSU Executive Team where he worked diligently alongside our many campus groups to ensure success of their respective organizations. He was successfully elected for a second term with one other candidate in the running.
- Kiefer Roberts (Vice President Academic Affairs-Elect) is a member of the Lac La Ronge Indian Band and comes from Stanley Mission, located in Northern Saskatchewan. The Political Studies Major was successfully elected by students, running unopposed, and brings a wealth of knowledge having served as a Member of Students' Council representing the Indigenous Community in the 2017-2018 Academic year, and, again in the 2019-2020 Academic year.

- Jory McKay (Vice President Student Affairs-Elect) ran in an election that saw three candidates vying for the VP Student Affairs position, and was successfully elected into this role. Jory has been an effective advocate in his previous job as USSU Pride Centre Coordinator, helping to build a sense of community for students accessing the support and services provided by the centre.

The incoming executive will begin their year term facing challenges brought by the pandemic. We are confident in the skills and experience of this incoming team, and we are confident our community will prevail.

Our outgoing executive team, including Vice President Operations and Finance Jamie Bell, Vice President Academic Affairs Carlos Muñoz Pimentel, Vice President Student Affairs Autumn LaRose-Smith, and President Regan Ratt-Misponas, continues to be proud of the work we accomplished in the 2019-2020 Academic year. We established a vision plan of the four components to **Promote Education, Revitalize Community, Decolonize Systems, and Facilitate Leadership** that may help direct future executives in the work they have ahead.

In our efforts to **Promote Education**, our team lobbied university administration and all levels of government to ensure post-secondary remained affordable and accessible for students. We continued to build partnerships through the Saskatchewan Students' Coalition (SSC), which brought together the student unions and associations of the major post-secondary institutions in the province and was chaired by Vice President Muñoz Pimentel. Our Executive Team met with many other student organizations from Western Canada in Edmonton, Alberta, to build relationships with one another and to discuss the goals of each participating student union. President Ratt-Misponas joined our student union counterparts in Ottawa to advocate on the behalf of our peers for affordable and accessible education. This was done alongside our national partners known as the Undergraduates of Canadian Research-intensive Universities (UCRU) that included the student unions of the U15. The USSU hosted a Rally for Students on February 27th as a campaign to lobby the provincial government and university administration to include an increase to unrestricted institutional funding, a subsidy for Open Educational Resources from the Saskatchewan Advantage Scholarship, offer financial supports for International students, eliminate interest on student loans, provide a Tuition Waiver for Students from the Foster Care System, and have a reasonable/predictable tuition policy in their budgets. In our opinion, these were incremental changes that would help towards making post-secondary more accessible and affordable.

To **Revitalize Community**, the USSU was able to travel to Prince Albert, Saskatchewan, to connect with students as they prepare to move to the new campus being built. We visited our peers in the North to ensure they knew the work our organization was doing. University Students' Council (USC) voted in favour of providing new furniture to our USSU Centres. As each centre provides a safe space for diverse communities, we were happy to invest in them to ensure a renewed and comfortable

community space come September 2020. In VP Bell's work, the USSU hosted a number of lively events to highlight the community offered by various campus groups. This gave students a chance to see which groups they might like to join during their time on campus, as these vibrant groups offer so much to the student experience. The Association of Constituency Presidents (AOCP), which includes the Indigenous Students' Council, the International Students' Association, and all College Student Associations and Unions, continued to be engaged with the affairs of their Student Union. The AOCP met almost every month to discuss how the year was going for their respective organizations and for their constituents. This bridge to each college and community on campus allowed for good partnership and relationships. We continue to do some work in providing a report highlighting the experiences of students in their first year of studies. This report will allow our campus community to understand the perspectives of students attending post-secondary for the first time. We were pleased to continue our insurance coverage for our Health and Dental Plans with StudentCare earlier this year.

Joseph Naytowhow, who served as our USSU Indigenous Knowledge Keeper, was a huge factor in guiding our organization towards our goal to **Decolonize Systems**, a movement that will take more than one year, and one executive, to accomplish. Through Joseph's stories and support, all students were able to better understand the history of colonization and the negative impacts it has on Indigenous people (including how it may impact Indigenous Students going through a colonial education system). Joseph's work included going to ceremony to receive permission to use the logo and colours of our vision plan. We were happy to expand the Indigenous Knowledge Keeper program, initiated by our predecessors, so that students from the College of Engineering could spend a day with Joseph listening to the extensive knowledge he has to offer our community. We have also been able to start the process of creating a partnership with Métis Local 126 in the form of a Memorandum of Understanding, a process that will continue with the next executive. In October 2019, we hosted, for the second time, Missing and Murdered Indigenous Women, Girls, and Two Spirit Awareness Week emphasizing a systemic issue we need to continue addressing. In partnership with the Indigenous Students' Council (ISC), we hosted a meeting for Indigenous student leaders and community members to think about the long-term and short-term goals the community had moving forward. This provided space for Indigenous Students to speak to issues most concerning them. Throughout the year, the USSU had been advocating the university to be a leader in Canada and to recognize the role the institution played in the disenfranchisement of Indigenous people seeking post-secondary. As Status Indians are 'wards of the state', this federal law was enacted to make Status Indians give up their Status rights if they wanted to go to school. It was an assimilation tactic used by the government and universities were bystanders while these laws were put in place. The most progressive step forward for the university would be to apologize for these actions, something we have continuously advocated for throughout this past year.

We saw the importance of providing opportunities for students to build their leadership skills. To **Facilitate Leadership**, we offered a number of programs that would help develop their capabilities and strengthen their communities. Some of these programs, including two conferences geared towards developing student leaders and equipping student organizations, were hosted on campus in partnership with many university departments and community relations. Our executive made the collective effort to build our organization's reputation of being leaders in sustainability among our student union counterparts by working with administration to create the Student Sustainability Coalition and setting things in place for future growth in sustainability. Through VP LaRose-Smith's work, the USSU looked at multiple ways to alleviate barriers that prevented students from taking on leadership roles, especially within our organization. There is much more work needed to be done in this area, but we were encouraged to see more interest in executive positions through the number of candidates who ran in the general election, and a slight increase in the number of students who voted despite students moving to remote and online class formats. At our Annual General Meeting, students voted to make it more affordable to run in USSU general elections and returned the elections of Member of Students' Council (MSC) to student associations/unions. We were pleased to see excellent engagement come from the University Students' Council (USC), proud to make history by having the first woman of colour serve as the chairperson for USC.

Lastly, in the wake of the COVID-19 pandemic, University Students' Council unanimously supported dedicating money from our reserve funds in order to provide some income for student and part-time employees. The executive voted in favour of investing in a program known as *Empower Me* provided through our Student Health and Dental Plan which is available for all undergrad students until August 31, 2020. The program offers 24/7 services allowing students access to consultants, counsellors and life coaches remotely.

Our Executive team penned an open letter to the University of Saskatchewan highlighting ways that will ensure financial security for students through this pandemic and in the recovery from the crisis we face. These requests include:

- No tuition increase for the 2020/2021 academic year.
- That all students be given a pass/fail option.
- Reimbursing students for forced withdrawals of classes they would have otherwise been able to complete before the closure of the university.
- Extension of tuition deadlines for Spring, Summer, and Fall terms to account for financial hardships that students may face due to loss of employment opportunities.
- Waiving late payment fees on tuition for Spring, Summer, and Fall terms.

USSU Senate Report
April 2020

We released this letter after students reached out to us and took to social media explaining the situations they were suddenly faced with. All this while having very little to no financial security, many left without work. With no foresight of what lies ahead, especially as we approach the end of the semester, we will continue to urge the university and government about the need to act on these requests. Now, more than ever, we call upon our university and government to be what students need. The copy of our open letter can be found on our USSU Facebook Page (U of S Students' Union).

These are initiatives our USSU Executive Team has been proud to take on. We thank students for giving us the opportunity to serve them and do this work on their behalf.

We send our appreciation to all members of the University Senate and wish you all the very best. Take care!

2019-2020 USSU Executive Team

Regan Ratt-Misponas (President)

Jamie Bell (VP Operations and Finance)

Carlos Muñoz Pimentel (VP Academic Affairs)

Autumn LaRose-Smith (VP Student Affairs)

