



***NON-CONFIDENTIAL***  
***Agenda for University Senate***  
***8:30 a.m., Saturday, April 21, 2018***  
***Exeter Room, Marquis Hall***

1. Introductions of Senate members and Chair's Opening Remarks
2. Adoption of the Agenda
3. Approval of the minutes of the October 21, 2017 meeting – pp. 1-9
4. Business from the Minutes
5. Election: Senate-elected Members of the Board of Governors - **CONFIDENTIAL**  
(This item has been removed from the non-confidential agenda.)
6. President's Report – pp. 41-49
7. Report on Undergraduate Student Activities (verbal report)
8. Report on Graduate Student Activities – pp. 50-51
9. Report on Board of Governors Activities – p. 52
10. University Council  
(Chelsea Willness, Acting Chair, University Council)
  - 10.1 Annual Report on University Council activities – pp. 53-57
  - 10.2 **Requests for Confirmation** of University Council Decisions
    - 10.2.1 Direct-entry Doctor of Philosophy (Ph.D.) in Chemistry with 85% admissions Average – pp. 58-69
    - 10.2.2 Change in Admissions Qualifications – Bachelor of Education, Sequential Music Program (Secondary) – pp. 70-86
    - 10.2.3 Change in Admissions Qualifications - Kanawayihetaytan Askiy diplomas in Lands Governance and Aboriginal Resource Management – pp. 87-91
    - 10.2.4 Change in Admissions Qualifications – Doctor of Philosophy (Ph.D.) program in Biostatistics – pp. 92-97
    - 10.2.5 Change in Admissions Qualifications –Master of Business Administration (M.B.A.) program – pp. 98-103
11. Senate Committee Report
  - 11.1 Executive Committee
    - 11.1.1 Report of the Senate Executive Committee – p. 104
    - 11.1.2 Bylaw revision: increased number of members on Senate hearing board – pp. 105-106
    - 11.1.3 Nominations to the Senate Nominations Committee – p. 107

11.2 Honorary Degrees Committee - **CONFIDENTIAL**  
(President Stoicheff, Chair, verbal report)

11.3 Education Committee

11.3.1 Report of the Education Committee – p. 108

11.4 Nominations Committee

(Stuart Garven, Chair)

11.4.1 Report of the Nominations Committee (to be distributed)

12. Conflict of Interest/Gift Acceptance policy discussion

(Deborah Pozega Osburn, Vice-President University Relations; Beth Bilson, University Secretary; Dena McMartin, Director of Research Services and Assistant Vice-President Research; Len Findlay, Professor, Department of English) – pp. 109-115

Lunch break: 12:30 p.m. – 1:30

13. Senate Education Committee Topic: Careers and Employment  
(Evan Cole and Bud Sambasivam, committee members)

Each presenter will be given 10 minutes to present:

- John Ault, Manager, Student Employment and Career Centre
- Keith Carlson, Experiential learning, ethnohistory course experience
- Megan Gallagher, Chair, SWITCH (Student Wellness Initiative Toward Community Health) Board of Directors

14. Approval of the University Plan 2025: Strategic Framework and Narrative – pp. 116-129

15. Items for Information

15.1 Update on the School of Architecture

(Colin Tennent, Strategic Advisor, Master Plan, University Architect)

15.2 Campus Master Plan

(Colin Tennent, Strategic Advisor, Master Plan, University Architect)

15.3 Student Enrolment Report

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

15.4 Guidelines for Non-academic misconduct hearings involving allegations of sexual assault

(Patti McDougall, Vice-Provost, Teaching and Learning) – pp. 130-136

15.5 Senate Elections Update

(Beth Bilson, University Secretary)

15.6 Student Discipline Policy

(Beth Bilson, University Secretary) – pp. 137-139

16. Other Business

17. Question Period

18. Adjournment and Dates of Future Convocation and Senate Meetings

Spring Convocation: June 4-7, 2018

Fall Senate: October 20, 2018

Fall Convocation: October 27, 2018



*Minutes of Senate*  
**9:30 a.m. Saturday, October 21, 2017**  
**Exeter Room, Marquis Hall**

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

The chancellor called the meeting to order at 9:30 a.m. and noted that quorum had been achieved.

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

The chancellor welcomed new members to Senate and asked all members to introduce themselves.

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

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

2. Adoption of the Agenda

GULLICKSON/HARVEY: That the agenda be adopted as circulated.

CARRIED

3. Minutes of the Meeting of April 22, 2017

DE LA GORGENDIÈRE/ISINGER: That the minutes of the meeting of April 22, 2017 be approved as circulated.

CARRIED

4. Business Arising from the Minutes

4.1 Recording of Meetings

One senator said that she recalled motions being passed requesting that the Senate review the university's conflict of interest policy, and requesting an opportunity to review the process for selecting the chancellor. The university secretary said that her office had been unable to find any record of formal motions being considered on these issues, though they were both noted in the minutes as having been raised. The Executive Committee has noted the conflict of interest policy review as an agenda item for a future meeting. The senator asked whether consideration could be given to recording the meetings. The chancellor said that the feasibility of doing this would be investigated.

4.2 Student Enrolment Update – Gender Breakdown

Patti McDougall, Vice-Provost Teaching and Learning, provided information about enrolment broken down by gender, as requested at the last meeting. She said that 58% of undergraduate students are female. The figures by college range from 20% in Engineering to 87% in Nursing; she observed that the enrolment pattern in Engineering is similar to that at other universities. 11 colleges have 49%+ female enrolment.

55% of graduate students are women. In Engineering the rate is 22%, while in Nursing it is 94%

Of senior leaders (dean and above) at the university, 44% are women. About half of faculty at the rank of assistant professor are women, falling to 42% at the associate professor rank and 28% at the professor rank. This pattern is to be expected given that there is a higher concentration of women among more recent appointments. Half of sessional lecturers are female.

## 5. President's Report

The president noted that not all Canadian universities have bodies like the Senate. The university continues to seek ways of making the Senate more effective. He welcomed new members. He said Senate meetings provide an opportunity for representatives of the community to hear from senior administrators and student leaders, and they allow the university to engage with people from different geographical regions, organizations and constituencies.

He said that in his report he would focus on the university's commitment to engagement. As an example, he talked about the university's leadership in promoting reconciliation. The University of Saskatchewan hosted the first national forum on reconciliation two years ago, which brought together Indigenous leaders, university presidents, students, politicians and other stakeholders. The third forum is to be held in Winnipeg in November, and 30 representatives of this university, including a number of students, will be attending. The focus of the forum is on improving circumstances for Aboriginal people in the educational sector. Universities Canada has taken on overall responsibility for the forum for a period of ten years.

The university has entered into a memorandum of understanding with 24 other post-secondary institutions in Saskatchewan, and a similar accord with the Federation of Sovereign Indigenous Nations; both these agreements signify a commitment to closing the educational gap for Indigenous people.

The president introduced Jacqueline Ottmann, the university's first Vice-Provost Indigenous Engagement; the creation of this position is in keeping with the priority the university places on Indigenousization.

As other examples of engagement, the president spoke of the memorandum of understanding concluded with the Saskatoon Symphony Orchestra, and said that a similar memorandum is being negotiated with the Remai Modern Art Gallery. Agreement has been reached with the City of Saskatoon to work on a comprehensive memorandum of understanding that would be a basis for the exploration of partnerships in a number of areas.

The University of Saskatchewan was the only Canadian university to be awarded two Canada First Research Excellence Fund grants, which provide support for the Global Institute for Water Security and the Global Institute for Food Security. The university is also part of an industry-led consortium

focused on protein innovations which has been shortlisted in the superclusters initiative, which is meant to support research and innovation in Canadian industry.

The president described the efforts made by the university to commemorate Canada 150. These events include a series of conversations with three former prime ministers, and several book launches with an Indigenous theme.

President Stoicheff said that when he took office, he was able to participate in the rebuilding of the senior leadership team. This included the appointment of ten new deans in two years. Eleven of seventeen of the current deans and directors have come from outside the university, which indicates that association with this university has proved attractive to high quality candidates. In addition, two new vice-presidents and a new vice-provost have come from elsewhere.

6. Introduction of Vice-President University Relations and Provost and Vice-President Academic

The president introduced Debra Pozega Osburn, the Vice-President University Relations, who came to the university from a similar position at the University of Alberta one year ago. He also introduced Tony Vannelli, the Provost and Vice-President Academic, who came from a decanal position at the University of Guelph in August 2017. He said that the Provost plays a vital role in aligning resource allocation with the university's academic mission.

7. Report from the University of Saskatchewan Students' Union

David D'Eon, president of the USSU, reported on undergraduate student activities. He said that his priority for his term as president was to make the USSU more open and accountable. He said that the effect of budget cuts on the university has also become an important issue. He said that he and his fellow executive members see these circumstances as creating openings to make changes.

Crystal Lau, the Vice-President Student Affairs, has been concentrating on initiatives to address student mental health issues. She has also launched projects to provide additional student services, such as the provision of menstrual products in campus washrooms, and arrangements for a skating rink in the Bowl. Jessica Quan, the Vice-President Academic, has been strengthening vehicles for advocacy on behalf of students, such as the relaunched Campus Legal Services. She has also been successful in arranging to have co-curricular activity recorded on student transcripts. Deena Kapacila, Vice-President Finance and Operations, has been working to reengage and revitalize campus groups, and has been conducting a project aimed at informing groups about issues of risk and liability.

President D'Eon said that his own activities have included meeting with government officials at various levels, assisting with the organization of a national organization representing students in research-intensive universities, and promoting a provincial coalition of post-secondary students. He has also been working with the Indigenous Students' Council to identify areas for collaboration.

8. Report from the Graduate Students' Association

Naheda Sahtout, Vice-President External, presented the report on graduate student activities. She said that there are approximately 3200 graduate students, which represents about 17% of the total number of students at the university. The GSA's aim is always to improve the situation of graduate students, and to enhance their sense of community.

She reported that a template for student/supervisor agreements has been finalized after a year of work, and that this should clarify the roles and responsibilities of students and their supervisors.

She said one of the priorities for the GSA over the coming year is the issue of graduate student representation on governing bodies, in particular the Board of Governors. Though she said that graduate students appreciate current opportunities to participate in university decision-making, they feel that the voice of graduate students would be valuable at the Board table.

She described the leading role played by the GSA in organizing ThinkGrad, a national network aimed at improving the experience of graduate students across Canada.

#### 9. Report on Board of Governors Activities

Daphne Arnason, one of the representatives elected by the Senate to the Board of Governors, reported on recent meetings of the Board. For the benefit of new members, she noted that the Board is a small body, with eleven members. The senior leadership team provide support and drive the package of material coming to the Board, which helps them in their decision-making. She said that she and the other Senate representative, Joy Crawford, each chair one of the standing committees of the Board, and that they have also been Board appointees to decanal search committees. She noted that a summary of Board decisions is posted on the university secretary's website.

Since the last Senate meeting, there have been three regular meetings of the Board. In that time, three of the five provincial government appointees to the Board were replaced. These new members – Shelley Brown, Grant Devine and Ritu Malhotra – were in place as of the October meeting, and bring diverse expertise to the Board.

At the June meeting, much of the discussion was about the university's financial situation in light of cuts in the grant from the provincial government. The Board approved a comprehensive budget format, endorsed the Operations Forecast (the university's outline of its financial request to the government for support for the 2018-19 year), and supported a proposal for a \$90 million university bond to be issued to support capital projects such as the renewal of buildings in the campus core.

The Board considered the measures that could be taken to address the pressures created by the decrease in funding. In this context, the Board approved a proposal for rollbacks in the salary of 75 senior leaders, including deans and directors, associate vice-presidents, vice-presidents and the president.

The Board also approved a policy for the public disclosure of the salaries of those earning taxable income of more than \$125,000. This information has been available to the public, but has not been conveniently accessible.

The Board approved the waiver of the tuition differential for international students who are Native Americans, in keeping with the spirit of the Jay Treaty of 1794.

With respect to capital projects, the Board gave approval to the technology transformation project proposed for the Human Resources Division, an expansion of the Western College of Veterinary Medicine, and the 25-year Athletics and Recreation Master Plan.

The Board meeting of July 2017 largely dealt with considering and approving the university's audited financial statements, and considering the recommendations of the provincial auditor.

A summary of the October meeting will be available in the near future.

10. University Council

Kevin Flynn, Chair of University Council, asked for Senate confirmation of a number of items.

10.1 Changes in Admissions Qualifications for Educational Administration Graduate Programs

Council approved a motion in June 2017 to lower the admission average for graduate programs in Educational Administration to be consistent with the overall admissions average set by the College of Graduate and Postdoctoral Studies and to facilitate enrolment in the programs.

QUAN/NEUFELD: That Senate confirm Council's approval of changes to the admissions qualifications for Educational Administration graduate programs, effective September 1, 2018.

CARRIED

10.2 English Proficiency Policy – Minimum English Proficiency Requirements for the College of Graduate and Postdoctoral Studies

Senate previously approved the English Proficiency Policy for undergraduate students. This change is intended to align the policy for students in the College of Graduate and Postdoctoral Studies with that policy, and with policies in place at other U15 universities.

A senator asked what steps were being taken to ensure that applicants are not taken by surprise by this change. Trever Crowe, Interim Dean of the College of Graduate and Postdoctoral Studies, responded that applicants who have already been accepted will be grandfathered under the old standards, and notice of the changes has been given to new applicants on the college website.

PROKOPCHUK/MCDOUGALL: That Senate confirm Council's approval of revisions to the minimum English proficiency standards for the College of Graduate and Postdoctoral Studies, as per the table circulated, effective from the beginning of the admissions cycle for 2018-2019.

CARRIED

10.3 Admissions Change for Certificate of Proficiency in Sustainability

At its October 2017 meeting, Council approved the removal of a standalone direct-entry option for the Certificate of Proficiency in Sustainability. It had been hoped that this program might attract students from outside the university, but this proved not to be realistic in light of the prerequisite courses required, and there has been no enrolment of such students.

KOPP-MCKAY/SAMBASIVAM: That Senate confirm Council's approval of the removal of the stand-alone admissions option for the Certificate of Proficiency in Sustainability, effective May 2018.

CARRIED

10.4 Admissions Templates for Student Mobility Categories



At its October 2017 meeting, Council approved a change to the Visiting Research Student Category of the Admissions Templates for Student Mobility Categories. The change lengthened the time students are allowed to remain at the university in order to accommodate visa and immigration issues.

GOUGH/GULLICKSON: That the Senate confirm Council's approval of the Admissions Templates for Student Mobility Categories, effective immediately.

CARRIED

11. Senate Committee Reports

11.1.1 Report of the Senate Executive Committee

President Stoicheff presented the report as vice-chair of the committee. He noted that the committee devoted time to discussing the polling session on the role of the Senate which is the next item on the agenda.

11.1.2 Senate Role Discussion

Corinna Stevenson, a member of the executive committee, engaged senators in a preliminary discussion of the role and mandate of the Senate through the use of live polling technology. Senators were asked to register a response to a range of options, and then invited to explain their choices or to suggest additional options. The results will assist the executive committee in developing ideas for further discussion of the role of Senate at future meetings. Ms. Stevenson made it clear that the exercise was preliminary in nature, and was intended to provide the executive committee with some general direction.

11.2.1 Report of the Membership Committee

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

BENTHAM/GOUGH: That Senate representation be granted to the CEO Council of Regional Colleges and that the Association of Saskatchewan Regional Colleges be removed from the membership of Senate effective immediately.

CARRIED

11.3.1 Report of the Education Committee

Beth Bilson, university secretary, reported that the education committee had decided that to postpone the presentation of a topic to Senate at this meeting in order to prepare the session more thoroughly. The topic will be presented at the spring meeting.

12. Consultation on Draft University Plan

President Stoicheff introduced the discussion of the university plan. He pointed to the Mission, Vision and Values statement that had been approved by the university's governing bodies, and said the plan was intended to create a picture of how the university would be carrying out the concepts in the statement over the next eight years or so. Unlike other university plans, which are often restatements of threefold mission of any university – teaching and learning, research and community engagement

– this plan has been designed to be distinctive and to capture the unique aspirations of the University of Saskatchewan.

Vice President Pozega Osburn and the Provost presented the current draft of the university plan. They described the evolution of the plan since the last version was presented to Senate in June. They noted that the university plan is intended to reflect what makes the university unique; as a parallel process, academic units are being asked to formulate plans that will add more depth and detail to the overall picture.

Vice-President Pozega Osburn said that the format of the plan will draw attention to three major commitments – courageous curiosity, boundless collaboration and inspired communities. These commitments should be understood as emerging from a framework that includes the elements of the university’s mission – discovery, Indigenization, teaching and learning and engagement – and the university’s core principles – sustainability, diversity, connectivity and creativity. Each commitment will be accompanied by several goals. The ambition of the plan is to support the university’s effort to be “the university the world needs us to be” and the character of the plan is very outward-looking.

Responding to the presentation, one senator said as the plan is being revised, consideration should be given to demonstrating the value of the university to rural communities. Those communities face challenging issues related to such things as health care and education, and need to know that the university will play a role in meeting these challenges.

Another senator said that he did not see anything in the plan as presented that would explain how the plan would be implemented. Vice-President Pozega Osburn said that implementation plans are being worked on. A large part of the implementation will be in the hands of the deans, and they are currently working on their unit plans. Several other senators expressed agreement that the implementation of the plan is very important.

A senator endorsed the importance of collaboration. He alluded to the high proportion of Indigenous residents in Prince Alberta and expressed the hope that the university can form partnerships with other players to help meet the educational needs of Indigenous people.

A senator asked whether the expectation is that college plans will align with and be measured against the university plan. The Provost said that this was the expectation. Another senator asked whether milestones would be developed to measure the progress in carrying out the plan. Vice-President Pozega Osburn said that “milestones” is the very term being used, and that work is being done to articulate what milestones should be associated with each goal.

One senator suggested that the plan should reflect the educational disparities for certain groups of people, like northern residents and those who are incarcerated. This would help to make reconciliation a reality.

### 13. Items for Information

#### 13.1 Report on Non-academic Student Discipline for 2016-2017

The university secretary presented the report prepared by her office to summarize cases under the Senate regulations on non-academic misconduct. She pointed out that there was an increase in the number of cases over the reporting period, although these are still not large numbers.

### 13.2 Policy Oversight Committee Annual Report 2016-2017

The university secretary, as chair of the Policy Oversight Committee, presented the annual report for 2016-2017. She outlined the role of this committee, and noted that the committee has been discussing taking a more proactive role in developing a systematic process of policy review.

### 13.3 Senate Elections

The university secretary announced that nominations for vacant positions on the Senate have opened and will close on March 1, 2018. There will be elections for districts 1,5, 6, 10 and 13, as well as for five member-at-large positions.

### 14. Other Business

None.

### 15. Question Period

No questions were brought forward.

### 16. Adjournment and Dates of Future Convocation and Senate Meetings

The chancellor thanked senators for their attendance and for their participation in the discussions of the role of Senate and the university plan.

The meeting adjourned at 3:00 p.m.

Fall Convocation: October 28, 2017

Spring Senate Meeting: April 21, 2018

Spring Convocation: June 4-7, 2018

# Senate Attendance October 2017

APPENDIX A

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

## NON-VOTING

Bilson, Beth	p
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## President's Report to Senate – April 2018



### Prince Albert Campus

The University of Saskatchewan has purchased a property in Prince Albert that will bring together the university's educational programming currently taking place across the city and allow us to increase programming in the future. The new campus in Prince Albert will enhance our ability to provide high-quality post-secondary education to Indigenous and northern communities and will serve as an anchor for the university's emerging northern strategy. Our students, faculty and staff will benefit from an investment that promotes quality educational programs and student support services.

The property is located in the heart of Prince Albert at 1061 Central Avenue. Parts of the building on the property will be renovated to meet the needs of the university and is expected to be operational by the fall of 2020. The two-story, 110,000-square foot building was built in 2003, sits on 2.39 acres of land and is LEED (Leadership in Energy and Environmental Design) Gold certified. It is currently owned and managed by the Saskatchewan Opportunities Corporation (SOCO).

Over the next year, the university will develop a renovation plan to include the services and facilities required in the building. The renovated space will include classrooms, offices, lab facilities and common gathering areas.

We have a long history of being present in the north—running academic programs and conducting research with communities. The purchase of this building and the development of a northern strategy reaffirms the university's commitment to Indigenous and northern education.

It's time to create an integrated and comprehensive strategy that builds on the strengths of the work happening now, and also to create mechanisms that make it easier for northern communities to access our university. The population of northern Saskatchewan is growing and based on enrolment numbers and conversations with northern communities, there is a keen interest in more local post-secondary education options.

During the 2017/2018 academic year, 324 students in the Colleges of Arts and Science, Nursing, and Medicine took U of S classes in Prince Albert. Of those students, 47 per cent were Indigenous.

### Memorandum of Understanding with City of Saskatoon

The City of Saskatoon and the University of Saskatchewan signed a memorandum of understanding (MOU) to explore collaborations that will address issues related to urban planning, land development, reconciliation, transit and research collaborations and more. Mayor Charlie Clark said that the agreement is a perfect fit because the city and the university

already share many of the same values and aspirations, such as a commitment to community, a desire to explore innovation, an emphasis on diversity and a goal of living more sustainably.

While the university has historically worked to strengthen communities it serves through education, research and engagement, this agreement means efforts to partner will be even more purposeful and deliberate.

Great cities have great universities – the partnership and collaboration we have forged helps ensure we will have both for generations to come. The university community has a wealth of knowledge, expertise and human power – faculty, staff and students – that can help find solutions to issues of mutual concern. Our goal is to harness that and inspire the world through meaningful change.

Our relationship is based not only on location but also on the large number of people connected to the U of S who live in the city. The U of S is a significant economic driver for the city, with nearly 30,000 faculty, staff and students who live, work, volunteer, shop, participate in recreation and community events, and give back to the city. Beyond that, more than 38,000 U of S alumni call Saskatoon home, comprising about 15 per cent of the city's population. So, it is critical that we are involved in giving back to our community.

### **Memorandum of Understanding with Rемаi Modern**

The University of Saskatchewan and Rемаi Modern have signed an historic partnership agreement in what is believed to be the first agreement in Canada between a university and a city-owned art museum.

The partnership recognizes the complementary nature of the two institutions' visions to be global leaders in select areas of activity—Remai Modern as a direction-setting art museum that collects, presents and interprets the art of our time, developing new models for sharing knowledge and engaging diverse local and global communities—and the U of S as a member of the country's top research-intensive, medical-doctoral universities with globally recognized expertise in specific areas of research, scholarly and artistic work.

The partnership contributes to the international leadership of both organizations and to our respective mandates to serve their local communities. The two institutions are agreeing to pursue collaborative enterprises in the areas of public programming; Indigenous initiatives; partnered exhibitions; research, scholarly and artistic work; teaching and instruction; and acquisition activities.

A special focus of the partnership involves engagement with Rемаi Modern's pre-eminent collection of Pablo Picasso linocuts and a related collection of ceramics by Picasso.

## U of S-Led Homelessness Mitigation Project Aims to be National Model

The rate of homelessness in Saskatchewan is well above the national average. To tackle the issue, a community partnership in Prince Albert led by University of Saskatchewan researcher June Anonson is developing a model that can be applied across the province and is transferable across Canada.

Anonson's research seeks ways to cut down on redundancy in services for the homeless and identify areas where not enough is being done to address problems. She has been awarded a \$25,000 Partnership Engage grant by the Social Sciences and Humanities Research Council of Canada (SSHRC) to develop a streamlined approach to addressing homelessness in Prince Albert and beyond.

The project aims to stimulate collaboration among academic researchers, community leaders, social agencies, frontline workers and homeless persons. An inter-professional and interdisciplinary approach helps with sharing information, co-ordinating services and creating new knowledge.

Along with the Prince Albert YWCA, which has been providing housing services for vulnerable people since 1912, Anonson's partnership project includes the City of Prince Albert, the municipal police service, the Prince Albert Parkland Health Region, the River Bank Development Corp., Saskatchewan Polytechnic, First Nations University and the University of Regina.

## U of S Key Factor in Local Firm's Success

Solido Design Automation is a world-leading Saskatoon software development company established by University of Saskatchewan graduates and is a good example of the University of Saskatchewan's impact. Solido, led by U of S graduate Amit Gupta, was recently acquired by German technology giant Siemens AG. Siemens officials referred to the university as a key reason for the acquisition, because of our ability to produce highly skilled and innovative graduates in computer science, engineering and mathematics.

Solido develops software used in the creation of semiconductor chips for almost all modern electronic devices. The software is created using proprietary machine learning technology, which involves the software itself learning from data, predicting results based on the information, figuring out relevant parameters, mining data for trends, and identifying design problems.

Siemens has indicated that it wants to keep Solido's current research and development and custom applications, and grow them further to make Saskatoon a key R and D centre for their digital factory division.

Of note is that 53 of Solido's 63 employees at Innovation Place are U of S graduates. Expansion over the next five years anticipated by Siemens to meet its increased needs in the machine learning area mean more jobs and career opportunities for graduates.

## Recognizing Alumnus and Nation Builder Emmett Hall

The University of Saskatchewan has named the boardroom of the Peter MacKinnon Building in honor of alumnus Emmett Hall (1898-1995), a major contributor to the national health-care system, a defender of Indigenous land claims and widely considered to be among Canada's finest jurists of the 20th century.

Hall's legacy is inextricably linked to the history of the University of Saskatchewan and it was fitting that this year marking Canada's 150th anniversary of Confederation that we celebrate a Canadian who contributed tremendously to the betterment of our university, our province and our country.

Hall, a 1919 graduate of the U of S College of Law, taught at the U of S, received an honorary doctor of civil law degree in 1964, and served as the university's chancellor from 1980 to 1986. Hall's dissenting judgment in the 1973 Nisga'a land claims case is credited with paving the way for entrenching Aboriginal rights in Canada's constitution.

Hall is widely known as Canada's 'Father of Medicare', an honour he shared with Tommy Douglas, Premier of Saskatchewan, who introduced Canada's first provincial government-funded health insurance. Hall chaired a Royal Commission on national health services, which in 1964 recommended nationwide adoption of public health insurance modelled on Saskatchewan's pioneering Medicare legislation. Hall's report became the foundation for health services in Canada provided by the federal and provincial governments.



## Enhancing Literacy and Traditional Values of Saskatchewan First Nations Children Using eBooks

Literacy gaps among First Nations children are an issue impacting many communities throughout Saskatchewan. Prior to beginning school, some First Nations children have weak language skills, but technology, specifically electronic books (eBooks), can help to bridge this gap. A partnership project between College of Nursing students, staff and faculty at the Regina Campus is helping to solve this.

Recent Bachelor of Science in Nursing (BSN) graduate Rene Lerat and current BSN student Sydney Lerat officially launched two eBooks in October 2017 that they have been working on with Treaty 4 Literacy Director Rhonda Kayseas, College of Nursing's Associate Dean Southern Saskatchewan Regina Campus Dr. Lynn Jansen, Professor Dr. Sandra Bassendowski and Aboriginal Nursing Advisor Heather Cote-Soop.

Using a combination of First Nations teachings, including the Seven Sacred Teachings and a variety of stories, the eBooks are interactive, easily accessed and available for families to use on a variety of mobile devices. The books, *Seven Sacred Teachings for Kids* and *The Seven Sacred Teachings-RPS*, are intended for Pre-Kindergarten to Grade 6 students and are designed to promote an increase in early literacy and a love for learning and reading for children and families.

## Universities Canada Inclusive Excellence Principles

Universities Canada (UC), the organization representing 96 Canadian universities, have adopted seven Inclusive Excellence Principles to advance equity, diversity and inclusion on campus and in society. I am particularly proud to have worked on these principles as chair of the Universities Canada Education Committee.

These principles and accompanying action plan, developed by UC's Board of Directors and Education Committee, are designed to advance universities' efforts to improve the participation and success of under-represented groups within the academic community.

The principles include a commitment by all university leaders to develop or maintain an institutional action plan to improve equity, diversity and inclusion outcomes within their institutions, and to measure progress. They were endorsed at Universities Canada's annual fall membership meeting in Ottawa on October 25, 2017.

These newly developed *Inclusive Excellence Principles* (see below) complement Universities Canada Principles on Indigenous Education and recognize the importance of diversity of identity, experience, expertise and perspectives in building an innovative, prosperous and inclusive Canada. The principles outline the role universities play in achieving this goal, and

highlight the need to integrate inclusive excellence throughout all aspects of higher education – from teaching and research to community engagement and governance.

These principles will play an important part in the development of our own plans regarding equity, diversity, and inclusion.

*Universities Canada Principles on Equity, Diversity, and Inclusion*

*We believe our universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident.*

*We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups [1]. We commit to demonstrating progress over time.*

*We commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff and students, particularly from under-represented groups.*

*We will work with our faculty and staff, search firms, and our governing boards to ensure that candidates from all backgrounds are provided support in their career progress and success in senior leadership positions at our institutions.*

*We will seek ways to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts.*

*We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance. We commit to sharing evidence of practices that are working, in Canada and abroad, with higher education institutions.*

*Through our national membership organization, Universities Canada, we will work to generate greater awareness of the importance of diversity and inclusive excellence throughout Canadian higher education.*

*[1] Under-represented groups include those identified in the federal Employment Equity Act – women, visible minorities, Aboriginal peoples, and persons with disabilities – as well as, but not limited to, LGBTQ2 and non-binary people and men in female-dominated disciplines.*

## Alberta Government Ends 54 Year Veterinary Medicine Partnership

The Western College of Veterinary Medicine (WCVN), jointly established by the four western provinces in 1963, is part of a world-class hub for animal and human health that is based at the University of Saskatchewan and provides high-quality research, education and clinical expertise to Western Canada. On October 12th, 2017, Alberta Minister of Advanced Education Marlin Schmidt announced that Alberta will not renew its participation in the WCVN's interprovincial agreement after 2020.

WCVN has been instrumental to the success of health sciences programming at our university for many years. The unique partnership we have developed with the western provinces over the past 50-plus years has been overwhelmingly successful in training generations of veterinary professionals. And while the withdrawal of one partner in this agreement is disappointing, it won't alter the college's mission.

WCVN's historic interprovincial agreement spells out the terms for provincial enrolment quotas, residency status of applicants to the WCVN and the cost-sharing formula for funding the regional college at the U of S. Under the current agreement, the veterinary college annually accepts 78 veterinary students. Alberta, B.C. and Saskatchewan support 20 seats each and Manitoba supports 15 seats. Two additional seats are allocated for Indigenous students through the college's education equity program and one seat is for a student from the northern territories.

## University Rankings

There are a number of organizations that release their interpretation of university rankings, and of these we pay close attention to those that most influence our reputation, particularly in the area of recruitment of new students. National organizations are Maclean's and Research Infosource. International organizations are the Shanghai Academic Ranking of World Universities (ARWU), Quacquarelli Symonds (QS) World University Rankings, and the Times Higher Education (THE) World University Rankings.

Our placement improved in ARWU, QS and Research Infosource and dropped in Maclean's and remaining constant in THE, as follows:

Ranking	Previous Year	Current Year	Trend
ARWU	401-500	301-400	↑
QS	471-480	451-460	↑
Research Infosource	13 <sup>th</sup>	11 <sup>th</sup>	↑
THE	401-500	401-500	—
Maclean's	14 <sup>th</sup> (Tie)	15 <sup>th</sup>	↓

Although we are pleased to see the increases, we are not content with these results. The Maclean's rankings were especially disappointing given that they are considered by many to be the de facto source for comparing Canadian universities.

Supporters of the university are often reminded that these instruments don't always measure what is important to us (e.g. interdisciplinarity or Indigenization) and they do not drive our strategic planning or decision making. However, we will continue to be diligent in our analysis of university rankings while identifying opportunities to improve in them.



### Research Supercluster Success

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

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

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

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

### Aboriginal Fellowship in Creativity

The College of Arts & Science's Interdisciplinary Centre for Culture and Creativity (ICCC) offers an Aboriginal Fellowship in Creativity designed to attract internationally renowned Aboriginal creative thinkers, practitioners and artists to the University of Saskatchewan. The Fellow typically works with graduate and undergraduate students across multiple disciplines in the classroom. The Fellow will connect with faculty, students and staff across campus during weekly office hours. A public lecture will ensure that our communities are invited to share in the experience and expertise of this Fellow.

Yvette Nolan, who has been teaching within the College of Arts & Science's Department of Drama and the wîcêhtowin Aboriginal Theatre Program, is the 2017/18 recipient of the award. The focus of the fellowship is reconciliation between Indigenous and non-Indigenous people within the context of theatre art. Nolan believes that theatre is "the perfect place" to explore relationships between Indigenous and non-Indigenous people.

The Fellowship is currently offered once a year and usually lasts 4 months in the fall or winter semester.



## **University of Saskatchewan - Graduate Students' Association**

### **GSA Report – Senate April, 2018 Meeting**

Respected Senate members,

The Graduate Students' Association is pleased to have this opportunity to update our community at large, represented by Senate, on the graduate students' /GSA activities in the University of Saskatchewan. The number of graduate students continues to increase on an annual basis; currently graduate students represent 17% of the total student population in the University. The contributions of graduate students to their University, Province, and the country has significantly increased with this increase in number. We are proud with the graduate students' milestone achievements and contributions to their community.

In the October Senate meeting, the GSA reported to Senate that the GSA is seeking an improvement in graduate student representation on the University governing bodies. Indeed, such representation aligns with the increasing number of graduate students, and their contribution to the University, and it further serves the University' long-term plan in terms of ranking and attracting funds. In particular, the GSA has informed the University and other stakeholders that we are interested in having representation on the University Board to allow for graduate students perspectives to be heard on the Board for the benefit of the University.

As one of the U15 research-intensive universities, it is important that individuals involved in research activities, at this University, be represented on the Board. However, we also recognize that the University Board is not as large as other U15 boards, which is why we have recommended that only one graduate student member be permitted to attend Board sessions, as a non-voting, resource member. We hope that this action will benefit the health of the Board, without causing disruption or diluting the influence of existing Board members. It is the GSA's hope that in the future an acceptable solution will be found, which will allow for a graduate student to be a full Board member. In the interim, the GSA hopes to lend its unique perspectives, as researchers and future academic leaders, to the Board for the benefit of the University.

We would like also to bring to the Senate members attention that graduate students, as future leaders in both the community and academia, offer unique perspectives that are insightful and significant for the growth of the University as a research-intensive university. It is important to recognize that graduate students bring in millions of dollars of funding for research. This research, published in many of the top academic journals, is a massive contribution to the University's reputation. Notably, the University of Saskatchewan is the only U15 member who completely lacks a graduate student representative on its Board. While we deeply appreciate and value the important work that the undergraduate student member brings to the Board, the undergraduate student member cannot represent the views, unique perspectives, or experiences of a graduate student. Considering that graduate students make up 17% percent of the student population, there is a significant gap in student representation at this University.

With this in mind, the GSA will continue working with all stakeholders to ensure having graduate students' voice heard on the Board. We hope that this will happen soon, as University Council overwhelmingly supported graduate students in their proposal of improving their representation on the University governing bodies. We consider the University Councils' message of support as clear recognition of the need of graduate student representation on the Board for the future of the University of Saskatchewan as a research-intensive university. This is the very first time that such a statement has been made in such a clear and positive manner by University Council. It is further a general agreement on the importance of having graduate students' voice at the highest level of Governance at this University.

We would like to update senate on the outstanding achievements of our graduate students at the University of Saskatchewan, achievements that have been recognized by members of the government. Graduate students have participated in research talks that have impressed members of the Legislative Assembly and City Council. Graduate students have also been recognized for their dedication to leadership, community and service with awards presented at events attended by members of the government. Graduate student research has been sought for further development of the City of Saskatoon. Our graduate students have presented in provincial, national and international conferences, often being recognized for their achievements, and often ground-breaking research that is sought after across the world. In essence graduate students have made the University proud.

**Board of Governors Report to Senate**  
**April 21, 2018**  
**Senate-elected Governors Joy Crawford & Daphne Arnason**

Due to the senate-elected board of governor elections taking place at the April 21, 2018 Senate meeting, this report is presented in written format only. There will not be a verbal report at the meeting.

As promised when first elected, reporting to Senate on board activities has now become a regular report. Both myself, Joy Crawford, and Daphne Arnason will be at Senate and would welcome any comments or questions.

It is important to our board colleagues and to ourselves that the board is transparent and accessible to the university community.

A few recent highlights include:

- On March 19, the board hosted its annual public reception at Louis' Loft for members of the university community and would like to thank everyone who attended. The board appreciates the opportunity to interact with the university community in an informal way, and learn what is on the minds of faculty, staff, senators and students
- The Board had an opportunity to meet with the Tina Beaudry-Mellor, the Minister of Advanced Education and the Minister responsible for Innovation Saskatchewan and for the Status of Women. The discussion focused on the university's vision for the future, and on the role of post-secondary education in the provincial economy.
- Vince-Bruni-Bossio, a faculty member in the Edwards School of Business, conducted a workshop with the Board as part of a review of the Board's bylaws and the terms of reference of Board committees. This review project is intended to ensure that the bylaws and the committee terms of reference are appropriately aligned with the responsibilities of the Board as laid out in the University of Saskatchewan Act, 1995.
- The Board gave final approval to the issuance of a private placement bond for up to \$85 million with a maximum term of 40 years. The bond is part of the financing strategy for capital renewal at the University of Saskatchewan. The proceeds will be used to fund renewal of five core campus buildings – the Physics Building, the Thorvaldson Building, the W.P. Thompson Building, the Arts Building and the Murray Library. Construction on these renewal projects is expected to take four to five years.
- The Board approved funding for infrastructure projects in the north-east quadrant of College Quarter, including walkways and parking space. This infrastructure will connect Merlis Belsher Place with other facilities in the area, such as the new hotel and the stadium, and will also provide a basis for future development in this area.
- As part of the preparation for a community reception held on March 19, the Board discussed the possibility of further transparency initiatives. The University Secretary reported that Board communications are being examined, and undertook to report further at a future meeting.

\* Thanks to each of you here today for the role you play in making the U of S the great university it is.

Respectfully submitted,  
 Joy Crawford & Daphne Arnason



## Report from University Council

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### FOR INFORMATION

**PRESENTED BY:** Chelsea Willness, Acting Chair, University Council

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Report to Senate on University Council Activities 2017/2018**

*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 2017-18 academic year marks the 23<sup>rd</sup> year of the representative University Council. Although academic governance at the University of Saskatchewan has matured over the past 20 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.

I am pleased to report on the activities of the Council from April 1, 2017 to March 31, 2018. 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:

#### University Council approvals

##### Agriculture and Bioresources

###### Program Change

- Change in Admissions Requirement for the Kanawayihetaytan Askiy diplomas  
(confirmation of admissions requirement change being requested of Senate at the April 2018 meeting)

##### Arts and Science

###### New Programs

- Certificate of Proficiency in Jewish and Christian Origins

- Degree-level certificate in Indigenous Governance and Politics

#### Program Change

- Program change and name change for the Certificate in Aboriginal Theatre (renamed the Certificate in wîcêhtowin Theatre)

#### Program Terminations

- Minor in Jewish and Christian Origins
- Biotechnology, Microbiology, and Immunology
- Biochemistry and Biotechnology

### Education

#### New Programs

- Undergraduate degree-level certificate: Internationally Educated Teachers Certificate

#### Program Change

- Change in Admissions Requirement for the B.Ed Sequential Music (Secondary) *(confirmation of admissions requirement change being requested of Senate at the April 2018 meeting)*

#### Program Terminations

- Sequential Program for the Bachelor of Education (B.Ed.)
- Northern Teacher Education Program (NORTEP)

### Graduate and Postdoctoral Studies

#### New Programs

- Ph.D. in Applied Economics
- Direct-Entry Doctor of Philosophy (Ph.D.) in Chemistry *(confirmation of the 85% average as admissions requirement being requested of Senate at the April 2018 meeting)*

#### Program Changes

- Change to Admissions Qualifications for Educational Administration graduate programs
- Removal of Major Project Requirement for the Master of Physical Therapy (MPT) program
- Changes to Admissions Requirements for the Ph.D. in Biostatistics *(confirmation of admissions requirement change being requested of Senate at the April 2018 meeting)*
- Changes to Admissions Requirements for the Master of Business Administration (MBA) program *(confirmation of admissions requirement change being requested of Senate at the April 2018 meeting)*

#### Program Terminations

- Vaccinology and Immunotherapeutics field of study for the Master of Arts (M.A.) program
- Large Animal Clinical Sciences field of study for the Master of Veterinary Science (M.Vet.Sci) program (replacement program already in place)

- Master of International Trade (MIT) program

### **School of Environment and Sustainability**

#### Program Change

- Removal of standalone admissions options for the Certificate of Proficiency in Sustainability

### **Policy approvals**

Council approved revisions to the *Nomenclature Report* to update the academic terminology employed by the university. Council also approved revisions to the *Academic Courses Policy* to provide clarification of Grading Systems and grading deadlines.

### **New Chairs and Professorships**

Council and the Board of Governors approved the establishment of the Gabriel Dumont Chair in Métis Studies and the revised terms of reference for The Cameco Chair in Aboriginal Health.

### **Reports**

As well as its regular monthly reports from the president and the provost, and from the University of Saskatchewan Students Union (USSU) and Graduate Students' Association (GSA), Council received an enrolment report and reports from the vice-president research and the vice-president university relations.

The following reports were provided to Council from its committees:

**Academic Programs Committee** (Chair: Kevin Flynn, English, and Terry Wotherspoon, Sociology): As well as reviewing the program proposals and admission qualification changes listed above, the committee received the Graduate Program Review Synthesis Reports for 2014/15, 2015/16, and 2016/17, reviewed the minimum English Proficiency standards for the College of Graduate and Postdoctoral Studies, reviewed Guidelines for Certificates and Diplomas, which were approved by Council, and reviewed the changes to the admissions requirements for the Visiting Research Student admissions category. The committee also made a recommendation supporting the academic programs in architecture to be provided by the proposed School of Architecture and Visual Arts. The committee also reported to Council on changes in admission selection criteria approved at the college-level, and approved the Academic Calendar for 2018/19.

**Governance Committee** (Chair: Louise Racine, Nursing, and Jay Wilson, Curriculum Studies): 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. A comprehensive review of Council's *Procedures for Student Appeals in Academic Matters* is being undertaken, with feedback requested broadly across campus. The committee received the report of Mr. Perrins, the consultant engaged to interview the university's federated and affiliated colleges. The reports affirms the mutual value of the university's formalized relationship with other educational institutes through affiliation and federation. The governance committee will next consider what principles might best articulate the academic, administrative, and cultural arrangements that exist and are desired, with a view to strengthening these for the mutual benefit of all parties.

**Coordinating Committee** (Chair: Lisa Kalynchuk, Medicine. and Kevin Flynn, English/Chelsea Willness, Edwards School of Business): The committee met regularly to set the agenda for Council meetings and determine the disposition of motions from individual members of the Council.

**International Activities Committee** (Chair: Gord Zello, Pharmacy and Nutrition): The committee continues to be engaged with the development of the *Blueprint for Internationalization* and its foundational pillars: Internationalizing Learning Experiences; Diversifying our University Community; Strengthening our Global Impact through Discovery; and Growing our Global Citizenship and International Community Service. The committee also established several working groups to consider the university's strategic directions with respect to internationalization, to review the terms of reference of internationalization awards, and to develop guidelines for the reflection of international activities in the university website.

**Nominations Committee** (Chair: Tamara Larre, Law, and Jim Greer, Computer Science): The committee made nominations to Council for membership on Council committees and other university committees, including search and review committees for senior administrators, and committees mandated under the collective agreement related to the collegial review processes of promotion and tenure.

**Research, Scholarly and Artistic Work Committee** (Chair: Paul Jones, School of Environment and Sustainability): A working group struck in 2016 to examine artistic discovery at the University of Saskatchewan and our role in the wider arts community completed phase one of its work and reported to Council in April 2018. The committee will continue to oversee progress on the artistic discovery mission of the U of S. The committee also received presentations from the U of S representatives for the tri-agency research funding agencies, engaged in discussions with administration about support for research activities through the Service, Design, and Delivery project and UnivRS, as well as the impacts of the Resource Centre Management (RCM) budget model for the university's research success.

**Planning and Priorities Committee** (Chair: Dirk de Boer, Geography and Planning): The committee reviewed several notices of intent to create new degree programs. Relative to its role to report on the main elements of the university's operating and capital budgets, the committee reported to Council on the annual Operations Forecast submission to the province and on capital planning and land use. The committee provided feedback to proponents on a discussion paper about centres and a new programmatic and unit assessment model. The committee was consulted about the IT Communications Services Policy, the Medical Faculty Policy, and revisions to the Tuition Policy. Other topics engaging the committee included the university's resource centre management budget model, tuition rates, and university data and metrics.

**Scholarships and Awards Committee** (Chair: Donna Goodridge, Medicine): In accordance with its mandate, the committee reviewed and authorized fund allocations for a variety of student awards, and adjudicated undergraduate awards with subjective criteria. In addition, the committee has discussed methods of selecting external scholarship nominees and improving external scholarship application rates; the adjudication rubric for high-value undergraduate awards with subjective criteria; and how to ensure that the adjudication process for high-valued awards for entering undergraduate students generates results consistent with the diversity inherent in the applicant pool.

**Teaching, Learning and Academic Resources Committee** (Chair: Jay Wilson, Curriculum Studies, and Alec Aitken, Geography and Planning): The teaching, learning and academic resources committee (TLARC) has undertaken a principles-based process to select a new student experience of teaching and learning tool that is recommended to become the new institutionally supported instrument. The new tool has been selected through an extensive process of research, consultation and piloting. TLARC has also been engaged in finalizing the review and revision of *The Learning Charter* to ensure that it reflects the university's goals regarding meaningful learning opportunities grounded in Indigenous content and ways of knowing, and looking at ways to support student wellness and faculty development.

### **The University Plan**

The planning advisory committee established to provide guidance and feedback on the process and content of the University Plan continued to meet throughout the year as the Plan was developed. Council was represented on the committee by the chair and vice-chair of Council, and the chairs of the academic programs, planning and priorities, and research, scholarly and artistic work committees.

Council discussed the University Plan as a request for input in January, received a notice of motion about the plan in February, and carried a motion to approve the Plan at its meeting on March 15. Throughout the development of the Plan, Council committees were involved in reviewing drafts of the Plan and providing feedback. The planning and priorities committee, as the Council committee with responsibility for strategic planning, was heavily involved in providing substantive commentary on the Plan and presented the Plan to Council for approval.

### **Council Engagement**

An email newsletter reporting on the highlights of each Council meeting is provided to members of the General Academic Assembly month by month by the Council chair.

Members of the coordinating committee, comprised of the chair, vice-chair and committee chairs, continue the committee's long-standing practice of having monthly breakfast meetings with the president and vice-presidents to discuss pertinent and timely topics of interest. Each month, the topics discussed are reported to Council.

Respectfully submitted,

Chelsea Willness, Acting Chair

## Report from University Council

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### FOR CONFIRMATION

**PRESENTED BY:** Chelsea Willness, Acting Chair, University Council

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Direct-entry Doctor of Philosophy (Ph.D.) program in Chemistry with 85% Admissions Average**

**DECISION REQUESTED:** *It is recommended*  
That Senate confirm the approval of a direct-entry Doctor of Philosophy (Ph.D.) program in Chemistry with 85% admissions average

**PURPOSE:**

The *University of Saskatchewan Act* states that decisions regarding admissions qualifications and enrolment quotas 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 the ability to implement direct-entry Ph.D. programs within an approved template, as approved by University Council in December 2012 and confirmed by Senate in April 2013. The direct-entry Ph.D. in Chemistry does not fit within the template because of the admissions average requirement of 85%, which exceeds the 80% requirement outlined in the template. This proposed change required Council approval, and now Senate confirmation.

The direct-entry Ph.D. program, has one deviation in programmatic requirements from a combined Masters and Ph.D. program. Students in the direct-entry Ph.D. program in Chemistry are no longer required to complete CHEM 801.6, a foundational class, but are required to take 3 c.u. of additional coursework.

Students who do not meet the 85% admission average can still apply to the Master's program in Chemistry with the possibility of transferring into the PhD program after a year in that program.

**CONSULTATION:**

The proposal was discussed at the Academic Programs Committee on October 27, 2017 and University Council approved the changes at its November 16, 2017 meeting.

**ATTACHMENTS:**

1. Proposal for direct-entry admission for the Ph.D. in Chemistry program



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

Title of proposal: [Direct-Entry Ph.D. Program in Chemistry](#)

Degree(s): [Ph.D.](#)

Field(s) of Specialization: [Chemistry](#)

Level(s) of Concentration: [not applicable](#)

Option(s): [not applicable](#)

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

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

Proposed date of implementation: [Sept 1, 2018](#)

### Proposal Document

The Chemistry Department at the University of Saskatchewan was established in 1910 and has a long history of research and graduate training. The first Master's degree was conferred in 1915 and the first Doctorate in 1953. Many of our graduates have gone on to have distinguished careers in academia and in industry, most notably Henry Taube (B.Sc., 1935; M.Sc., 1937; Nobel Laureate, 1983).

Currently, there are 77 students enrolled in graduate programs in chemistry; 24 in the M.Sc. program and 53 in the Ph.D. program. The successful recruitment of high quality students into our graduate programs is crucial and demands our continuous attention. In recent years, several colleagues have indicated that the inability of certain prospective students holding a 4 year B.Sc. degree to directly enter our Ph.D. program was an impediment to recruitment of such students. Indeed, many chemistry departments in Canadian universities allow direct entry of B.Sc. graduates into their Ph.D. programs (e.g., UBC, UofAlberta, UofCalgary, Queen's, McGill). The University of Saskatchewan also allows for this possibility and a 'template' approved by CGPS for direct entry Ph.D. programs prescribes the admission and program requirements. However, after much discussion the Department concluded that certain aspects of this approved 'template' were

not suitable for the program that was envisaged. Specifically, the admission requirements were too low and the program requirements were too similar to our existing path from B.Sc. to Ph.D. (i.e., admission to the M.Sc. program followed by a transfer to the Ph.D. program after 12-24 months). Our program design aims to provide a direct-entry Ph.D. program that recognizes the potential of superb candidates but also provides a successful endpoint (e.g., a M.Sc. degree) for those that, for whatever reason, fail to perform at the anticipated level. Thus, the proposed criteria include significant evaluations at the 20-month mark as this would be the last opportunity to transfer to a M.Sc. program without penalty. Below, the CGPS approved template for direct-entry Ph.D. programs is reproduced with all deviations from that template proposed for the Direct-entry Ph.D. Program in Chemistry and their justifications highlighted in yellow. With the exception of those highlighted criteria, the proposed program is fully consistent with the approved template. A brief description of our plans to administer the proposed program is appended to the template.

## **CGSR 'Template' for Direct-Entry PhD Programs**

### **Admission Requirements**

With the recommendation of the unit, direct entry Ph.D. admission is available to exceptionally strong students, who show great promise in terms of academic accomplishments and potential for research.

- A four-year bachelor of science degree in Chemistry, or equivalent.
- A cumulative weighted average of at least 80% in the last two years of undergraduate study (i.e., 60 credit units of course work).  
**Chemistry Proposal: a cumulative weighted average of at least 85% in the last two years of undergraduate study (i.e., 60 credit units of course work).**
- Demonstrated ability for independent thought, advanced study, and independent research.
- Evidence of English proficiency.

**Justification for change:** The envisaged program will be restricted to truly exceptional undergraduates, specifically those whose academic and research achievements at graduation are comparable to those of NSERC-PGS award winners.

### **Degree Requirements**

Students must maintain continuous registration in the CHEM 996 course.

- At least 9 credit units of course work at the graduate level must be successfully completed in the first year of the program.  
**Chemistry Proposal: at least 9 credit units of course work completed (not CHEM 801) within the first 20 months in the program with a cumulative average of at least 80%**
- Within the first year of the program, successfully complete a Ph.D. Qualifying Examination that is at least as rigorous as the defense for a Master's thesis in the program area.  
**Chemistry Proposal: successfully complete a Ph.D. Qualifying Examination within the first 20 months in the program.**
- GSR 960
- GSR 961 if research involves human subjects
- GSR 962 if research involves animal subjects



- A minimum of 15 credit units
- **Chemistry Proposal: a minimum of 12 credit units (Not CHEM 801. Chem 801 is not included in this program)**
- CHEM 991
- CHEM 990
- CHEM 996
- Pass a comprehensive examination, after completing the required course work, and prior to focusing on their research and doctoral thesis.
- **Chemistry Proposal: pass the Ph.D. Comprehensive Examination within the first 40 months in the program.**
- Write and successfully defend a thesis based on original investigation.

**Justification for changes:**

**9 credit units within 20 months:** The number of graduate courses offered within the department in any given year is limited. Without taking CHEM 801.6, it would be difficult for the majority of our students to have access to three **relevant** graduate courses (e.g., CHEM 8xx.3) within their first two academic terms. Most students could achieve that objective within three academic terms (16 months) but only in exceptionally rare cases would more than four terms (20 months) be needed. The 20-month mark is an important milestone in our program design as it is the latest point where a student could transfer to a M.Sc. program and potentially complete that program (9 credit units required) within the 24 month period for which our Department guarantees full funding. (also see the justification 'Ph.D. Qualifying examination within 20 months' below)

**Successfully complete the Ph.D. Qualifying Examination within in the first 20 months:** The format of the Ph.D. Qualifying Examination in the Department of Chemistry is different from that in many other units. Specifically, the examination involves the submission of a written report on the proposed Ph.D. research and an oral presentation of the proposal (open to the university community) followed by an oral defence of the proposal. Adjudication of the examination is the responsibility of an Examining Committee (EC) composed of the Advisory Committee (AC) supplemented by two additional faculty members and it is unusual and difficult to schedule these examinations in the summer months. Students must expend considerable effort to prepare for this exam and a significant benefit accrues to those candidates able to acquire meaningful 'preliminary' results relevant to their proposed Ph.D. research in advance of the exam. For Ph.D. students entering with an M.Sc. qualification, successfully completing this exam within their first year is quite feasible, in part because few complete more than 3 credit units of course work during that period. In contrast, direct-entry Ph.D. students need to complete 9 credit units of course work prior to taking this examination. As noted above, this would be difficult to achieve within the first year of the program simply due to the limited availability of relevant course. Moreover, any students able to complete the 9 credit unit requirement would have little time available to progress in their research. For these reasons, we propose to extend the **maximum** time to complete 9 credit units of courses and the Ph.D. Qualifying examination from 12 to 20 months. We propose that students admitted to the direct-entry Ph.D. program have 'probationary status' until they have passed

the Ph.D. Qualifying Examination. The 20-month mark is an important milestone in our program design as it is the latest point where a student could transfer to a M.Sc. program and potentially complete that program (9 credit units required) within the 24 month period for which our Department guarantees full funding. (also see the justification '9 credit units within 20 months' above)

**12 credit units:** A B.Sc. student who enters our M.Sc. program and then transfers into a Ph.D. program is required to take a minimum of 15 credits (in total). Moreover, 6 of those credit units are earned in CHEM 801.6. This course is based on all sub-disciplines of chemistry, encompasses both experimental and theoretical work, and is meant to assist students to integrate their knowledge by providing a unifying approach to the various sub-disciplines of chemistry appropriate for beginning research students. The envisaged direct-entry Ph.D. program is for the very best undergraduates that have outstanding academic credentials and demonstrated ability for independent research; hence, CHEM 801.6 has little relevance for these students (we do not require CHEM 801 for UofS students with a cumulative average of at least 85%). Students are still expected to take a minimum number of courses that will enable them to broaden their understanding of chemistry. It is proposed that this goal will be met for direct entry Ph.D. students by having them complete a total of four 3 CU courses. The reduction in the proposed minimum from 15 to 12 credit units for our direct-entry Ph.D. students is simply an acknowledgement of the academic achievements of those students and is consistent with the course requirements for most other direct-entry chemistry Ph.D. programs in Canada.

**Successfully complete the Ph.D. Comprehensive Examination within in the first 40 months:** The Ph.D. Comprehensive Examination in the Department of Chemistry is quite different in both form and content compared to those of many other units. In particular, " ... *The objective of the examination is for the student to demonstrate the ability to read critically, work independently, and present information and ideas in a suitable manner. The student must prepare a "mini-review" on an important topic from recent literature, and present a formal seminar based on that review, including a suggestion for further research. The topic should not be an aspect of the student's current or past thesis research, but rather should be a new direction (but within the student's general area of expertise)*". As suggested by the above objective, this exam is not meant to precede the student's focus on their research. Rather it is meant to be later in the program after all required courses are completed and the thesis research is well advanced. The exam is the last formal evaluation of the student's academic qualifications prior to the thesis defense. Our 'regular' Ph.D. program requires that this examination be completed within 40 months of starting the program (including any time spent in a M.Sc. program for those that transferred to the Ph.D. program). We propose that direct-entry PhD. students be treated in the same way (i.e., complete this examination within 40 months in the program).

## **Administrative Policies for the Direct-Entry PhD Program in Chemistry**

In the event that a student fails to achieve a cumulative average of at least 80% over their first 9 credit units of graduate course work, they will be required to discontinue from the “Direct Entry Ph.D. Program” but will have the option of transferring to an M.Sc. Program if an average of at least 70% has been achieved. Application and admission to a ‘regular’ Ph.D. Program would be considered after successful completion of the M.Sc. Program.; however, 6 additional credit units of course work will be required (as is the usual).

In the event that a student fails to pass the Ph.D. Qualifying Examination **on their first attempt**, they will be required to discontinue from the “Direct Entry Ph.D. Program” but will have the option of transferring to an M.Sc. Program. Application and admission to a ‘regular’ Ph.D. Program would be considered after successful completion of the M.Sc. Program.

In the event that a student fails to achieve a cumulative average of at least 80% over their first 12 credit units of graduate course work, they will be required to take an additional 3 credit units of course work (i.e., a minimum of 15 credit units in total).

## SUMMARY

### 1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*
  - i. The Chemistry Department at the University of Saskatchewan was established in 1910 and has a long history of research and graduate training. Recruiting talented students into our graduate program is crucial to our success and being able to offer a direct-entry Ph.D. program will allow us to better compete with the many departments that already offer this option in the recruitment of outstanding candidates.
- 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.*
  - i. The PhD program in the Department of Chemistry offers students the ability to perform research on a wide range of topics that cover Organic Chemistry, Inorganic Chemistry, Analytical Chemistry, and Physical Chemistry. The range of research conducted by PhD students in the Department of Chemistry fit very well with the UofS signature areas, specifically: Agriculture, Energy and Mineral Resources, One Health, Synchrotron Sciences and Water Security. The diverse research programs offered in the Department of Chemistry often span multiple signature areas. For example, nearly half of the Department utilizes synchrotron radiation techniques to investigate a wide range of materials and compounds. Further, our commitment to recruitment and training of indigenous students falls within the Aboriginal Peoples signature area.

- 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)*
  - i. We are targeting truly exceptional undergraduates, specifically those whose academic and research achievements at graduation are comparable to those of NSERC-PGS award winners.
- d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*
  - i. No other direct-entry Ph.D. programs in chemistry within Saskatchewan but many other in Canada (e.g., UBC, Uof Alberta, Uof Calgary, Queen's, McGill). The proposed program is consistent with these others in terms of program requirements but has higher entry criteria.

## 2. Admissions

- a. *What are the admissions requirements of this program?*
  - i. A four-year bachelor of science degree in Chemistry, or equivalent.
  - ii. A cumulative weighted average of at least 85% in the last two years of undergraduate study (i.e., 60 credit units of course work).
  - iii. Demonstrated ability for independent thought, advanced study, and independent research.
  - iv. Evidence of English proficiency.

## 3. Description of the program

- a. *What are the curricular objectives, and how are these accomplished?*
  - i. The major objective of the PhD program is to train students to become independent researchers that are capable of obtaining employment in industry, academics, or government laboratories.
  - ii. Students develop critical thinking, analytical and technical skills through the conception, planning, and completion of an independent chemistry research program under the guidance of their academic supervisor.
  - iii. Students are expected to participate in the teaching assistant program, in which they learn to teach chemistry at junior and senior levels. Student communication skills are developed through the required literature presentations course (Chem 991), a required seminar on their research as part of the department seminar program (Chem 990), and public seminars as a component of the Ph.D. Qualifying Examination and the Ph.D. Comprehensive Examination.
- 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.*
  - i. A core element of the program requires students to develop and carry out an independent research program, mentored by their faculty supervisor. This involves a high degree of both guided and self-directed discovery, including experiential learning.

- ii. Students take a minimum of **12** credits of course work selected from graduate courses offered in Chemistry or closely related areas such as biochemistry, physics and engineering, etc. These courses are selected in consultation with their supervisor and are designed to give the students a broad and comprehensive knowledge base.
- c. *Provide an overview of the curriculum mapping*
  - i. Graduate courses are offered in all of the major chemistry sub-disciplines, analytical, inorganic, organic and physical/theoretical chemistry. Students are also able to take courses in related areas when these complement their existing knowledge and research area.
- d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
  - i. Students are exposed to opportunities for synthesis, analysis, critical thinking and problem solving through their independent program of research and thesis writing.
  - ii. Student further develop these skills through their required course work.
  - iii. Through their research, students also develop discipline-specific skills involved in performing experimental procedures, data analysis, and theoretical analysis.
- 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.*
  - i. **Discovery Goals:** The program of research requires developing and carrying out independent and original research in an area of chemistry. This requires critical and creative thinking in developing new experiments/theory as well as the analysis, synthesis and evaluation of the resulting data. Students develop an independent direction of research but this is usually carried out with a broader research program that requires students to work and collaborate with a larger team or group.
  - ii. **Knowledge Goals:** Independent scholarship by the student is an essential element to establishing a deep knowledge of the thesis subject. A broader, comprehensive knowledge of the student's sub-discipline and general chemistry can be obtained through the program course work, the chemistry literature course requirement and attending regular departmental seminars.
  - iii. **Integrity Goals:** Scientific integrity, along with the ethical use of research data and literature are developed through interactions with supervisors, group members and the broader research community. These are more formally developed in course work and the Literature course (Chem 991). Students demonstrate their application of integrity and ethics through regular report writing and presentations.
  - iv. **Skills Goals:** Students learn and develop scientific communication and writing skills in a number of forums, including regular group meetings,

academic committee meeting which require the writing of a progress report and presenting a seminar.

- v. **Citizen Goals:** Students learn the value of diversity through their research work, teaching and interactions with students and faculty in a diverse learning environment. They learn to share their knowledge and demonstrate leadership within their research groups as well as giving a departmental seminar at the conclusion of their thesis. Students also have opportunities to present their research at national and international conferences.

- g. *Describe how students can enter this program from other programs (program transferability).*

Students are not able to transfer to the direct entry Ph.D. program from other programs. However, students are able to transfer to the 'regular' Ph.D. program from the M.Sc. program on the basis of satisfactory academic and research performance (as determined by the Advisory Committee) and passing the Ph.D. qualifying exam [put timing of exam here]

- 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.*

Program success will be determined by the number of students that enrol and the fraction of those students that successfully complete the program within the anticipated time frame (i.e., 60 months)

- 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.*

Not applicable.

#### **4. Consultation**

Not applicable

#### **5. Budget**

The proposal has negligible budgetary implications because it is not a *NEW* program *per se* but rather a new route to enter a Ph.D. program. The cohort of students admitted into this program will be a part of the total number of students in all Chemistry graduate programs. That number is ultimately limited by the physical plant and financial resources made available to the Department by the University or through external agencies. The Department already has a successful Ph.D. program (for >60 years) and whether certain students holding a B.Sc. enter the Ph.D. program directly (as proposed) or first enter a M.Sc. program and then transfer into the Ph.D. program after 12-24 months has no effect on required resources (i.e., same amount of instruction, supervision, and support)

- 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).*

Up to 20 faculty will be involved in the supervision of students in the program and instruction of courses relevant to the program. As noted



above, this will not have any affect on the amount of time spent by instructors.

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

No courses will be eliminated because, as noted above, students in this program will take the same courses as offered to graduate students in the M.Sc. program and 'regular' Ph.D. program.

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

No change in teaching assignments is anticipated because, as noted above, students in this program will take the same courses as offered to graduate students in the M.Sc. program and 'regular' Ph.D. program.

- 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).*

As noted above, no change in budget allocations is anticipated.

- 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.*

Not applicable.

- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

Not applicable.

- 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?*

The students will be eligible for all standard scholarships, including Devolved funds, Wilson fund, GTFs, Spinks, and Herzberg. The department offers a standard 56 months of support to fully qualified PhD students from a combination of Devolved funds, TA positions and research stipends.

- 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).*

Program tuition follows standard tuition categories, currently at \$3939/year for domestic students.

- 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)*

As noted above, delivery of the Department's ongoing and successful Ph.D. program will not be impacted by having certain students holding a B.Sc. enter the Ph.D. program directly (as proposed) compared to entering an M.Sc. program and then transferring to a Ph.D. program after 12-24 months

- 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?*

There is no target for the number of students accepted into this program. Rather, the program offers gifted students an additional path into a Ph.D. program in Chemistry.

- 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?*

Not applicable.

- 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?*

The program is not designed to be 'independent' at any level. The students will merely form a component of the total cohort of graduate students within the department. As noted above, that total is limited by a variety of factors.

- 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).*

As noted above, there are no incremental costs associated with this program.

- 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.*

Not applicable.

## College Statement

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

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

## Related Documentation



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

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

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

## Report from Council

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### FOR CONFIRMATION

**PRESENTED BY:** Chelsea Willness, Acting Chair, University Council

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Admissions Requirements Change – Bachelor of Education, Sequential Music Program (Secondary)**

**DECISION REQUESTED:** *It is recommended*  
**That Senate confirm Council's approval of changes in the admissions requirements for the Bachelor of Education, Sequential Music Program (Secondary), effective May 2018.**

**PURPOSE:**

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

**CONTEXT AND BACKGROUND:**

The College of Education requires that students in the Bachelor of Education (B.Ed.) program have a minimum average of 60% in Teaching Area 1 and Teaching Area 2. The admissions requirements for students entering the B.Ed. – Sequential Music Program (Secondary) requires a 60% in Teaching Area 1, which will be Music for all students in the Sequential Music Program, but is silent on the minimum average for Teaching Area 2. This change establishes a minimum average of 60% for Teaching Area 2 for students in the Sequential Music Program and aligns minimum average expectations across B.Ed. program routes.

**CONSULTATION:**

The Academic Programs Committee of University Council reviewed these proposed admissions changes at their December 13, 2017 meetings and University Council approved the change at its January 18, 2018 meeting.

**ATTACHMENTS:**

1. Bachelor of Education – proposal for change Admissions qualifications requirements for the Bachelor of Education – Sequential Music Program (Secondary)

College: Education

Program(s): Bachelor of Education (B.ED.), Sequential Music Program, Elementary/Middle Years

Admission Qualifications:

- Completion of the Bachelor of Music degree in Music Education.

**Selection Criteria:**

- B.Mus. (Mus. Ed.) – 100% weighting

**Categories of Applicants:**

There are no distinct categories of applicants to this program.

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College: Education

Program(s): Bachelor of Education (B.ED.), Sequential Music Program, Secondary

Admission Qualifications:

- Completion of the Bachelor of Music degree in Music Education.
- Minimum average of 60% on Teaching Area 2 classes.
  - Teaching Area 2: minimum of 15 credit units with a minimum average of 60%.

**Selection Criteria:**

- B.Mus. (Mus. Ed.) – 100% weighting

**Categories of Applicants:**

There are no distinct categories of applicants to this program.

**MOTION FOR CONSIDERATION**

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**COLLEGE OF EDUCATION**  
**Academic Programs Committee of Council**

On **Friday, September 29, 2017**, the motion below was approved by the College of Education Faculty Council. This motion, including rationale, is being brought forward for consideration of the Academic Programs Committee of Council.

**PREAMBLE:** Previously, students admitted to the Bachelor of Education – Sequential Secondary program required a minimum Teaching Area 1 average of 60% and a minimum Teaching Area 2 average of 60%. To ensure similar requirements are implemented for Sequential Music applicants, a policy outlining a minimum 60% average on Teaching Area 2 requirements for Sequential Music admission is required. Currently, the policy is silent on the minimum average for Teaching Area 2; this motion will align minimum average expectations across program routes.

Note: All B.Mus.(Mus. Ed.) graduates will have a Teaching Area 1 of Music and it is assumed that their average in Music classes is at least 60% or greater since they have qualified to graduate.

**MOTION: To require a minimum of 60% on Teaching Area 2 classes for students to be admitted to the Sequential Music – Secondary Program.**

College: Education

Program(s): Bachelor of Education (B.ED.), Sequential Music Program, Elementary/Middle Years

Admission Qualifications:

- Completion of the Bachelor of Music degree in Music Education.

**Selection Criteria:**

- B.Mus. (Mus. Ed.) – 100% weighting

**Categories of Applicants:**

There are no distinct categories of applicants to this program.

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- Completion of the Bachelor of Music degree in Music Education.
- Minimum average of 60% on Teaching Area 2 classes.
  - Teaching Area 2: minimum of 15 credit units with a minimum average of 60%.

**Selection Criteria:**

- B.Mus. (Mus. Ed.) – 100% weighting

**Categories of Applicants:**

There are no distinct categories of applicants to this program.

**From:** [Wallin, Dawn](#)  
**To:** [Van Dyck, Arvelle](#)  
**Subject:** FW: Music Meeting with Education  
**Date:** Thursday, November 23, 2017 10:24:03 AM

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Here is the original notification sent June 27, 2017

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**From:** "Wallin, Dawn" <dawn.wallin@usask.ca>  
**Date:** Tuesday, June 27, 2017 at 5:49 PM  
**To:** "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>  
**Subject:** Re: Music Meeting with Education

There were two other points I forgot to bring up.  
I know that Glen briefly brought up the EMUS 490 course but there wasn't much said other than it hasn't been offered, probably because of some tuition thing.

I looked into it, and the reality is that across all colleges on campus, the monetary distribution of tuition looks like the following:

75% tuition flows to the college offering the course.  
25% tuition flows to the college in which the students are enrolled.

So this means that because students are now in the Education program, 75% tuition would flow to Arts and Science, and 25% would flow to Education as the home program. I don't know how Arts and Science flows the tuition to departments, so you'd have to check it out, but it's still a pretty good deal in my mind. Students are technically finished the entire Music program, and this is an additional course for them within the Education program. We don't recoup too much of it, but given that they are now in the Education degree program, some comes our way for the additional administration, support services, etc...basic admin really. If there is more to discuss about that, just let me know.

And finally, in talking to the Program Coordinator, Arvelle Dyck, it was noted that the policies for movement into the Education program from the Music program are silent on the admissions requirements for the SECOND teaching area (not the music) for certification. Although this is unlikely to affect your students in any great fashion, we do need to put in the policy to cover that off as is similar to all other program routes. If you have any concerns about that, please let me know. Otherwise I think we would move both motions forward at the September UPC meeting.

Take care,  
Dawn

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**From:** "Wallin, Dawn" <dawn.wallin@usask.ca>  
**Date:** Tuesday, June 27, 2017 at 4:27 PM

**To:** "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>

**Subject:** Music Meeting with Education

Hello All!

I just thought I would beam in to say thank you for meeting with Melanie and I last week, and for starting the brainstorming that can work to make our programs sing a little better together. ☺

I am emailing to make certain you would all agree to the tentative plan we considered about removing EDST 321 from the Music Program Route in Education and replacing it with a course elective offering so that students might be able to take advantage of some of the new and exciting courses that we have in our direct entry program. We would then focus EDST 322 on the second teaching area for students, and they would move into the internship for a music placement. If that is agreeable, we will start working on a motion to move forward to our Undergraduate Program Committee for September. It would be lovely to have a letter of support for this change, and perhaps even a person who would come to the meeting when it gets planned to speak to the change. That last isn't necessary, but it is always good for our committees to see that we are working together with, and have support from, our partner departments.

It was also good to open the discussion to some shared resources so that you can see the teacher ed competencies (TECC) that flow through our Professional Growth Portfolio assessment during field experiences. Melanie spoke about the UBD lesson plans and such (that are all on the web under Field Experiences if you ever need them), so that we can also articulate those experiences with the general framework for teacher certification in the province.

Finally, I know there was discussion on how to proceed with this year's upcoming placement given the limitations we know exist for Music Ed students. I think Melanie, Jennifer and Darrin came up with some good ideas that can really do a better job of supporting those students. And if Darrin ever wants to open that door for music facilitation for the internship, we are likely going to jump all over it. Just sayin'.

At any rate, it was lovely to meet all of you, and I am embarrassed that we haven't met together as a group prior to this. This is the end of my second year, and I have been consumed with all of the changes to our direct entry. I am now in a place where I can work more closely with our partner program routes to make sure we are all working together to make these programs the best they can be.

Lovely to speak with all of you. Your turn for potluck. ☺

Take care,  
Dawn Wallin

**From:** [Wallin, Dawn](#)  
**To:** [Van Dyck, Arvelle](#)  
**Subject:** FW: Music Meeting with Education  
**Date:** Thursday, November 23, 2017 10:24:30 AM

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Notification of it passing through Faculty

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**From:** "Wallin, Dawn" <dawn.wallin@usask.ca>  
**Date:** Friday, September 29, 2017 at 11:57 AM  
**To:** "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Marion, Gregory" <gregory.marion@usask.ca>  
**Cc:** "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>, "Van Dyck, Arvelle" <arvelle.vandyck@usask.ca>  
**Subject:** Re: Music Meeting with Education

Good morning All!

I thought I would send a note to let you know that our discussions from last spring came to a good fruition for our combined Music Ed/Sequential students. The motion that requested that the combined music ed/sequential students take an education elective rather than the field experience EDST 321.3 was approved at faculty council today. To that end, the strong field experiences already conducted by the Department of Music will no longer lead to the sense of disappointment as these students enter into EDST 321 that was not rigorous enough given their prior experience. Instead, as we talked about, they can improve on their educational pedagogy by taking an elective course in the program. They will still move into EDST 322 with a focus on their second teaching area, and an internship with a focus on music education.

In addition, we also approved the motion created to align the TA2 requirements to have a minimum average of 60%, similar across all of our programs. For some reason, the regs were silent on this for our combined program, so this was a calendar clean up.

I hope this makes for a happy day for you as we continue to work together to improve the educational experience for this group of students.

Take care,  
Dawn

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**Date:** Tuesday, June 27, 2017 at 4:27 PM  
**To:** "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>  
**Subject:** Music Meeting with Education



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Lovely to speak with all of you. Your turn for potluck. ☺

Take care,  
Dawn Wallin

**From:** [Wallin, Dawn](#)  
**To:** [Van Dyck, Arvelle](#)  
**Subject:** FW: Music Meeting with Education  
**Date:** Thursday, November 23, 2017 10:24:45 AM

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Jennifer Lang Responds

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**From:** "Lang, Jennifer" <jennifer.lang@usask.ca>  
**Date:** Friday, September 29, 2017 at 11:56 AM  
**To:** "Wallin, Dawn" <dawn.wallin@usask.ca>  
**Subject:** Re: Music Meeting with Education

Hi Dawn,

This is wonderful news! Thank you for everything you have done to enhance the experience of these students.

Best,

Jen

Jennifer Lang, Ph.D.  
Assistant Professor, Music Education  
University of Saskatchewan  
Department of Music  
[1049 Education Building](#)  
[28 Campus Drive](#)  
[Saskatoon, SK S7N 0X1](#)  
[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)  
(306) 966-6812

On Sep 29, 2017, at 11:48 AM, Wallin, Dawn <[dawn.wallin@usask.ca](mailto:dawn.wallin@usask.ca)> wrote:

Good morning All!

I thought I would send a note to let you know that our discussions from last spring came to a good fruition for our combined Music Ed/Sequential students. The motion that requested that the combined music ed/sequential students take an education elective rather than the field experience EDST 321.3 was approved at faculty council today. To that end, the strong field experiences already conducted by the Department of Music will no longer lead to the sense of disappointment as these students enter into EDST 321 that was not rigorous enough given their prior experience. Instead, as we talked about, they can improve on their educational pedagogy by taking an elective course in the program. They will still move into EDST 322 with a focus on their second teaching area, and an internship with a focus on music education.

In addition, we also approved the motion created to align the TA2 requirements to

have a minimum average of 60%, similar across all of our programs. For some reason, the regs were silent on this for our combined program, so this was a calendar clean up.

I hope this makes for a happy day for you as we continue to work together to improve the educational experience for this group of students.

Take care,  
Dawn

---

**From:** "Wallin, Dawn" <[dawn.wallin@usask.ca](mailto:dawn.wallin@usask.ca)>  
**Date:** Tuesday, June 27, 2017 at 4:27 PM  
**To:** "Gillis, Glen" <[glen.gillis@usask.ca](mailto:glen.gillis@usask.ca)>, "Oehlerking, Darrin" <[darrin.oehlerking@usask.ca](mailto:darrin.oehlerking@usask.ca)>, "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>, "Wilkinson, Melanie" <[melanie.wilkinson@usask.ca](mailto:melanie.wilkinson@usask.ca)>  
**Subject:** Music Meeting with Education

Hello All!

I just thought I would beam in to say thank you for meeting with Melanie and I last week, and for starting the brainstorming that can work to make our programs sing a little better together. ☺

I am emailing to make certain you would all agree to the tentative plan we considered about removing EDST 321 from the Music Program Route in Education and replacing it with a course elective offering so that students might be able to take advantage of some of the new and exciting courses that we have in our direct entry program. We would then focus EDST 322 on the second teaching area for students, and they would move into the internship for a music placement. If that is agreeable, we will start working on a motion to move forward to our Undergraduate Program Committee for September. It would be lovely to have a letter of support for this change, and perhaps even a person who would come to the meeting when it gets planned to speak to the change. That last isn't necessary, but it is always good for our committees to see that we are working together with, and have support from, our partner departments.

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Lovely to speak with all of you. Your turn for potluck. ☺

Take care,  
Dawn Wallin

**From:** [Wallin, Dawn](#)  
**To:** [Van Dyck, Arvelle](#)  
**Subject:** FW: Music Meeting with Education  
**Date:** Thursday, November 23, 2017 10:25:03 AM

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Glen Gillis responds

---

**From:** "Wallin, Dawn" <dawn.wallin@usask.ca>  
**Date:** Friday, September 29, 2017 at 1:43 PM  
**To:** "Gillis, Glen" <glen.gillis@usask.ca>  
**Subject:** Re: Music Meeting with Education

Waiting for the potluck.... :)

Sent from my iPhone

On Sep 29, 2017, at 12:35 PM, Gillis, Glen <[glen.gillis@usask.ca](mailto:glen.gillis@usask.ca)> wrote:

Thank you for the update. This certainly makes sense for the EMUS students.

Glen  
<image001.png>  
Glen Gillis, Ph.D.  
Professor of Music  
Department of Music  
University of Saskatchewan  
Saskatoon, SK Canada S7N 0X1  
(306) 966-8356  
[glen.gillis@usask.ca](mailto:glen.gillis@usask.ca)

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<[dawn.wallin@usask.ca](mailto:dawn.wallin@usask.ca)> wrote:

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In addition, we also approved the motion created to align the TA2 requirements to have a minimum average of 60%, similar across all of our programs. For some reason, the regs were silent on this for our combined program, so this was a calendar clean up.

I hope this makes for a happy day for you as we continue to work together to improve the educational experience for this group of students.

Take care,  
Dawn

---

**From:** "Wallin, Dawn" <[dawn.wallin@usask.ca](mailto:dawn.wallin@usask.ca)>  
**Date:** Tuesday, June 27, 2017 at 4:27 PM  
**To:** "Gillis, Glen" <[glen.gillis@usask.ca](mailto:glen.gillis@usask.ca)>, "Oehlerking, Darrin" <[darrin.oehlerking@usask.ca](mailto:darrin.oehlerking@usask.ca)>, "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>, "Wilkinson, Melanie" <[melanie.wilkinson@usask.ca](mailto:melanie.wilkinson@usask.ca)>  
**Subject:** Music Meeting with Education

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Lovely to speak with all of you. Your turn for potluck. ☺

Take care,  
Dawn Wallin

**From:** [Wallin, Dawn](#)  
**To:** [Van Dyck, Arvelle](#)  
**Subject:** FW: Music Meeting with Education  
**Date:** Thursday, November 23, 2017 10:25:41 AM

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Darrin Oehlerking responds.

---

**From:** "Wallin, Dawn" <dawn.wallin@usask.ca>  
**Date:** Monday, October 2, 2017 at 11:17 AM  
**To:** "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>  
**Subject:** Re: Music Meeting with Education

As I have now mentioned to Glen and Jennifer...still waiting for the potluck.... ☺

---

**From:** "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>  
**Date:** Monday, October 2, 2017 at 10:10 AM  
**To:** "Wallin, Dawn" <dawn.wallin@usask.ca>  
**Cc:** "Gillis, Glen" <glen.gillis@usask.ca>, "Oehlerking, Darrin" <darrin.oehlerking@usask.ca>, "Lang, Jennifer" <jennifer.lang@usask.ca>, "Marion, Gregory" <gregory.marion@usask.ca>, "Wilkinson, Melanie" <melanie.wilkinson@usask.ca>, "Van Dyck, Arvelle" <arvelle.vandyck@usask.ca>  
**Subject:** Re: Music Meeting with Education

Hi Dawn - thanks for providing this update. I look forward to continuing a great relationship with the College of Education to help support our MusEd students!

Have a great day,  
Darrin

Darrin Oehlerking, DMA  
President, Canadian Band Association  
Associate Professor  
University of Saskatchewan Department of Music  
306-966-1370 (Office)  
306-361-6665 (Cell)  
[darrin.oehlerking@usask.ca](mailto:darrin.oehlerking@usask.ca)

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**To:** "Gillis, Glen" <[glen.gillis@usask.ca](mailto:glen.gillis@usask.ca)>, "Oehlerking, Darrin" <[darrin.oehlerking@usask.ca](mailto:darrin.oehlerking@usask.ca)>, "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>, "Wilkinson, Melanie" <[melanie.wilkinson@usask.ca](mailto:melanie.wilkinson@usask.ca)>

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Lovely to speak with all of you. Your turn for potluck. ☺

Take care,  
Dawn Wallin

## Report from Council

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### FOR CONFIRMATION

**PRESENTED BY:** Chelsea Willness, Acting Chair, University Council

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Admissions Requirements Change – Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management.**

**DECISION REQUESTED:** *It is recommended*  
**That Senate confirm Council's approval of changes in the admissions requirements for Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management, effective May 2018.**

**PURPOSE:**

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

**CONTEXT AND BACKGROUND:**

The current admissions requirements for the Kanawayihetaytan Askiy (KA) diplomas in Aboriginal Lands Governance and Aboriginal Resource Management are the completion of the current KA Certificate with a minimum average of 60% OR the completion of the former Indigenous Peoples Resource Management (IPRM) certificate and the completion of INDG 107. The KA certificate replaced the IPRM certificate and the most notable programmatic difference was the inclusion of INDG 107 as a requirement for the KA Certificate.

Applicants holding the IPRM certificate are currently required to complete INDG 107 prior to applying for a KA diploma program. As IPRM certificate holders have completed their program, there is no clear option for them to enroll in INDG 107 without being admitted to an undergraduate program. To eliminate the need for applicants to the KA diploma to first gain admission to a different college to complete INDG 107, the College of Agriculture and Bioresources proposes to allow IPRM certificate holders to complete INDG 107 within their first year in the program.

**CONSULTATION:**

The Academic Programs Committee considered the proposal at its January 31, 2018 meeting and University Council approved the change at its February 15, 2018 meeting.

**ATTACHMENTS:**

1. Proposal for Academic or Curricular Change for Revisions to the Kanawayihetaytan Askiy Diploma Admissions Qualifications

University Council  
**Academic Programs Committee**  
**Request for Decision**

**Decision Requested:**

*It is recommended:*

That the Academic Programs Committee approve changes to the admission requirements for the Kanawayihetaytan Askiy (KA) diplomas in Aboriginal Lands Governance and Aboriginal Resource Management.

**Purpose:**

The current admission requirements to the KA diplomas are completion of the 21 cu KA Certificate with a minimum cumulative weighted average of 60%, OR completion of the former 18 cu Indigenous Peoples Resource Management (IPRM) certificate (which was replaced by the KA certificate) and completion of INDG 107 with a final grade of at least 60%. When the KA certificate was introduced to replace the IPRM certificate, the most notable difference was the inclusion of INDG 107.3 in the KA certificate.

The requirement for IPRM certificate graduates to complete INDG 107.3 before entering the diploma program has created unanticipated registration issues. Specifically, because IPRM graduates are inactive due to graduation, they have no clear option to enroll in INDG 107.3 without first being accepted into an undergraduate program. No AgBio option exists, so IPRM graduates must first be admitted to the College of Arts and Science to complete INDG 107.3, and then re-apply to the College of AgBio Kanawayihetaytan Askiy diploma program. To eliminate an unnecessary step in the admission process and reduce confusion, we propose changing the admission requirements for the KA diploma programs to allow graduates of the IPRM Certificate to be admitted on the condition that they complete INDG 107.3 within the first year of their program.

**Description:**

Current admission requirements:

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management certification and completion of INDG 107 with a final grade of at least 60%.

Proposed revision to admission requirements:

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%. Students accepted with an IPRM certificate are required to complete INDG 107.3 within the first year of their program.



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal: Revisions to the Kanawayihetaytan Askiy Diploma Admission Qualifications**

Degree(s): Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance  
Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management

Field(s) of Specialization:

Level(s) of Concentration: Undergraduate

Option(s):

Degree College: Agriculture and Bioresources

Contact person(s) (name, telephone, fax, e-mail):  
Amie Shirkie, Director of Academic and Student Affairs  
Office (306) 966-4062  
Fax (306) 966-8894

Proposed date of implementation: May 2019

### 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:

The current admission requirements to the KA diplomas are completion of the 21 cu KA Certificate with a minimum cumulative weighted average of 60%, OR completion of the former 18 cu Indigenous Peoples Resource Management (IPRM) certificate (which was replaced by the KA certificate) and completion of INDG 107 with a final grade of at least 60%. When the KA certificate was introduced to replace the IPRM certificate, the most notable difference was the inclusion of INDG 107.3 in the KA certificate.

The requirement for IPRM certificate graduates to complete INDG 107.3 before entering the diploma program has created unanticipated registration issues. Specifically, because IPRM graduates are inactive due to graduation, they have no clear option to enroll in INDG 107.3 without first being accepted into an undergraduate program. No AgBio option exists, so IPRM graduates must first be admitted to the College of Arts and Science to complete INDG 107.3, and then re-apply to the College of AgBio Kanawayihetaytan Askiy diploma program. To eliminate an unnecessary step in the admission process and reduce confusion, we propose changing the admission requirements for the KA diploma programs to allow graduates of the IPRM Certificate to be admitted on the condition that they complete INDG 107.3 within the first year of their program.

## **2. Admissions**

Current admission requirements:

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Proposed revision to admission requirements:

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## **3. Description of the program**

The KA diploma programs build on the Kanawayihetaytan Askiy Certificate and prepare students to become land managers in their communities and to provide leadership in local, provincial, and national settings. The program teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making. The Diploma in Aboriginal Lands Governance provides students with a broad background in governance, management, administration and political science as they relate to Aboriginal communities. The Diploma in Aboriginal Resource Management provides students with a broad background in resource management for Aboriginal communities.

### **Consultation**

We have consulted with our College of Agriculture and Bioresources Undergraduate Affairs Committee and Faculty Council, as well as with the Registrar's Office and Admissions and Transfer Credit.

## **4. Budget**

No added resources are needed for this change. No changes in the budget of any College or Department are required for this change.

## College Statement

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

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

## Related Documentation

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

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

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

## Consultation Forms

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

### Required for all submissions:

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

### Required for all new courses:

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

### Required if resources needed:

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

## Report from Council

---

### FOR CONFIRMATION

**PRESENTED BY:** Chelsea Willness, Acting Chair, University Council

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Admissions Requirements Change – Doctor of Philosophy (Ph.D.) program in Biostatistics**

**DECISION REQUESTED:** *It is recommended*  
**That Senate confirm Council's approval of changes in the admissions requirements for the Doctor of Philosophy (Ph.D.) program in Biostatistics, effective September 2018.**

**PURPOSE:**

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

**CONTEXT AND BACKGROUND:**

The School of Public Health is proposing that an additional requirement be added to the qualifications for admission to the Ph.D. Program in Biostatistics, namely, that applicants will be required to have completed course content in Mathematical Statistics, Statistical Inference or equivalent courses at the senior undergraduate level.

**CONSULTATION:**

This proposed change in admissions qualifications were considered at the Graduate Programs committee on December 7, 2017 and at the Executive committee of the College of Graduate and Postdoctoral Studies at its January 26, 2018 meeting. The Academic Programs Committee considered the proposal at its January 31, 2018 meeting and University Council approved the change at its February 15, 2018 meeting.

**ATTACHMENTS:**

1. Request for Change to Admission Requirements for the Ph.D. in Biostatistics



# Memorandum

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

**CC:** Steven Jones, Executive Director, School of Public Health

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

**Date:** January 24, 2018

**Re:** Change to Admission Requirements for the Ph.D. in Biostatistics

---

In June 2017, the Graduate Programs Committee of CGPS reviewed and supported changes to the admission requirements for the Ph.D. program in Biostatistics to include a requirement for background statistical knowledge. In September 2017, the Executive Committee reviewed the proposal and returned it to the Graduate Programs Committee requesting further clarification in the proposed language.

In December 2017, the Graduate Programs Committee considered a revised proposal for changes to the admission requirements for the Ph.D. program in Biostatistics. The committee supported the revised proposal and passed a motion in support of the changes. In January 2018, the Executive Committee was also satisfied with the revised proposal passing a motion to change the admission requirements for the Ph.D. program in Biostatistics.

During the review process by the CGPS committees, members indicated they would like to see specific preparatory courses indicated; however, given the international applicant pool, the committees ultimately were satisfied that the proposed language reflected the background knowledge required.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The proposal from the School of Public Health

If you have any questions, please contact [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) (306-966-2229).

:kc

## Memorandum

**To:** Dr. Terry Wotherspoon, Chair, APC (of University Council)

**Copies:** Dr. Bruce Eglington, Chair, GPC CGPS  
Dr. Steven Jones, Executive Director, SPH

**From:** Trevor Crowe, Chair, Executive Committee CGPS

**Date:** January 17, 2018

**Re:** Proposal to revise the admission requirements for PhD program in Biostatistics

---

On January 17, 2018, the Executive Committee of CGPS (EC) reviewed the following from the Graduate Programs Committee of CGPS:

On January 16, 2018, the Graduate Programs Committee (GPC) submitted a proposal to the EC to revise admission requirements for the PhD degree in the Collaborative Biostatistics Program. The program committee recommended that the entrance requirements for the PhD program be revised to include “To be eligible the student must have completed course content in Mathematical Statistics, Statistical Inference or equivalent courses at the senior undergraduate level”.

*The GPC passed the following motion: “To approve the revised admission requirements for the PhD program in Biostatistics”. Pollak/Simonson*

**The CGPS Executive Committee (EC) had the following discussion on January 17, 2018:**

- *Through this proposal, the revision “to be eligible the student must have completed course content in Mathematical Statistics...” speaks to having flexibility that would allow admission decisions to be probationary until the student satisfies the U of S requirement.*
- *This is a collaborative program; unfortunately the proposal does not have any information on how a collaborative program like this works.*
- *A member spoke to the administration of this program in that every two years the chair changes; regardless of who serves as the chair, the program is managed by the Executive Director of SPH*
- *This is a thesis-based program; so, it would follow the typical admission process and a supervisor would be identified*
- *Senior-level course work, for the purpose of graduate studies, are both 300 and 400-level undergraduate courses (NOT 200-level)*

- *With respect to acceptable International coursework; the unit would have to determine if that previous work is sufficient and make a recommendation based on that determination*

**The EC made a motion that the admission requirements for the PhD program in Biostatistics be revised as proposed. Walker/Westbrook CARRIED**

If you have any questions or concerns regarding the recommended please contact [lori.lisitza@usask.ca](mailto:lori.lisitza@usask.ca) on behalf of the Executive Committee.

/lal

**Memorandum**

**To:** Executive Committee of CGPS

**From:** Graduate Programs Committee of CGPS

**Date:** January 11, 2018

**Re:** Admission requirements for Ph.D. program in Biostatistics

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At the December 7, 2017, meeting of the Graduate Programs Committee (GPC), a revised proposal to amend the admission requirements for the Ph.D. program in Biostatistics was considered.

While members found the proposed language to be a bit vague, it was noted that much of the applicant pool might not have an undergraduate degree from the UofS, so specifying acceptable UofS courses did not seem necessary. Faculty administering the program would be best-prepared to assess applicants background preparation for admission.

It was noted that if an applicant's background preparation was difficult to assess, the applicant could be admitted on probation with a requirement to complete preparatory courses prior to beginning the doctoral program coursework.

The Graduate Programs Committee passed the following motion unanimously:

*To approve the revised admission requirements for the Ph.D. program in Biostatistics.* Pollak/Simonson  
CARRIED

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229.

:kc



## MEMORANDUM

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**TO:** Graduate Programs Committee, CGPS

**FROM:** Dr. Steven Jones, Executive Director, SPH

**C.C.:** Kelly Clement, CGPS

**DATE:** November 30, 2017

**RE:** **Admission requirements for PhD degree in the Collaborative Biostatistics Program**

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The School of Public Health would like to propose changes to the **PhD program** in the Collaborative Biostatistics Program. The change is with respect to the program entrance requirements.

The program committee recommends that the entrance requirements for the PhD program be changed to include “To be eligible the student must have completed course content in Mathematical Statistics, Statistical Inference or equivalent courses at the senior undergraduate level”. This is to be added to the Course and Program Catalogue as follows:

### **Biostatistics - Doctor of Philosophy (Ph.D.)**

#### Admission Requirements

- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information
- **completed course content in Mathematical Statistics, Statistical Inference or equivalent courses at the senior undergraduate level**

These recommendations have been approved by the Heads of all three departments (SPH, CH&E & Math & Stats). We also received a vote in favour of the recommendation by the core faculty in the Collaborative Biostatistics Program.

Please let me know if you have any questions.

## Report from Council

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### FOR CONFIRMATION

**PRESENTED BY:** Chelsea Willness, Acting Chair, University Council

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Admissions Requirements Change – Master of Business Administration (M.B.A.) program**

**DECISION REQUESTED:** *It is recommended*  
**That Senate confirm Council's approval of changes in the admissions requirements for the Master of Business Administration (M.B.A.) program, effective May 2019.**

**PURPOSE:**

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

**CONTEXT AND BACKGROUND:**

Currently the admissions qualifications for the MBA program outline a minimum IELTS score, but the academic unit would rather rely on the minimum English language proficiency requirements detailed by the College of Graduate and Postdoctoral Studies in the English Proficiency Policy, which are an acceptable standard for the MBA program. Additional changes include the removal of the requirement that an applicant's undergraduate training be in an academic discipline relevant to the proposed field of study, as the MBA is a general business degree that is designed to allow students from all academic backgrounds to develop business skills. There is also a change to the number of academic reference letters required by an applicant.

**CONSULTATION:**

The Academic Programs Committee considered the proposal at its February 28, 2018 meeting and University Council approved the change at its March 15, 2018 meeting.

**ATTACHMENTS:**

1. Request for Change to Admission Requirements for the MBA program

# Memorandum

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

**CC:** Noreen Mahoney, Associate Dean, Edwards School of Business

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

**Date:** February 21, 2018

**Re:** Amendments to the Master of Business Administration (M.B.A.) admission requirements

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In the fall of 2017, CGPS discovered anomalies with the approved M.B.A. admission requirements in comparison to the requirements posted in the Course and Program Catalogue. While it is not clear how the error occurred, such an error could not occur with current governance processes. The error correction was posted in the October 2017, University Course Challenge.

When the error was found, the M.B.A. Program Committee in the Edwards School of Business conducted a review of the admission requirements, and subsequently determined that the English proficiency scores should be in alignment with the CGPS standards. Additional minor changes have been proposed as well.

The correct, approved admission requirements will be published in the Course and Program Catalogue when it is released in March 2018.

We are seeking to have the proposed admission requirements being presented now to be approved to be published in the 2019-2020 Course and Program Catalogue.

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

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from the Edwards School of Business including a marked up catalogue description identifying the proposed changes

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

:kc

## Memorandum

**To:** Dr. Terry Wotherspoon, Chair, APC (of University Council)

**Copies:** Dr. Noreen Mahoney, Assoc. Dean, Students and Degree Programs, ESB  
Dr. B. Eglington, Chair, GPC, CGPS

**From:** Trevor Crowe, Chair, Executive Committee CGPS

**Date:** February 21, 2018

**Re:** MBA Program Changes

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On February 21, 2018, the Executive Committee of CGPS (EC) reviewed the following from the Graduate Programs Committee of CGPS:

At the February 13, 2018, meeting of the Graduate Programs Committee (GPC), the committee considered an updated and clarified proposal to revise the admission requirements to the Master of Business Administration program. The current requirements listed in the online Catalog do not include revisions that were approved through Course Challenge last fall. Thus, the current requirements, as they are listed in the submission to the Executive Committee, will not match the online version. Effectively, the Executive Committee is being asked to consider revisions to the revised version. This includes alignment of the English proficiency with CGPS standards, along with some other minor amendments.

*The GPC passed the following motion: "To recommend approval of the revised admission requirements for the Master of Business Administration program". Simonson/Green*

**A member of the CGPS Executive Committee (EC) asked why removal of the work experience piece was removed.** *The general discussion within the Graduate Programs Committee was that there is a degree of experience required; but no real relevance to the MBA is necessary, and the change provides some additional flexibility.*

***Eglington/McIntyre moved to recommend approval of the revised admission requirements for the Master of Business Administration program. – ALL IN FAVOUR; CARRIED***

If you have any questions or concerns regarding the recommended please contact [lori.lisitza@usask.ca](mailto:lori.lisitza@usask.ca) on behalf of the Executive Committee.

/lal



**Memorandum**

**To:** Executive Committee of CGPS

**From:** Graduate Programs Committee of CGPS

**Date:** February 14, 2018

**Re:** Revise Master of Business Administration (MBA) admission requirements

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At the February 13, 2018, meeting of the Graduate Programs Committee (GPC), the committee considered an updated and clarified proposal to revise the admission requirements to the Master of Business Administration program. The revised proposal included language to clarify that a correction had gone through University Course Challenge in October 2017. As the course and program catalogue is published only once per year (in March), the approved requirements are not reflected in the catalogue at the time of this writing. (The requirements indicated in the proposal are correct.)

The MBA committee in the Edwards School of Business reviewed the admission requirements, and they determined that they would like to align the English proficiency requirement with CGPS standards, along with some other minor amendments. The GPC recommends that the Executive Committee support the revised admission requirements for the MBA program, and the following motion was passed unanimously:

*To recommend approval of the revised admission requirements for the Master of Business Administration program.*      Simonson/Green      CARRIED

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229.

:kc

## MEMORANDUM

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**TO:** Graduate programs Committee

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

**DATE:** February 7, 2018

**RE:** MBA Program Changes

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In the fall of 2017, the College of Graduate and Postdoctoral Studies found anomalies in the posted admission requirements for the MBA program in comparison to the admission requirements that had been duly approved. In consultation with the University Registrar's Office and the University Secretary's Office, a correction was posted to University Course Challenge to correct errors. In addition to correcting the errors, the common equivalent standardized English proficiency test scores were introduced.

The Edwards MBA Committee conducted a review of the admission requirements, and requests the Graduate Programs Committee approve the following changes:

### **Minimum admission requirements for the Edwards MBA**

#### **Current Admission Requirements (per the correction approved in the October 2017 University Course Challenge) :**

- minimum score of 500 Graduate Management Admission Test (GMAT)
- minimum 600 TOEFL score paper-based; 250 computer-based; 100 internet-based test; IELTS – score of 7.0 required
- a four-year 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 grade system equivalent) in the last two years of study (i.e. 60 credit units)
- three confidential letters of recommendation (two academic and one professional)
- current resume detailing positions held and a description of responsibilities demonstrating 3 years work experience
- applicants will participate in an interview with the M.B.A. selection committee

### **Proposed Admission Requirements**

- minimum score of 500 Graduate Management Admission Test (GMAT)
- ~~minimum 600 TOEFL score paper-based; 250 computer-based; 100 internet-based test; IELTS—score of 7.0 required~~
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information.
- a four-year 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 grade system equivalent) in the last two years of study (i.e. 60 credit units)
- three confidential letters of recommendation ~~(two academic and one professional)~~ (minimum one academic)
- current resume detailing positions held and a description of responsibilities ~~demonstrating 3 years work experience~~
- applicants will participate in an interview with the M.B.A. selection committee

#### Rationale:

- The minimum language proficiency requirements as detailed by the CGPS are an acceptable standard for the MBA program.
- There is no need to specify “academic discipline relevant to the proposed field of study”. The MBA is a general business degree designed to allow students from all academic backgrounds to develop business skills. This statement does not apply and has not been a factor in admission decisions.
- For a professional master program, requiring professional references is as valid as an academic reference. The requirement for two academic references can sometimes be a barrier for students who have been away from the academic environment for several years.

## Report of the Senate Executive Committee

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### **FOR INFORMATION**

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

**DATE OF MEETING:** April 21, 2018

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

**SENATE ACTION:** For information only

#### **BACKGROUND:**

The Senate executive committee met on February 5, 2018 and March 22, 2018. The following information is a report on the work of the Senate Executive Committee.

#### **DISCUSSION SUMMARY:**

##### **Requests Received by Senate Executive**

The Conflict of Interest policy was added to the Senate agenda at the request of members of Senate.

##### **Proposed Discussion Items from Senate Education**

The Senate education committee had selected the topic "Careers and Employment" for the April Senate agenda.

##### **Continued committee work: Purpose of Senate**

The executive committee reviewed the results of the live polling that occurred at the October 2017 Senate meeting and discussed ways to further engage Senators. It was decided that public forums may be an effective way to engage Senators and that a forum will be organized for the Fall of 2018. The committee members reviewed a list of potential topics and it was decided that a working group of executive committee members be chosen to assist the university secretary in planning the forum. Judy MacMillan, Monica Kreuger, Kish Wasan and Beth Bilson volunteered to serve on the working group.

##### **Candidate for the Senate-elected member to the Board of Governors**

Pursuant to Senate Bylaws, Section V, 2. d. viii, the Senate executive committee is tasked with presenting at least one nomination to the nominations committee. The executive committee reviewed three nominations and voted by secret ballot to forward one nomination to stand for election.

## Report of the Senate Executive Committee

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### FOR APPROVAL

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

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Bylaw amendment Section V, 5. Board for Student Discipline and Appeals**

**DECISION REQUESTED:** That Senate approve the amendment to the Senate Bylaws Section V,5 to increase the number of members on the Board for Student Discipline and Appeals from six (6) members to eight (8).

#### BACKGROUND:

The Senate executive committee met on March 22, 2018 and discussed a request from the university secretary to increase the number of members of the Board for Student Discipline and Appeals from six to eight due to the increased number of student cases that are received, the complexity of the cases and the availability of members.

#### SUMMARY:

The committee agreed that increasing the number of members will improve the efficiency of the Office of the University Secretary to hear these student discipline and appeal cases.

#### ATTACHMENT:

Proposed amendments to Section V, 5 of the Senate Bylaws

Excerpt from the Senate Bylaws, Section V, 5:

Board for Student Discipline and Appeal Board

A roster of ~~six (6)~~ eight (8) members of Senate shall be nominated by the Nominations Committee and elected by Senate to serve for three years on the Board for Student Discipline and Appeals.

## Report of the Senate Executive Committee

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### **FOR APPROVAL**

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

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** Nominations to the Senate nominations committee

**DECISION REQUESTED:** That Senate approve Stuart Garven, Carrie Stavness, Rod Wiens and Christine Wesolowski to the Senate nominations committee for one-year terms beginning July 1, 2018 and ending June 30, 2019 and that Senate approve Stuart Garven as Chair of the nominations committee.

### **BACKGROUND:**

The Senate executive committee is responsible for the nomination of members to the Senate nominations committee. The nominations committee is comprised of 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.

### **SUMMARY:**

The committee nominated the existing members of the nominations committee: Christine Wesolowski, Stuart Garven, Carrie Stavness, and Rod Wiens to serve a one-year term. They also nominated Stuart Garven to serve as Chair of the nominations committee for a one-year term.

### **PROPOSED MEMBERSHIP FOR 2018-19:**

Chancellor as chair of the executive committee (or designate from the executive committee)  
Four members of Senate:  
Stuart Garven  
Carrie Stavness  
Rod Wiens  
Christine Wesolowski  
University Secretary (non-voting member)

## Report of the Senate Education Committee

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### FOR INFORMATION

**PRESENTED BY:** Nadia Prokopchuk, member  
Senate Education Committee

**DATE OF MEETING:** April 21, 2018

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

**SENATE ACTION:** For information only

### 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. This is done by suggesting a topic(s) to the executive committee for approval and inclusion on the Senate agenda.

The education committee met on January 25, 2018, to further discuss the topic “Careers and Employment” that was previously chosen by the Senate executive at their March 2018 meeting, but was deferred to the April 2018 Senate meeting.

The committee also discussed the role of the education committee and suggested a survey be developed and distributed to Senators for their opinions on the role of the Senate education committee.



# Conflict of Interest

## Operations and General Administration

**Responsibility:** University Secretary

**Authorization:** Board of Governors

**Approval Date:** Feb 8, 2002

**Amended:** Dec 12, 2008

## Purpose

To set forth policies and procedures in respect to the recognition, disclosure and resolution of conflicts of interest relative to all members of the University of Saskatchewan.

This policy does not replace any other University policies, but is intended to be exercised with other policies or collective agreements, which may address specific instances of conflict of interest.

## Principles

- To promote transparency, thereby increasing public trust in the University and the research enterprise.
- To create a culture of trust in the University and the research community.
- To ensure visibility and consistent application of measures to prevent and deal with conflict of interest.

## Scope of this policy

This policy applies to everyone who is a member of the University of Saskatchewan. A University member means all faculty, staff, trainees, students, and adjuncts of the University of Saskatchewan, whether fulltime, reduced, or part-time, and any other person while acting on behalf of or at the request of the University including, but not limited to members of a University committee (including the Senate and Board of Governors), persons giving advice or providing services to the University at the request of the University, and anyone involved in a decision-making process.

No member of the University will be discriminated against for being involved in a conflict of interest so long as the individual has acted in good faith and in accordance with this policy and any other related University policies.

## Policy

A conflict of interest occurs when there is a divergence between a University member's private interests and professional work outside of the University and their obligations to the University such that an independent observer might reasonably question whether the University members' professional actions or decisions are determined by considerations of personal gain, financial or otherwise.

Conflict of interest is a breach of an obligation to the University that has the effect of advancing one's own interest or the interests of others in a way detrimental to the interests of, or potentially harmful to, the integrity of the University. Conflicts of interest and the appearance of conflicts of interest must be avoided.

Since the possibilities for conflict of interest are almost limitless and cannot all be covered in procedures, University members are expected to conduct themselves at all times with the highest ethical standards in a manner which will bear the closest scrutiny, and are responsible for seeking guidance before embarking on activities which might be questionable.

Unit heads are responsible for taking immediate and appropriate action when they become aware of violations of the policy.

## **Responsibilities**

Each University member has a responsibility to avoid conflicts of interest, and the appearance of conflict of interest, and to disclose to their unit head any conflict of interest situations. It is important to note that some situations may arise that are not specifically defined by this policy; however, they must be reported to the unit head in order to determine if a conflict of interest exists. All disclosures should be made in writing immediately upon discovery.

## **Procedures**

- Faculty, trainees, adjuncts, administrative, professional or technical staff and student members who have disclosed a conflict of interest should, in consultation with their unit head, resolve the conflict of interest, which may require the discontinuance of the activities through which the conflict of interest will arise or has arisen.
- Should a unit head believe a University member is involved in a conflict of interest, then the unit head is expected to request full disclosure in writing of the individual's relevant interests or an explanation that no conflict of interest exists.
- A University member who is considering engaging in activities that may be a conflict of interest with respect to their involvement or commitment to the University are required to seek approval from their unit head prior to engaging in such activities. The approvals should then be forwarded to the appropriate vice-president.
- Situations that cannot be resolved between the University member and the appropriate unit head shall be referred to the appropriate vice-president. When a conflict of interest exists, the University member in question may be requested to relinquish the responsibilities causing the conflict of interest.
- All disclosures of a conflict of interest must be filed with the University member's unit head and/or dean, and a copy forwarded to the Human Resources Division.
- All conflict of interest situations will be disclosed and appropriately managed prior to any commitment or expenditure of research funds. Researchers are required to sign a declaration stating all known conflict of interests had been declared prior to the University authorizing the release of any research funds and that the researcher commits to notify their respective unit head should a conflict arise at a later point.

The following are illustrative of situations, which may lead to a conflict of interest.

- A University member has a position or interest in an entity whereby she/he can exercise significant influence in transactions between the entity and the University. University members who are responsible for specifying or approving materials, equipment or services purchased by the University, must not have any financial interest, either direct or indirect (e.g. a family member, spouse, or friend), in the transaction. (See Policy titled: "Commercial Directorships held by University Faculty and Staff").
- Contracting with the University as a supplier of materials, equipment or services.
- Principal investigators, co-investigators and research personnel accepting ownership shares (free or discounted) in a company with which the University is contracting research services on their behalf.
- Involvement in activities that conflict with a commitment to the assigned duties and responsibilities of the member's position with the University.
- Transmitting to outsiders for personal gain, University supported work products, results, materials, property records or information.
- Using for personal gain, or other unauthorized purposes, privileged information acquired in connection with the University member's University-supported activities. This privileged information includes, but is not limited to, academic, medical, personnel, or security records of individuals; anticipated material requirements or price actions; knowledge of possible new sites for University-supported operations; and knowledge of forthcoming programs or selections of contractors or subcontractors in advance of official announcements.
- Acceptance of gratuities, gifts or special favors from entities or individuals with which the University does or may conduct business.
- Extending gratuities or special favors to employees of sponsoring agencies, which may be interpreted as having any possibility of influencing the recipients in the conduct of their duties.
- Misuse of University resources, including facilities, personnel, equipment, materials or confidential information for any purpose other than the performance of the individual's University duties. (See article 19.6.5 of the Faculty Collective Agreement).
- Acceptance of employment, an official relationship or a consulting arrangement with another entity which has business relations with the University.
- University members in a position to influence the appointment of family members, relatives and affiliates to positions at the University. (See Policy titled: "Employment Practices".) Also see articles 10.9, 13.5.2, 16.6.2 (v), 14.5.3 (v), 17.4.3 (v), and 15.13.3 (v) of the University of Saskatchewan - University of Saskatchewan Faculty Association Collective Agreement for conflict of interest relative to collegial matters.
- Services performed by University members on their own accord or under the auspices of a company, in which they hold an interest, when the service can be performed through the University or as part of the University member's duties.

## **Non-compliance**

The intent of this policy is to assist the University in the management of conflict of interest situations before they arise or when they become known. The University expects that its members will comply fully with this policy, including all requirements for disclosure. Failure to do so shall constitute grounds for disciplinary action in accordance with any applicable collective agreement, employment contract, or student academic or non-academic discipline regulations, other applicable disciplinary process.

## **Related Documents**

**[Procedures for Compliance with the U.S. Public Health Service Financial Conflict of Interest Regulations](#)**

# Gift Acceptance

## Advancement

**Responsibility:** Vice-President, University Relations

**Authorization:** Board of Governors

**Approval Date:** May 11, 2001

## Purpose

To ensure that the University of Saskatchewan, as a registered charitable organization, accepts donations/gifts based on informed decisions, that such gifts are receipted in accordance with the Canada Customs and Revenue Agency regulations and guidelines, and that the donor's intent is adequately documented and appropriately approved.

## Policy

All gifts must be compliant with Canada Customs and Revenue Agency regulations and other applicable agency guidelines. Gifts may not be accepted if the donor places parameters on the gift which do not meet University policy or fit with University priorities. Ownership of all gifts directed to the University vest in the University. The final decision to accept or decline a gift rests with the Board of Governors. The Advancement and Community Engagement office is responsible for coordinating fundraising, gift acceptance, and gift processing. All gifts to the University of Saskatchewan (cash, gift-in-kind, estate, stock, planned gift) must be processed through the University Relations office. Financial Services, the primary unit responsible for account management, is consulted in the gift acceptance process.

Charitable gifts to the University of Saskatchewan that are deemed acceptable will be acknowledged with a charitable receipt as directed by Canada Customs and Revenue Agency regulations, and will be used by the University in accordance with the direction, if any, of the donor.

## Procedure summary

The University Relations office will ensure that gifts are given appropriate consideration by the respective Vice-President, Dean, Department Head, Director of the recipient museum, or Director of the program that will benefit from the gift and will consult with Financial Services regarding trust agreements, endowed gifts, non-cash gifts and financial arrangements. Detailed guidelines relating to gift acceptance are available at: [http://www.usask.ca/fsd/resources/guidelines/gift\\_acceptance.php](http://www.usask.ca/fsd/resources/guidelines/gift_acceptance.php)

In the cases where a Will appoints the University of Saskatchewan as the administrator, executor, or trustee of the estate, the Director, Finance and Trusts is the designated representative.

## Related Documents

There are no other documents associated with this policy.

# **Statement from Vice-President Research Karen Chad on recent research ethics issue**

The University of Saskatchewan (U of S) takes the unproven allegations against our Canada Research Chair John Giesy very seriously. Since becoming aware of the pre-trial claims made in connection with a Minnesota state court case against 3M, which has been settled out of court, the university has conducted a review of the evidence available.

Mar 14, 2018

Prof. Giesy rejects the unproven claims. Further, after following our formal procedures and reviewing extensive pre-trial court documents—including email transcripts and documents provided by all parties in the dispute—we concluded on Feb. 27 that there was no evidence of a breach of our Responsible Conduct of Research policy or a breach of the Tri-Agency guidelines on Responsible Conduct of Research.

During our review, we learned that the allegations pertain to work for 3M that Prof. Giesy conducted or initiated while he was employed at Michigan State University. Professor Giesy came to the U of S in 2006, and has not been engaged as a consultant for 3M while at the U of S. As a result of learning this and in keeping with our practice and the Tri-Agency guidelines, we have sent a letter to Michigan State University informing them of these allegations.

Prof. Giesy conducted perfluorinated compounds (PFC) research on contract for 3M while at Michigan State University. Contrary to claims in the court document, he encouraged the company to voluntarily cease production of the chemical. He developed an alternative that was safer and was instrumental in the worldwide banning and regulating of PFCs.

His advocacy with industry and governments around the world led directly to certain PCFs being added to the Stockholm Convention in 2009. He also shared his research findings with Environment Canada, resulting in the banning of 87 chemicals in Canada.

Prof. Giesy worked as a consultant to 3M to develop the replacement product through ENTRIX, a consulting firm that had hired a number of his former students and post-doctoral fellows. He supervised design of studies that were conducted by contract, testing labs that had the necessary procedures in place to meet regulatory guidelines for toxicity testing.

He then helped analyze the data for submission to the U.S. Environmental Protection Agency under the Significant New Uses Rules. Although he hasn't worked as a consultant for 3M since joining the U of S, he continued to work on methods with his students and scientists at 3M until 2008, when the final method was published.

After 3M had phased out its PFC production in North America and Europe, Prof. Giesy received an unrestricted grant of \$200,000 from 3M to find out how the chemical was getting to all

corners of the globe. The money was used to fund the research of a U of S post-doctoral student and a visiting academic from China. Prof. Giesy also received \$29,750 from 3M that was used to support a study done by the post-doctoral student.

Prof. Giesy said during the entire time he researched PFCs under contracts with 3M, he was never directed to change a single word in a paper or limited in any way as to what he could say or publish. His results were published immediately.

We will continue to monitor this situation, and would consider further steps if new information of a concerning nature were to arise.

As a research-intensive university, it is our responsibility to conduct research in an ethically responsible way and have policies and procedures to address alleged breaches. Our [Responsible Conduct of Research policy](#) states: “The research, scholarly and artistic work of members of the University of Saskatchewan must be held in the highest regard and be seen as rigorous and scrupulously honest. Scholarly work is expected to be conducted in an exemplary fashion, be ethically sound, and contribute to the creation, application and refinement of knowledge.”

The U of S also has in place safeguards to ensure that academic freedom is maintained in research contracts with third parties and that corporations cannot interfere with the interpretation or publication of research results. For instance, the university refuses funding from partners if the funding constrains a researcher’s ability to publish papers or other documents, including technical reports.

Partnerships with industry are not only a necessity in today’s research environment to address issues of societal importance, but are also encouraged by provincial and federal governments. While the U of S looks to greater collaboration with industry, its governance structures—including University Council, Board of Governors and University Senate—help ensure that industry partners do not override our commitment to evidence-based, peer-reviewed research of a world-class standard.

Karen Chad  
Vice-President Research  
University of Saskatchewan

# **UNIVERSITY PLAN 2025: STRATEGIC FRAMEWORK AND NARRATIVE**



# LETTER FROM THE PRESIDENT

Universities are needed now more than they have ever been, and that is certainly true for the University of Saskatchewan. To be a university for the future, it is incumbent upon us to stay connected to the communities we serve, locally and globally—to contribute to them and, in so doing, to be the university the world needs.

Guiding us towards achieving this aspiration is our 2025 University Plan. Built through consultation and collaboration, it evolves from our 2016 Vision, Mission and Values, and is informed by and takes us beyond previous integrated plans.

This 2025 University Plan is grounded in our strengths. As our Vision document states, “we use interdisciplinary and collaborative approaches to discovery.” No other research-intensive, medical-doctoral university in Canada has the array of colleges and interdisciplinary schools we do. None has the unique scientific infrastructure we have, nor our unique signature areas through which we are having a global influence. We have an unparalleled breadth of expertise in our professional colleges, social sciences disciplines, humanities and fine arts departments, and fundamental and applied sciences units. Together, we have the tremendous variety of programming and research—and the faculty, staff, and student talent—to serve and inspire our communities: this city, this province, this country, and beyond.

Fundamental to all of this is the key role our university plays in reconciliation. This plan must impel us, and clarify our purpose, in this regard. It is fundamental because we will achieve much when we are a strong university of common purpose, a trusted partner in the national imperative of reconciliation, engaging together the many communities we serve in an era of unprecedented political and technological change.

Our challenge, to be met in this plan, is to make this whole greater than the sum of its parts. When we are successful at doing so, students around the globe will see the university in particular as a place to develop the knowledge and skills they need to thrive in a future defined by constant change. Faculty will view the university as a place that creates unmatched possibilities for collaboration, discovery, and impact. Staff will find inspiration in the opportunity to create solutions—systems, practices, physical spaces—that reflect the university’s ambition. Our diverse communities will engage with and find inspiration in everything we do. We will take our place among the world’s top institutions of higher learning.

And in the process we will be the university the world needs. I invite all of us to join together in reaching that aspiration.



**Peter Stoicheff**  
President and vice-chancellor

# PREAMBLE

In January of 2017, the University of Saskatchewan embarked on a journey to develop the university's next strategic plan—a fully integrated and engaged plan that will see us to 2025. The university plan is inspired by our four Principles—Connectivity, Sustainability, Diversity, Creativity—and reflects our Mission, Vision and Values. They are woven into the plan and will help ensure that it represents who we are and what we can achieve as an institution.

*This plan aims to be bold.* The intent of this plan is to position the University of Saskatchewan as the university the world needs, and our three strategic commitments—Courageous Curiosity, Boundless Collaboration, Inspired Communities—are the embodiment of this conviction.

*This plan aims to be an authentic expression of the university's commitment to Indigenization.* The languages, concepts, and spirit woven into this plan have been shaped by our relationships with Indigenous communities. These relationships have profoundly deepened our understanding of the principles, values, and strategic directions that will define our future.

*This plan aims to be accountable.* The commitments, goals, and aspirations we describe represent a substantive proposition for institutional development, growth, and impact. We have therefore identified a comprehensive set of guideposts that will allow us to mark and measure our progress over the coming years and ensure that we remain true to the spirit and substance of this plan.

We're looking for your input. We seek your thoughts on the plan's intent, three strategic commitments, and twelve bold yet achievable goals.

We look forward to your guidance as we prepare our university for an inspiring journey over the next seven years.

# The Deep Roots of Our Principles... and a New Way of Seeing Them

This plan is rooted in the university's four principles: *sustainability*, *creativity*, *diversity*, and *connectivity*. Looking at these principles through Cree and Michif language and concepts has brought depth, complexity and the unexpected to our shared understanding of them.

**The Cree and Michif Elders and Language Keepers who have helped us to discover the language of this plan have given our university a great gift and an inspiring source of strength.**

Indigenous peoples have shaped this plan with generous spirit and patient resolve—sustained by faith that things will happen when they're supposed to happen. After generations of forced irrelevance, the Indigenous traditions, languages, and systems of knowledge imbue our university's future in ways that were unimaginable even a few years ago. At last, this plan binds together parallel paths and uplifts all traditions in a space of peace, respect, and friendship. This plan is both a description of our university's future and a framework for mutual learning and reconciliation. And for this, we will all be immeasurably stronger.

## **Nākatēyihitamowin | Nakaatayihitaamoowin**

**The principle of sustainability** ensures that we take care of the relationships with which we've been entrusted—with the land, with the air and water, with our students, colleagues, and neighbours—guided by mindfulness, respect, and reverence. In Cree and Michif, the idea is much bigger, extending to the attention we pay to protecting and honouring the wellness of all humanity and creation, the integrity of our cultural identities, and the stories embedded within language—the baskets of stories—our students, staff, faculty, and partners bring to our community. For the University of Saskatchewan, Nākatēyihitamowin | Nakaatayihitaamoowin is a cultural and ecological touchstone.

## **Nihtāwihcikēwin | Nihtaoshchikaywin**

At its core, our university is a creative organism. **The principle of creativity** testifies that we are curious about the unexplored possibilities for growth, enrichment, and justice around us; attentive to the needs and opportunities for change that inspire imagination, and invention; and intentional about the future to which we aspire to contribute. The creative spirit is experiential; it invites participation in individual and collective journeys to discover truth and seek balance within the chaotic dynamism of the universe. Nihtāwihcikēwin | Nihtaoshchikaywin requires both discipline and optimism—knowing that our efforts can bring to fruition the possibilities we envision for learning and discovery.

## **Nanātohk pimātisowina | Nanaatoohk pimatishoowin**

Life is perpetual movement and change—an unscripted journey of expanding awareness, understanding, and “coming to know”—and no two journeys follow quite the same path. Through **the principle of diversity**, our university is a meeting place for diverse journeys. Our strength derives from our respect for and belief in the tapestry of identities, traditions, and ways of knowing and being that enrich our humanity and bring us closer to an enlightened understanding of the world around us.

## **Āniskōmohcikēwin | Naashkoopitamihk**

**The principle of connectivity** requires the University of Saskatchewan to be a global village. Our vibrant community is tied together by shared values, shared intentions, and a commitment to sharing our diverse stories in a place of mutual respect and learning. Our connectivity is our source of resilience, and the interactions that bring us closer together are energized by wonder and a playful spirit. Together, we have the flexibility to flourish in the face of change—and the confidence to take our place among leaders, emboldened by the unity of the community we carry with us.

These principles give truth, life, and an enriched sense of mission to the spirit of our plan. **Nikānitān manāchitowinihk | Ni manachihitoonaan** (“Let us lead with respect”) reflects the humility and boldness that inextricably define the University of Saskatchewan's spirit. Our university community aspires to lead “in a good way.” Through this plan, we will bring the creativity and courage to pursue a more sustainable future—and we will instill the reverence for individual expression and identity to embrace humanity's complexity and realize this future connected in our diversity. Through this plan—and through the spirit embodied in Nikānitān manāchitowinihk | Ni manachihitoonaan—the University of Saskatchewan will be **the University the World Needs**.

# OUR STRATEGIC FRAMEWORK: “THE WEAVE”

We have come to understand the essence of the University of Saskatchewan's strategic plan in the visual representation on the next page: a conceptual framework that the countless community members who have contributed to its evolution now affectionately call “the weave”.

The symbolism of our strategic framework as a tightly woven belt of fabric is highly intentional. Our strategy is at once strong and flexible—resilient in an era of global urgency and unprecedented social and technological change. Our strategy is multidimensional, true to the complexities and contradictions that inspire the creativity and generosity of great institutions. And our strategy is highly integrated, tying together our University's legacy, spirit, and future into a singular description of who we are and aspire to become.

- The vertical threads capture our four principles—SUSTAINABILITY, DIVERSITY, CONNECTIVITY, CREATIVITY—as interpreted and discovered through the gift of Indigenous languages and teachings.
- The lighter horizontal threads reinforce core elements of our mission: fostering interdisciplinary and collaborative approaches to DISCOVERY; uplifting the experience of INDIGENIZATION in our lives as students, educators, scholars, and citizens; preparing students for enriching careers and fulfilling lives as engaged global citizens through excellence in TEACHING AND LEARNING; and nurturing the innovative, accessible and welcoming spaces essential to meaningful ENGAGEMENT with our diverse communities.
- The darker horizontal threads describe the scope of our vision and spirit of engagement: our special connections to the REGIONAL communities in which our students, faculty, and staff live and work; the unique and enduring PROVINCIAL partnerships that allow our university to contribute meaningfully to the social, cultural, and economic life of Saskatchewan; the distinguishing leadership, talent, and ideas our university brings to the NATIONAL stage as we work to create a brighter, more prosperous, and more sustainable future for Canada; and the INTERNATIONAL research, teaching, and community partnerships essential to our university's position as a globally relevant institution of higher learning.

Together, these interlaced threads give strength to the three COMMITMENTS and twelve GOALS that underpin the INTENT of this plan: to be the university the world needs. Our commitments and goals represent our contract with the communities and partners that give us purpose—an institutional promise to be better and do more, woven into the tapestry of history, identity, and vision that will stretch with us into our future.

If the weave is as true an expression of who we are and aim to become as we believe the weave to be—and if we are true to the spirit and substance of this strategic framework over the coming years—we are confident that we will be able to achieve the five ASPIRATIONS that will define the success of this plan in 2025: Transformative Reconciliation, Productive Collaboration, Meaningful Impact, Distinguished Learners, Global Recognition.

UNIVERSITY PLAN:

University of Saskatchewan will be the university the world needs.



## INTERPRETING AND ANIMATING OUR TWELVE GOALS

Over the next few pages of text, we examine the significance of each of our GOALS by considering three questions: What does this goal mean to the University of Saskatchewan? What are the implications of this understanding? And if we are to fulfill its potential, what does this goal challenge us to do in the future? In answering these questions, it is not our intention to provide prescriptive directives and remedies; rather, we wish to communicate a sense of authenticity, direction, and focus to inspire our colleges, schools, units, and communities as they translate the university's institutional goals into specific actions and deliverables.

For each goal, we have also identified a set of GUIDEPOSTS. These guideposts describe the ways in which we propose to track—quantitatively and qualitatively—the university's progress toward each goal. The guideposts are not themselves specific metrics; however, as each goal implies a proposition for change, the guideposts provide a sense of the (ultimately measurable) achievements that will be important to us as we grow and evolve. Put another way, if the five ASPIRATIONS we've articulated in our strategic framework describe the endpoint of this plan, the guideposts will mark the journey.

## COMMITMENT #1:

# Courageous Curiosity

**Commitments:** Empower a daring culture of innovation with the courage to confront humanity's greatest challenges and opportunities.

### Goals:

- **Unleash Discovery.** Inspire students, faculty, and staff with the responsibility and expectation to be boldly curious as learners, researchers, scholars, and artists.
- **Uplift Indigenization.** Expand the understanding and practice of Indigenous ways of knowing and concepts of innovation.
- **Embrace Interdisciplinarity.** Cement and catalyze interdisciplinary endeavour as a core premise of learning, research, scholarship, and creativity.
- **Seek Solutions.** Foster a problem-solving, entrepreneurial ethic among students, faculty, and staff, harnessing opportunities to apply our research, scholarly, and artistic efforts to community and global priorities.

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## UNLEASH DISCOVERY

Curiosity is the lifeblood of our university. Our passion for knowledge and understanding is the driving force of our culture of discovery—and the courage that allows us to ask tough questions and push boundaries is a direct reflection of our inherent optimism, our pragmatic skepticism, our scholarly discipline, and our aspiration to make the world a better place. Curiosity impelled University of Saskatchewan Nobel Laureate Gerhard Herzberg's pioneering work on the structure and geometry of molecules. Curiosity has given voice and vision to the many distinguished writers and artists who have found inspiration on our campus. Curiosity has propelled the growth of our research enterprise by nearly a third in just five years.

Curiosity is both a privilege and a responsibility. The freedom we enjoy to pursue knowledge and understanding is inextricably linked to our humble respect for the world's natural and cultural gifts; to our willingness to subject our work to the scrutiny of our peers; and to our commitment to sharing our discoveries in the public sphere in ways that are timely, relevant and useful.

Bold curiosity fuels an innovative society—it's the foundation for creative problem-solving, invention, and social and technological change—and universities play a vital role in nurturing, empowering, and unleashing the curiosity that will allow us to imagine a brighter, more sustainable future. It is for this reason that curiosity will be the central thesis of all colleges, schools, and administrative units at the University of Saskatchewan.

### GUIDEPOSTS

- Growth in scholarly influence, visibility, and impact
- Success in attracting the best students, trainees, faculty, leaders, and staff across the globe
- Improved competitiveness for peer-reviewed funding
- Teaching excellence that inspires curious, courageous learners

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## UPLIFT INDIGENIZATION

Together, we are uplifting Indigenization to a place of prominence at the University of Saskatchewan. Words and phrases that capture the importance of Indigenous peoples and their ways of being, knowing, and doing—philosophies, languages, methodologies, pedagogies—are evident throughout the University Plan and are a source of inspiration for our students, faculty, staff, and community partners.

Indigenization challenges us to amplify the forces of decolonization. Decolonization practices contest divisive and demeaning actions, policies, programming, and frameworks. Indigenization is the healing, balancing force; it calls us to action, invites a rebalancing of relationships, inspires opportunities for mutual cultural understanding, and helps us to find comfort in the discomfort decolonization can entail. From an Indigenous perspective, the gesture of uplifting (open hands, palms up, raised arms) conveys value, openness, honour, trust, and relationship. By uplifting Indigenization and Indigenous self-determination, we are welcoming ideas, knowledges, and perspectives that enrich us all.

Indigenization strengthens the fabric of the university. It involves the respectful, meaningful, ethical weaving of First Nations, Métis, and Inuit knowledges, lived experiences, worldviews, and stories into teaching, learning, and research. Indigenization is a gift that benefits every member of our community.

### GUIDEPOSTS

- Growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples
- Recognized Indigenous leadership at all levels of the academy, administration, and governance
- Amplified Indigenous student, faculty and staff recruitment and retention efforts
- Systems and structures—including tenure, promotion, and merit practices—that support and recognize Indigenization
- A university community—Indigenous and non-Indigenous—increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization
- Local, provincial, national, and international recognition as leaders of Indigenization and decolonization



## EMBRACE INTERDISCIPLINARITY

Interdisciplinarity is the hallmark of the University of Saskatchewan. It is the unifying model of discovery and innovation for a community of learners, researchers, scholars, and artists with the courage to step outside safe disciplinary constructs; with the ambition to tackle questions they can't tackle alone; and with the humility to share knowledge and experience in an atmosphere of radical openness. It's why we're at the forefront of the discoveries, technological changes, and social innovations needed to tackle global water and food security; it's why we're advancing an integrated view of health and wellness at the interface of humans, animals, and the environment; it's why we're punching above our weight in so many of Canada's most prestigious funding competitions.

Interdisciplinarity is impelled by and built around complex problems. It requires integrated, big-picture thinking, comfort with ambiguity, and discerning, nurturing leadership. Interdisciplinarity is not simply about probing the same question through different disciplinary lenses or traditions. It's about the new creative possibilities—the new and unexpected ways of perceiving, confronting, and understanding a problem—that can arise from the productive collision of perspectives among novel configurations of learners, researchers, scholars, artists, and communities.

With 17 colleges and schools—an almost unprecedented degree of diversity—our university enjoys a rich opportunity to harness scholarly and creative diversity to tackle some of the greatest challenges humanity faces. It is our task to unleash the fullness of our interdisciplinary potential.

### GUIDEPOSTS

- Growth in the number, diversity, and strength of interdisciplinary research and training programmes across colleges and schools
- Recognized leadership in interdisciplinary models, and methods
- Systems and structures aligned with interdisciplinary culture
- Growing global recognition and leadership in applying interdisciplinary approaches within our signature areas

## SEEK SOLUTIONS

While our purpose as an institution of higher learning is to discover, the social license that enables this purpose derives from our commitment to applying knowledge that addresses challenges and creates opportunities for the world. This spirit of problem-solving, invention, entrepreneurship, and community-building has always animated the University of Saskatchewan—from Harold Johns' development of Cobalt-60 as a revolutionary cancer treatment to our Crop Development Centre's role in securing Saskatchewan's leadership in the global pulse market.

Sustaining and amplifying this spirit will require every member of our campus to engage with the communities we serve and support. We will strengthen the connections linking discovery, social innovation, and technology development essential to sustainable change. And we will become increasingly comfortable with informed risk-taking and the possibility of failure. This mindset is integral to the university's culture, inspiring all members of our campus community—students, staff, faculty, and senior administration.

At the same time, the pursuit of solutions will require institutional focus to reward inventiveness and enable innovation; to facilitate knowledge translation, exchange and commercialization; and to foster the community partnerships essential to co-development and implementation of discoveries and new knowledge.

### GUIDEPOSTS

- Increasingly empowered culture of experimentation and entrepreneurship among students, faculty, and staff
- New and enhanced applied learning experiences for students
- Growing leadership and recognition in scientific, technological, and social innovation
- Growth in commercialization outcomes
- Expanding community engagement in discovery and innovation



## COMMITMENT #2:

# Boundless Collaboration

**Commitments:** Invigorate the impact of collaboration and partnership in everything we do.

### Goals:

- **Enrich Disciplines.** Build, enhance, and sustain research, scholarly and artistic strength central to vibrant collaboration within and among all disciplines and academic units.
- **Align Structures.** Ensure that academic, administrative, and physical infrastructure enable collaborative opportunities for all students, faculty, and staff.
- **Embolden Partnerships.** Foster, expand, and diversify local, national, and global partnerships—with governments, businesses, and civil society in rural, northern and urban communities—rooted in reciprocal learning and the co-creation of knowledge.
- **Experience Reconciliation.** Nurture the humility, ethical space, and conviction central to embedding the spirit and practice of reconciliation in all our engagement efforts.

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## ENRICH DISCIPLINES

Interdisciplinary possibilities arise from disciplinary strength. The University of Saskatchewan's leadership in global food security did not begin with the establishment of the Global Institute for Food Security; it was built over decades of excellence in plant genetics, soil science, zoonotic microbiology, hydrology, agriculture policy, community extension, and development, among other fields, and continues to depend on uncompromising disciplinary focus and leadership.

If we are to realize the full potential of an engaged, collaborative, solutions-focused university with the courage to tackle humanity's greatest challenges, we need to harness scholarly strength, creativity, and inventiveness across our campus—which means that we will need to acknowledge and tackle unevenness in the quality of research, learning, teaching, and citizenship within our disciplines.

Uncompromising cultivation of disciplinary depth is essential to preparing the University for sustainable leadership in interdisciplinary research, scholarship, and creative pursuits in the future. Without exception, we will hold ourselves to the highest disciplinary standards. The measure of our success lies in attracting and retaining top talent, competing successfully for external resources and partnerships, and ensuring readiness and appetite to contribute to the university's larger collaborative and interdisciplinary efforts.

### GUIDEPOSTS

- Notable improvement in academic rankings within disciplines and across the university as a whole
- Growth in the recruitment of global faculty and students to all disciplines
- Increased recognition of disciplinary strength and impact globally
- Stronger, more diverse community connections within disciplines

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## ALIGN STRUCTURES

A culture rooted in collaboration must be enabled by an environment purpose-built for collaboration.

Over the past decade, the University of Saskatchewan has invested substantially in creating the conditions for collaboration, and today many institutional supports have been integrated into the fabric of our campus or are continuing to mature: we are home to some of Canada's most unique and valuable research infrastructure, including the Canada Light Source, VIDO-InterVac, and the Health Sciences Complex; our campus design and physical connectivity inspire creativity and create dynamic spaces for interdisciplinary interaction; our research and innovation enterprise is increasingly focused on providing services that accelerate internal and external partnerships; leaders across campus have demonstrated creativity and nimbleness in facilitating transformative collaborations.

However, we still have much work to do in modernizing our institutional practices and policies; eliminating gratuitous barriers that reinforce counterproductive silos; empowering leadership to recognize and facilitate opportunities for collaboration; aligning reward and recognition systems with our collaborative aspirations; and ensuring that the built form of our campus creates cohesive environments in which disciplines can flourish and collaborations will multiply.

### GUIDEPOSTS

- Systems and structures increasingly contribute to building the culture of trust essential to collaboration
- Tenure, promotion, and merit systems appropriately recognize and reward collaboration and community-engaged scholarship
- Student experience is increasingly shaped by collaborative learning opportunities
- Physical and virtual environments across our campus enable a connected, collaborative, and welcoming community

## EMBOLDEN PARTNERSHIPS

The resilience, reputation, and relevance of the University of Saskatchewan derive in large measure from the strength of community partnerships woven into the tapestry of our institution—with the Indigenous peoples whose philosophies, methodologies, pedagogies, practices, and languages enrich us; with the farming and northern communities that inspire our ecological and socioeconomic mission; with the extractive industries whose competitiveness and sustainability depend on University of Saskatchewan innovations; with local policymakers whose decisions rely on the evidence our scholars generate; with the cultural institutions, such as the Remai Modern, that illuminate our humanity, and stir our creative potential.

This plan calls on us to do even more in deepening, diversifying, and internationalizing our community relationships—governed by unwavering commitment to our values, to the principles of connectivity, sustainability, diversity, and creativity, and to respectful, reciprocal creation, and application of knowledge. To this end, we will embrace the view that a vigorous partnership ethic is not simply a matter of getting better at “reaching outward”: it’s about redefining the scope and reach of what’s integral to our notion of a vitally engaged university community.

As we invigorate our partnership ethos and become even more agile in recognizing and unlocking new alliances, we will exercise the cultural competency needed to develop partnerships across sectors, geographies, languages, belief systems, and traditions—while remaining resolutely grounded in the authenticity of our values.

### GUIDEPOSTS

- Growth in the number, diversity, and scale of local, national, and international partnerships in research, scholarship, and training
- Our university is viewed as an accessible, go-to resource by partners and stakeholders in Saskatchewan and beyond
- International students increasingly view the university as a destination for unique, high-value learning opportunities
- Institutional policies and support systems are designed to enable effective partnerships across sectors, geographies, and cultures
- A spirit of holistic wellness, mutual respect and inclusive diversity imbues all our engagement efforts

## EXPERIENCE RECONCILIATION

“Reconciliation,” said Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission, “is about forging and maintaining respectful relationships. There are no shortcuts.”

As a community, we have a shared responsibility to honour and join in the journey of reconciliation. Relationships have been fractured; they require repair, redress, and healing. The tragedy of residential schooling exploited education as a tool to destroy identity. As a learning institution, the university has an obligation to use its influence to celebrate diversity and bring to the forefront the strength and beauty evident in Indigenous thought: to move forward “in a good way”.

The Truth and Reconciliation Commission has also taught us that reconciliation is a goal that may take generations to realize. The University of Saskatchewan understands that reconciliation is an enduring journey, and we are steadfastly committed to actions that contribute to respectfully enabling the balance of relationships between Indigenous and non-Indigenous peoples. Enabling this balance requires us to nurture an ethical space in which we can explore how we relate to each other through the lenses of history, culture, and lived experience. By providing opportunities to bring people together to share their experiences of truth, we will contribute to individual and collective healing and nourish deeper expressions of reconciliation.

### GUIDEPOSTS

- Growth in the number, diversity, and strength of reconciliation programming across colleges and schools
- Recognized leadership in reconciliation models, initiatives, and methodologies
- Systems and structures that support reconciliation
- Local, provincial, national, and international recognition for the strong stance on reconciliation and for meaningful reconciliation initiatives
- Strong evidence of initiatives that are responsive to the TRC Calls to Action

## COMMITMENT #3:

# Inspired Communities

**Commitments:** Inspire the world by achieving meaningful change with and for our communities.

### Goals:

- **Embrace Manacihitowin (respect one another).** Strengthen bonds of respect, trust, and shared benefit with Indigenous communities in Saskatchewan, across Canada, and globally.
- **Amplify Value.** Distinguish the university as an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability, and student success in rural and northern Saskatchewan, in our towns and cities, and in communities across Canada, and globally.
- **Celebrate Stories.** Equip all members of our community with the tools and opportunities to share and propagate the university's knowledges, successes, and stories—locally and globally.
- **Energize Champions.** Galvanize and diversify relationships with our alumni and donor community.

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## EMBRACE MANACIHITOWIN (RESPECT ONE ANOTHER)

Strong relationships are built upon respect, reciprocity, and continuous renewal of values and actions that support healthy connections. The English interpretation of this Cree/Michif phrase is “let us respect each other”. This phrase embodies humility and speaks to the spirit of the treaties. It is an invitation to walk alongside, to travel down a path, working together to realize goals and a vision that strengthen all cultures.

The University of Saskatchewan embraces the teachings of manacihitowin, which are drawn from the stories and songs of Elders and Traditional Knowledge Keepers.

Deep understanding of concepts like manacihitowin demands experiential cultural and language learning, and an inquisitive learning spirit. We cannot achieve respectful relations passively; as a university, we have both an ethical obligation and a vital opportunity to nurture the sharing of stories that will awaken understanding and inspire our community toward relationships uplifted by our histories, cultures, and lived experiences: *manacihitowin*.

### GUIDEPOSTS

- Increased number of experiential cultural and language opportunities for all students, staff, faculty, and leadership
- Policies and protocol that are respectful of the diverse Indigenous cultural groups in colleges and schools
- Systems and structures that support collaborative and reciprocal relationships and partnerships with Indigenous peoples on- and off-campus
- Policies and practices that honour Elders, Traditional Knowledge Keepers, and Language Teachers
- The articulation and teachings of Manacihitowin will be fluid and deeply known and evident throughout the whole campus community

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## AMPLIFY VALUE

An inspired community is a community that recognizes and respects the value we create as a university.

The measure of our university's ambition is therefore expressed in the value we create with the communities that give us reason to learn, to discover and to innovate: improving lives, expanding opportunities, strengthening social cohesion, protecting the environment.

This animating premise and driver of accountability has three implications. First, we will do as much as we can to achieve the greatest possible impact for our communities—we can never rest, allow ourselves to feel satisfied that we've done enough or become complacent about the complex process of translating discoveries into results for communities. Second, in order to demonstrate that our value claims are genuine, we will work hard as a university community to quantify, document, and defend the impact to which our research, scholarly, and artistic efforts are contributing—evidence of impact is both a moral obligation and a growing expectation of the partners and communities that support and work with us. Finally, we need to be very clear as a university community about when and how we can help to create the greatest value and commit energy and resources to realizing this potential.

### GUIDEPOSTS

- Enhanced contribution to communities' overall health and wellness, quality of life, and capacity to achieve social intents
- Increased impact on communities' capacity to protect the environment and promote ecological sustainability
- Amplified contribution to GDP, job creation, and economic security in Saskatchewan and across Canada
- Heightened public and private-sector recognition of the impact of our work in the region, the province, the nation, and the world

## CELEBRATE STORIES

The University of Saskatchewan has a compelling story—and countless individual stories—to tell, and it's our shared responsibility and interest to inspire the world with our ambition and achievements.

Effectively engaging communities, students, faculty, and staff, and new partners with the power of our narratives is not simply the work of dedicated communications and public relations professionals. We must entrust and empower all members of our community as University of Saskatchewan ambassadors.

Achieving this degree of community engagement has several implications. We need to tell the stories that best represent our values and aspirations. We need to share our stories in ways that are meaningful, authentic, and responsive to the diverse needs and traditions of our communities. We need to harness accessible, engaging tools—with an emphasis on digital platforms—to enable the widest possible reach and interaction with our stories. And we need to make storytelling intrinsic to our work and sense of fulfillment as students, faculty, and staff.

### GUIDEPOSTS

- Students, faculty, staff, alumni, and others in our community understand and value the university story and can carry it into their conversations
- Increased share of traditional and digital media
- Improved reputation and institutional recognition locally, provincially, and globally
- Strengthened position in relevant international rankings

## ENERGIZE CHAMPIONS

As a university, some of our most compelling stories require the power of voices beyond our students, faculty, and staff.

Our greatest advocates, allies, and supporters are our hundreds of thousands of alumni and our generous donors—who, over the past few years, have contributed tens of millions of dollars to enable learning, research, scholarship, and creativity at the University of Saskatchewan.

We can and will do more with and for our alumni and donors by continuously cultivating opportunities for meaningful engagement; making our alumni and donors feel integral to the fabric, spirit and future of our university; ensuring that alumni and donors are as excited about our ambition and achievements as we are; and working together with alumni and donors to build a stronger, more engaged, and more innovative university community.

### GUIDEPOSTS

- Strengthening of mutually beneficial relationships with alumni to serve the needs of our graduates and our institution
- Growth in the degree and depth of alumni engagement—as ambassadors, partners, supporters, and donors
- Expanded, more diverse support base in Saskatchewan, across Canada, and globally
- Substantial increase in donor support toward our mission

## 2025 ASPIRATIONS

The impacts to which we aspire as a university testify to our ambition to be the university the world needs.

- **Transformative Decolonization Leading to Reconciliation.** The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
- **Productive Collaboration.** The world needs a university in which research and innovation are inspired by and accountable to community partners.
- **Meaningful Impact.** The world needs a university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
- **Distinguished Learners.** The world needs a university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
- **Global Recognition.** The world needs a university that sets the standard in learning, research, scholarship, creativity, and community engagement.

To be the university the world needs is a bold ambition. It will require us to remain firmly focused on our three commitments: Courageous Curiosity, Boundless Collaboration, Inspired Communities. It will require us to converge around the twelve goals, steered by the guideposts we have established to mark our path. And it will require us to be very disciplined about tracking our progress against the five areas of impact to which we aspire: Transformative Decolonization Leading to Reconciliation, Productive Collaboration, Meaningful Impact, Distinguished Learners, Global Recognition.

We believe that the University of Saskatchewan has much to offer its communities, and through this plan, we are committed to delivering on our promise. We are committed to communicate and celebrate our successes, and to gather around our challenges as a diverse community that seeks solutions with the kind of bold creativity that has characterized this university since its inception.

In doing so, we'll inspire others to reach their full potential, even as we find our place among the world's top universities. We will be the university that we must be for the future—the university the world needs.

## Report for Information

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### FOR INFORMATION

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**PRESENTED BY:** Patti McDougall, Vice-provost, teaching, learning, and student experience

**DATE OF MEETING:** April 21, 2018

**SUBJECT:** **Guidelines for Non-academic misconduct hearings involving allegations of sexual assault**

**DECISION REQUESTED:** For information only

#### BACKGROUND AND SUMMARY:

Senate approved the current *Standard of Student Conduct in Non-Academic Matters* in October, 2008 with revisions in October 2016. While completing the review of the Standard, discussions occurred about developing guidelines to help assist hearing boards tasked with adjudicating complaints involving allegations of sexual assault.

Guidelines were developed by the vice-provost, teaching and learning and student experience. These guidelines were informed by discussions with the campus group Coalition against Sexual Assault. Drafts of the guidelines were reviewed by the Saskatoon Sexual Assault and Information Centre and student groups. The goal of this work was to develop a set of guidelines to ensure that the process of hearing the complaint is as safe as possible for the complainant and to protect against the complainant feeling victimized or traumatized by the experience.

McKercher LLP was very involved in the drafting process to ensure that the principles of fairness and natural justice that are the foundation of these regulations and the university's processes for resolving complaints were included.

The guidelines are be for the use of members of hearing boards convened under the Standard of Student Conduct who are tasked with adjudicating complaints involving allegations of sexual assault or misconduct. The guidelines are intended to be available alongside the Standard on the website of the Office of the University Secretary and will be a resource for hearing board members and members of the university community.

#### ATTACHMENTS:

- Assistive Guide in Adjudication of Allegations of Sexual Assault

## **Assistive Guide in the Adjudication of Allegations of Sexual Assault**

The following is intended to assist a Senate Hearing Board panel (the “Board”) empanelled to hear evidence and adjudicate an allegation of sexual assault. This document is intended to be provided to a panel well in advance of a hearing as it provides suggestions which may require additional planning with respect to what happens during a hearing, but also how to appropriately prepare for a hearing.

At the same time, it is important to recognize and realize that this is only a guide – not a set of rules.<sup>i</sup> The rules and procedures set out in *The Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals* (the “Standard”) and *The University of Saskatchewan Act, 1995* govern the conduct of non-academic misconduct hearings.

### **Commitment to the Well-being of both the Complainant and Respondent**

The University of Saskatchewan seeks to reduce or remove barriers to justice for complainants who experience sexual assault or misconduct. To this end, there is a need to acknowledge and address the necessity for special sensitivity in hearings involving complaints of sexual assault or sexual misconduct. The University identifies there are competing rights and interests of the complainant and respondent and is focused on ensuring fairness for the complainant as well as the respondent and protecting the interests of both parties.

Throughout a hearing process, both the complainant and respondent are entitled to a fair opportunity to present their respective cases. The role of the Board is a neutral and objective review of that information in order to reach a decision. As such, both the complainant and respondent are entitled to respect, sensitivity, and appreciation for the difficulty of participating in a hearing.

Each hearing will have its own factual nuances and sensitivities. There is no “one-size-fits-all” approach to all hearings.

Suggestions:

- Be prepared to take frequent breaks and convey that option to the parties on a regular basis;
- Remain alert to situations where either party appears overwhelmed by their participation in the hearing, and consider whether a brief break would be appropriate;
- If the Board needs to deliberate on a procedural point, or talk amongst itself, do not hesitate to adjourn briefly for private discussions;
- The Board may want to have contact information for support services available for both parties.

### **Legal Orientation and Assistance**

Allegations of sexual assault are very serious for both complainants and respondents. In some instances, there may be parallel criminal proceedings. Often a respondent will have engaged legal counsel, and that legal counsel may seek to make evidentiary or procedural challenges leading up to and during the course of a hearing. Where legal counsel is not engaged for either the complainant or the respondent, or both, there is a risk that significant legal and evidentiary issues may arise. Unrepresented complainants and respondents may not understand these legal/evidentiary issues or how to respond to them. For instance, there are serious possible legal



and ethical objections around the hearing of evidence of a complainant's sexual conduct outside of the events in question, and unrepresented complainants and respondents may not be aware of these legal issues or how to deal with them.

In light of these possible issues, it may be appropriate for the Board to have legal counsel advising it throughout the process. Such assistance could come in the form of counsel advising before and during a hearing, or a preliminary session with the Board where the Board can ask questions and receive guidance on how to proceed.

It may also be helpful to seek legal orientation for Senate hearing board members in regard to the hearing of sexual assault allegations. This could assist in clarifying such concepts of legal and/or perceived consent, as well as what may be relevant evidence, or evidence which should not be considered.

The Office of the University Secretary will coordinate the delivery of such legal assistance for hearing boards.

### **Privacy and Confidentiality**

While all discipline matters attract a high level of confidentiality, the nature of sexual assault allegations attract even greater levels of sensitivity to preserving the privacy of all parties. The details of the allegations, the testimony of all participants, and physical evidence provided must all be protected.

Confidentiality and privacy extends beyond simply not repeating what is heard in the course of a hearing. The Board will want to turn its mind to careful distribution of information to parties and participants. This may mean providing physical copies of documents, rather than providing electronic copies.

The Board, however, must be careful to ensure that the scope of the confidentiality obligation is not misunderstood by the parties. This confidentiality obligation relates to what is learned in the hearing process, and it requires individuals present at the hearing to respect the privacy/confidentiality of *what they hear from others*. It is not intended to prevent individuals from speaking about their own experiences outside the hearing process, and it is not intended to prevent a party from exercising any legal rights they may have outside of the hearing process.

#### **Suggestions:**

- At the outset of the hearing, and the conclusion, remind all parties, support people, witnesses or other participants that they are obligated to keep the information arising in the hearing process confidential. It is important, however, that the Board explain that this confidentiality obligation is intended to relate to the hearing process and what occurs in the hearing process. It is not intended to silence the parties from speaking about their own experiences;
- Remind all parties at the outset of each hearing session that recording of the hearing is not permitted;
- Avoid creating additional electronic copies of explicit material, by providing physical copies rather than e-mailing information;
- Ensure that materials are secured at all times – do not leave material unattended in an unlocked office, car, briefcase, etc.;
- Do **NOT** discuss the details of the hearing with anyone other than your fellow members of the Board.



## **Scheduling**

Boards typically are surprised at how long it takes to hear all evidence. The increased likelihood for the need to take breaks, and recognition of the emotional impact prolonged hearings may have on the parties, suggests that hearings relating to allegations of sexual assault may require more time.

An important aspect of procedural fairness is ensuring parties have an appropriate opportunity to present their case. This includes their opportunity to prepare for the hearing. Often after a hearing date is set, one or both parties will request an adjournment. Typically it is advisable to honour such a request in the first instance, however a Board can use its best judgment with respect to subsequent requests for adjournments (by the same party). The appropriate opportunity to prepare needs to be balanced against inappropriate delay.

Suggestions:

- If legal counsel is involved for the parties, ask them how long they think they will each need to present their case;
- Be conservative in estimates of time – expect it to take longer than anticipated;
- Consider how long may be “too long” for a session of the hearing – it may be necessary to break the hearing into more manageable sessions;

## **Hearing Location and Rooms**

Often it is advisable to have as minimal contact as possible between a complainant and respondent in and around the hearing. In addition to a location where the hearing room will be heard, it is advisable to have specific meeting/waiting rooms for each party to go to before the hearing, afterwards, and during breaks.

Suggestions:

- Consider whether different arrival times will assist in shepherding parties to their respective meeting rooms;
- Determine the order of who will enter/exit the hearing first (including for adjournments);
- Be aware of “bottlenecks” such as hallways, doors, or elevators which may unintentionally force contact between the parties;
- Task someone with air-traffic control – managing getting parties to and from the hearing room;
- Where the parties have counsel, the Board may want to enlist their assistance in managing this process.

## **Physical Layout of the Hearing Room**

It is considered a foundational aspect of procedural fairness that a party have the opportunity to “face their accuser”. An extension of that principle is being able to observe the complainant while they testify, and have the Board do the same, in order to assess the credibility of the complainant’s testimony.

At the same time, a complainant need not be pitted against the respondent at all times during the hearing. Nor is it strictly necessary for the complainant to remain in the room for all portions of the hearing. The complainant will likely need to be present for presenting direct evidence, but

may be represented by an advocate for the balance of the proceeding. However, there are times when it may be advisable for the complainant to remain present in order to hear all evidence, and advise their counsel.

Suggestions:

- Preferably the layout of the room would avoid the parties having to stare at each other from across the room;
- At the same time a suitable layout would ensure there is appropriate distance between the parties and ideally create a buffer;
- In some instances it may be appropriate to video-conference a party into the hearing – this would require a situation where Board/opposing party can still assess credibility, but may not require the party to be facing the opposing individual;
- Have tissue paper and water available for participants.

Note: With respect to video-conferencing, there may be additional nuances that should be understood; if the Board is considering this option it is recommend that discussions take place with legal counsel.

### **Presence of Support Individuals for Complainant and Respondent**

Both parties may request support individuals (in addition to an advocate) be present. It is important that a support person/observer is not a witness; witnesses that are not the complainant or respondent are typically excluded from a hearing except for the portion of the hearing where they are providing testimony.

The discipline policies limit the number of observers each party may have. If either party requests additional numbers, the Board may want to invite the opposing party to indicate if they have any concerns about extending that number. The balance to strike is a recognition of the need for privacy/confidentiality (and not creating an “audience”), but ensuring that both parties have the necessary support they require for the hearing.

Suggestions:

- For the most part requests to have support people present will be governed by the observer provisions in the relevant discipline policy;
- Remind support individuals that they are not participants in the process, and that if they are disruptive they will be asked to leave;
- Remind support individuals that they are equally bound by principles of privacy and confidentiality (and should not be recording the proceeding);
- Typically observers sit apart from the parties, however if closer proximity will be of assistance that may be considered on a case-by-case basis.

### **Conduct During the Hearing**

It is difficult to present a general guide which addresses all possible scenarios of what may occur during the course of a hearing. These are some general areas of concern, however as allegations of sexual assault are nuanced and legally complicated, a Board may want to engage legal advice throughout the process.

### ***Onus of Proving the Allegation/Evidence***

The presumption of innocence governs any disciplinary hearing. As such, it remains the obligation of the complainant to establish on the balance of probabilities that the alleged inappropriate conduct occurred. Further they have to establish each element of the alleged conduct. The term balance of probability typically means more likely than not, however the courts have indicated that the evidence required to meet the standard may increase depending on the significance of the allegation. An allegation of sexual assault is very serious.

Beyond a reasonable doubt is the highest standard at law, and is **not** the standard for student discipline.

The respondent is **not** obligated to lead evidence or testify. It remains the complainant's obligation to prove the claim, not the respondent's burden to disprove the claim.

The Board is not bound by the strict rule of evidence which govern the courts. As such a Board may hear second hand evidence (known as hearsay evidence), where Individual A relays information told to them by Individual B, but Individual B does not directly testify at the hearing. However, Boards typically prefer and give greater weight to direct testimony than hearsay. Often there is competing testimony and where that testimony is inconsistent, the Board will have to determine which party they accept testimony from, if any. The Board does not have to accept all testimony from any party, but can determine what parts of testimony they accept.

Testimony and evidence should relate to the specific complaint advanced; it is not appropriate to introduce suggestions of other alleged misconduct as a means of suggesting that the respondent committed the inappropriate conduct directly referenced in the complaint.

#### Suggestions:

- The Board cannot force any individual to testify, including the respondent or potential witnesses – it does not have subpoena powers;
- The Board may want to encourage all parties to provide firsthand witnesses wherever possible;
- The Board will want to ensure wherever possible that they can view a witness giving testimony;
- Where copies of electronic documents (such as texts) are advanced, the Board may want to encourage parties to bring the electronic device to the hearing to confirm the copies provided;
- In a long hearing, or a hearing extended over multiple dates the Board may want to take notes regarding key evidence/testimony;
- The Board should keep an open mind until it has heard **all** evidence;
- Avoid interim deliberation discussions – it is easy to want to discuss what the Board heard at the end of a session, but it is better to wait to engage in such discussions until after all evidence has been presented.

#### *Objections*

During the course of a hearing either party may object to testimony being heard, questions being asked or evidence being admitted. The Board decides what it will consider. If an objection is raised, it is appropriate to hear the reason for the objection, and to invite a response from the opposite party. If the Board must “rule” on the objection, it may want to briefly adjourn the hearing in order to confer in private.

## Questioning

Questioning witnesses and specifically cross-examining a complainant are sensitive issues in the course of allegations of sexual assault. Issues such as consent may require direct questions of the complainant. At the same time, either party's sexual history, or unrelated sexual conduct, is not relevant or an appropriate line of questioning. Similarly, questions of the respondent (if any and if they choose to testify) should relate to the specific complaint, and not to the respondent's conduct (sexual or otherwise) which does not form some part of the complaint.

The balance that must be struck is allowing the respondent to defend themselves on the allegation, but ensuring the proceeding remains within the four corners of the complaint. It is entirely appropriate for a Board to be sensitive to the discomfort of the complainant, however it should also be aware that failing to allow a respondent (or their counsel) to question a complainant has resulted in a Board decision being overturned (with the need for the whole hearing process to be redone).

### Suggestions:

- Typically it is the role of the Chair of the Board to manage the hearing;
- If the Chair feels a question is inappropriate they should intervene before the witness responds (if the panel has legal counsel, the chair can seek legal advice on when to intervene);
- The Board can ask the questioning party why the question is relevant, before allowing it to be answered;
- Typically Boards restrain aggressive cross-examinations while ensuring that the respondent is able to mount a proper defence by asking appropriate questions;
- Be sensitive to the need for breaks – usually this will not happen before a party answers a question that has been asked, but it may be possible to ask the questioning party if there is a natural opportunity to take a break before resuming.

## General Process

Subject to the specifics of the *Standard*, the Board has the ability to govern its process. This includes allowing the parties to make suggestions which are agreed to by both parties. Generally, where there is legal counsel for both parties, those counsel will attempt to identify areas of agreement and cooperation to expedite the process.

A Board is empowered to demonstrate flexibility to accommodate what is a serious, stressful, and difficult process for both parties.

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<sup>i</sup> This document should not be referenced in a decision as it is not binding on the adjudicating bodies or the hearing.

# Student Discipline

## Student Affairs and Activities

**Responsibility:** University Secretary

**Authorization:** University Council, University Senate

**Approval Date:** Jan 1, 2012

**Editorial Revisions:** December 21, 2017 (Council)

## Purpose

To provide a learning, working and living environment that is supportive of scholarship and fair in treatment of all of its members, and to establish a process for addressing and hearing allegations of violations by students of the university's expectations for academic and non-academic conduct.

## Authority

The [\*University of Saskatchewan Act, 1995\*](#) ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. The Council delegates oversight of college-level hearing boards to the respective deans, and oversight of university-level hearing boards to the governance committee of Council.

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

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university.

## Principles

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening

manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.

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

## Scope

This policy applies to all students who are registered or in attendance at the University of Saskatchewan in a program under the oversight of Council. More complete explanations of the scope of academic and non-academic disciplinary procedures are outlined in the respective procedures.

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

## **Policy and procedures**

Wherever possible and appropriate, every effort should be made by instructors, university officials and/or student associations to resolve minor violations of expectations for student conduct through informal means. If, however, it appears that formal measures are warranted, complaints and allegations of misconduct will be handled through the regulations and procedures referenced below.

The [\*Regulations on Student Academic Misconduct\*](#) and associated procedures outline the process for informal resolutions and formal hearings.

The [\*Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals\*](#) addresses the expectations of the university community for student conduct, and procedures for discipline of students for any reason other than academic misconduct.

## **Related Documents**

[Informal Resolution of Academic Misconduct form](#)

## **Contact Information**

**Contact Person:** University Secretary

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**Phone:** 306-966-4632

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