

AGENDA**2:30 p.m. Thursday, April 16, 2020****Please note the following steps for the April 16th meeting:**

- **Thursday April 16th from 2:30 – 4:30 pm:** during this previously-scheduled Council meeting time, Council members will have the opportunity to ask questions about the agenda items. These can be submitted via email to: michelle.kjargaard@usask.ca. The Council chair and University Secretary will be assisting with sending these questions to the appropriate committee chair or proponent for response.
- **Thursday April 16th after 4:30 pm:** An email with a link to an electronic ballot via survey monkey will be circulated to Council members for voting on decision items.
- **Wednesday April 22nd 5:00 pm:** Electronic voting will close.
- **Attendance and quorum** will be determined by voting via the survey monkey electronic ballot.

In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2019/20 academic year marks the 25th year of the representative Council.

As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

niyanān onīkānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

1. **Call to Order** at 2:30pm Thursday, April 16, 2020
2. **Tributes**
 - 2.1 Tribute to Professor Otto (Don) Rogers, Department of Art and Art History, presented by Jon Bath (see the link on our website to a video message)
3. **Adoption of the agenda** by consensus (unless edits are received via email to michelle.kjargaard@usask.ca by 2:30pm Thursday, April 16, 2020)
4. **Chair’s Opening remarks**
5. **Approval of Minutes of the meeting of March 19, 2020** by consensus (unless edits are received via email to michelle.kjargaard@usask.ca by 2:30pm Thursday, April 16, 2020)
6. **Business Arising from the Minutes** items must be received via email to michelle.kjargaard@usask.ca by 8:30am Thursday, April 16, 2020
7. **Report of the President** (video message forthcoming with a link provided on our website)
8. **Report of the Provost - forthcoming** (video message forthcoming with a link provided on our website)

9. Student Societies

- 9.1 Report from the USSU *(not received)*
- 9.2 Report from the GSA

10. Planning and Priorities Committee

- 10.1 Request for Decision: Jane and Ron Graham School for the Scholarship of Teaching and Learning

(BRUNI-BOSSIO/BEDARD-HAUGHN) It is recommended that Council approve the establishment of a Type-A centre for the Scholarship of Teaching and Learning in the College of Education called the Jane and Ron Graham School for the Scholarship of Teaching and Learning, effective immediately.

- 10.2 Notice of Motion: “Native” Law Centre name change

It is recommended that Council approve the name change of the “Native” Law Centre in the College of Law to the “Indigenous” Law Centre effective April 17, 2020.

11. Academic Programs Committee

- 11.1 Request for Decision: Arts and Science Program Template – Bachelor of Science [Biomedical Science]

(DETMER/BROOK) It is recommended that Council approve the new Arts and Science Program template for the Bachelor of Science [Biomedical Science], effective May 2021.

- 11.2 Report for Information: Change to the 2019-20 Academic Calendar

12. Governance Committee

- 12.1 Notice of Motion: College of Nursing Faculty Council Membership

It is recommended that Council approve the membership changes to the Faculty Council of the College of Nursing as shown in attachment a, effective May 21, 2020.

- 12.2 Notice of Motion: College of Dentistry Faculty Council Membership

It is recommended that Council approve the membership changes to the Faculty Council of the College of Dentistry as shown in attachments a and b, effective immediately.

13. Other business

- 13.1 Update on Student Wellness - presentation by Patti McDougall, Vice Provost Teaching, Learning, and Student Experience and Peter Hedley, Director Student Affairs and Services - (video message forthcoming with a link provided on our website)

14. Question period adjourned at 4:30pm

15. Adjournment by consensus as of close of voting at 5:00pm on Wednesday, April 22, 2020.

*Next Council meeting is May 21, 2020 – Please send regrets to Michelle.Kjargaard@usask.ca.
Deadline for submission of motions to the coordinating committee: April 27, 2020*

Chair's Opening Remarks to University Council – April 16, 2020

We acknowledge that Council meets on Treaty 6 Territory and the Homeland of the Métis. We pay our respects to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

Thank you again to members of Council for your engagement in the activities of the university. We have seen so many positive examples of our academic community coming together to be kind, flexible, and supportive in the current pandemic situation. The staff of the University Secretary's office continue to provide excellent support to the many committees and activities of University Council and I wish to thank them for all their efforts.

We are proceeding with a virtual April meeting as many of our members are focused on completing the term, supporting the needs of students, and finding a new normal. The success of our first virtual meeting in March guided our decision regarding the April meeting. We will continue to explore options to make our future Council meetings engaging and attend to the business of Council. We have added video tributes and reports to this meeting as a next step.

The coordinating committee met this month through videoconference. I can assure members of Council that each committee is working effectively at completing all of its business. A check-in from each committee chair was provided to ensure we were brought up to date. President Peter Stoicheff also joined us for a discussion of leadership at the University. His attendance at our meeting was requested before the pandemic situation and we engaged in a productive update on a range of leadership activities moving forward. We value the strong relationship and open dialogue between the President and University Council.

Our recent PEC breakfast addressed a number of pressing issues. Through the use of videoconferencing we were provided with an update on the overall activities of the University and the processes in place to deal with the COVID 19 situation. VPTLSE Patti McDougal and AVPHR Cheryl Carver provided an update on U of S wellness activities with a specific focus on the impact of the pandemic. VPUR Debra Pozega Osburn reported on the community response to the Nasser Family Emergency Student Trust. Questions and discussion followed each topic. These meetings will continue to focus on important university matters collectively with PEC.

The Nominations committee is populating committees of council for the upcoming year. Despite the uncertainty of what lies ahead I encourage members to consider joining a committee as a member or in a leadership role if you have the talents and time. We need committed leadership moving forward to ensure the work of Council continues at the high level we have come to expect.

As I have mentioned before, I encourage Council members to continue to look out for one another and provide leadership and support to the University as you have always endeavored to do.

Regards,
Jay Wilson, Council Chair



MINUTES OF UNIVERSITY COUNCIL
2:30 p.m. Thursday, March 19, 2020
Electronic Meeting

Due to the COVID-19 pandemic, the March 19, 2020 Council meeting took place electronically.

Due to the meeting being held electronically, the attendance and quorum were determined by voting. Since our voting through the PAWS process is created and operated as such to maintain integrity and privacy of the voting process, we do not have access to the list of names of who attended.

On March 16, 2020, the Coordinating Committee determined that the University Council meeting needed to take place electronically due to the COVID-19 pandemic. The instructions to members for the Council meeting, and the agenda and materials were circulated on March 17, 2020. The following is a summary of the procedures that were used.

Council's March 2020 Electronic Meeting Procedures

The meeting was "opened" electronically at 2:30pm on March 19, 2020 for questions regarding any of the reports or motions provided in the agenda materials. Questions and comments could be directed to Michelle Kjargaard during the regularly scheduled meeting time, i.e. from 2:30-4:30pm, at Michelle.Kjargaard@usask.ca.

A working group was behind the scenes taking questions and triaging for answers via WebEx and email during the Council meeting time. This group was comprised of the Council Chair, Jay Wilson; University Secretary and Chief Governance Officer, Chelsea Willness; Associate Secretary, Academic Governance, Jacquie Thomarat; Student Appeals/Academic Programs Coordinator, Amanda Storey; and OUS Administrative Assistant, Michelle Kjargaard. Council chairs were also on standby to receive questions or solicit responses from proponents of requests for decisions or items for information.

The Q&A proceedings were compiled and posted on the Secretariat website on March 24, 2020, at 2:00pm and are available here: <https://secretariat.usask.ca/documents/council/agenda/2019-2020/march2020/council-meeting-q-and-a-march-19,2020.pdf>. A memo was sent to Council members and non-members with this link to the Secretariat website in order to share the Q&A records with the members of the governing body. Following this process, voting was opened.

Voting on decision items was open from March 21, 2020 at 10:00am to March 24, at 5:00pm via PAWS. Due to the Office of the University Secretary not having access to some student, and federated and affiliated college representatives' NSID's at the time that the electronic voting ballot was prepared, some ballots were sent by email to those Council members. Otherwise voting was on PAWS.

Following the close of the vote, a memo was sent to Council members and non-member participants with the link below at the Secretariat website to communicate the results of the vote: <https://secretariat.usask.ca/documents/council/agenda/2019-2020/march2020/voting-results-on-decision-items-council-meeting-march-19-2020.pdf>

Quorum was determined (42 members is 40% of 104) by the number of voters. 67 members voted. The meeting was "closed" by consensus at the close of voting at 5:00pm on March 24, 2020.

1. Call to Order

The meeting was “opened” electronically at 2:30pm for questions regarding any of the reports or motions provided in the agenda materials.

2. Tributes

There were no tributes for the March 2020 Council meeting.

3. Adoption of the Agenda

The agenda was circulated electronically on March 17, 2020. No edits were received by Michelle Kjargaard prior to 2:30pm, Thursday, March 19, 2020.

The agenda was adopted by consensus.

4. Opening remarks

The chair and university secretary shared messages regarding the March Council meeting procedures in advance as provided in the agenda and materials.

4.1 Briefing Note – COVID-19 and Declaration Regarding Syllabi Changes

Provided in the agenda and materials.

5. Approval of Minutes of the meeting of February 20, 2020

No edits were received by Michelle Kjargaard prior to 2:30pm Thursday, March 19.

The minutes of February 20, 2020 were adopted by consensus.

6. Business Arising from the Minutes

No business arising from the minutes was received via email to michelle.kjargaard@usask.ca before 8:30am Thursday, March 19, 2020.

7. Report of the President

A written report was provided in the agenda and materials. There were no questions received on this agenda item.

8. Report of the Provost

There was no report from the provost. There were no questions received for the provost.

9. Student Societies

9.1 Report from the USSU

A written report was provided in the agenda and materials. There were no questions received on this agenda item.

9.2 Report from the GSA

A written report was provided in the agenda and materials. There were no questions received on this agenda item.

10. Nominations Committee

10.1 Request for Decision: Nomination to the search committee for the provost and vice-president, academic

(SQUIRES/SOMERVILLE): It is recommended that Council approve the nomination of the following individuals to the Provost Search Committee effective immediately:

One (1) Council member appointed by Council; must hold a senior administrative position

i. Keith Willoughby, dean, Edwards School of Business

Four (4) GAA members appointed by Council

ii. Loleen Berdahl, professor and department head, Political Studies

iii. Jaswant Singh, professor, Dpt. of Veterinary Biomedical Sciences

iv. Donna Goodridge, professor, College of Medicine

v. Bonita Beatty, associate professor, Dpt. of Indigenous Studies

Nominations from the floor would have been accepted if they were sent between 2:30pm – 4:30pm Thursday, March 19, 2020 to michelle.kjargaard@usask.ca. No nominations from the floor were received.

There were no questions received on this agenda item.

Electronic ballot results:

Yes	66
No	1
Abstain	0

CARRIED.

11. Academic Programs Committee

11.1 Request for Decision: Language Teacher Education Program (LTEP) for the Bachelor of Education (B.Ed.) Program

(DETMER/BROOK): It is recommended that Council approve the Language Teacher Education Program for the Bachelor of Education Program, effective May 2021.

A Council member submitted the following: "I support the concept of the proposed programme. The admission criteria are silent on the language ability of applicant. I note that in the document it is stated: "The Conseil des Écoles Fransaskoises administration affirmed the need for fluent and trained language speakers but highlighted the importance of including pedagogy and practice for teacher candidates who aspire to teach in programs where French is the first language." The same need for fluency in Cree is noted. While students in the program have to take some French classes, I am unsure that this is adequate to ensure fluency.

How does the proposed programme meet the stated needs of the educational community for teachers who are both fluent and meet the needs for pedagogy and practice?"

Dr. Susan Detmer, chair of APC referred the question to Dr. Dawn Wallin in the College of Education. She responded that "The fluency will be assessed prior to the extended practica placement. There are numerous fluency "tests" for French, and Giselle has been examining all of these and is in consultation. We also have numerous partners in the school systems who have people in their divisions who are charged with ensuring proper fluency levels for Core vs Immersion programming, and this is what we have relied upon without any other pedagogical support prior. So this is the aim for French and all students will go through that process during the program, though not necessarily at the front end of the program, but at the time of student placements in Core or Immersion schools.

The fluency for Cree and potential ways to ensure fluency is being examined by Dr. Kevin Lewis in consultation with a number of groups/Language Keepers as this is a growing area. However, because part of the Cree in particular is language revitalization, at the moment, we are hoping to support Cree learners as language developers with growing that portion for that group of students."

Electronic ballot results:

Yes	65
No	0
Abstain	2

CARRIED.

11.2 Request for Decision: Admissions Qualifications change - Doctor of Medicine (MD) program

(DETMER/BROOK): It is recommended that Council approve the proposed changes to the admissions qualifications for the Doctor of Medicine (MD) program, effective the 2021-22 admissions cycle.

There were no questions or comments related to this agenda item.

Electronic ballot results:

Yes	62
No	2
Abstain	3

CARRIED.

11.3 Request for Decision: Admissions Qualifications change – Master of Arts (M.A.) in Applied Social Psychology

(DETMER/BROOK): It is recommended that Council approve the proposed changes to the admissions qualifications for the Master of Arts (M.A.) in Applied Social Psychology, effective the 2021-22 admissions cycle.

A council member submitted the following. "I have concerns about Agenda item 11.3. The rationale for removing the GRE requirement does not appear to be sound, and the evidence provided is weak.

1. We should consider whether comparable programs in Canada and the United States ask for GRE scores for admission in the program. That information has not been provided.

A quick search of other Canadian universities (Toronto, Calgary, Alberta, Regina, Dalhousie) appears to show that requiring the GRE is the norm. If this program is the only one in the department that requires it, the question should be "Why don't others?" rather than "Why should this one?"

2. Asking for GRE scores does not require the department to use them rigidly or blindly. If the department has information suggesting that there are limitations to predictive ability of GRE scores, they should use that information to use and interpret them accordingly.

Most metrics have limitations, which is exactly why we use multiple metrics. There is nothing stopping the department from considering the limitations when evaluating international applicants. That's what every department does.

3. The most important use of GREs is to help compare applicants from institutions across the world using the same test. It is most useful in evaluating international applicants because we know least the least about international institutions. Despite GRE's limitations, this is the precise reason why the institutions which use them do so. The department's argument that GPAs are a better indicator is simply not correct. GPAs are relative to the cohort of students, which varies widely depending on the competitiveness of the institution.



Not to mention that unless an international student is applying only to the U of S, they would likely be taking the GRE for other institutions regardless.

4. The evidence provided by the department appears to be selective and one-sided. There has always been literature criticizing the GRE, and still the vast majority of competitive institutions expect submission of GRE scores, especially for international students. The reason for this is that the arguments on the other side are stronger. The key is to use the GRE appropriately in combination with other indicators, not to stop using it."

Amanda Storey, secretary to APC first responded to the questions.

"I am unable to answer your question about why other universities continue to require a GRE for this program while USask is seeking to move away from it. I can pass that aspect of the question on to the proponents. That said, I will note that increasingly over the last 3-5 years APC and Council have heard concerns from its members about requiring tests like the GRE for international applicants, citing the very things that the proponents did in this proposal – the test's low predictive value for student success and that international students from developing countries are disadvantaged by the requirement."

The Council member reiterated that "My question to the APC is: did they ask or investigate into whether the GRE is required by comparator programs across Canada? On what precise basis do they believe that the rationale offered by the department is compelling?"

Amanda Storey, responded as follows to the second part of the question: "The proposal document outlined that other graduate programs in the Department of Psychology do not require a GRE, and further, that GRE scores have low predictive value for student success. The removal of the GRE as a requirement for admission will allow international students a better opportunity for admission into the program and ensures consistency across graduate programs in that department."

The question was forwarded to Dr. Martha Smith, acting associate dean in CGPS.

Dr. Smith responded that "As I recall, members of the CGPS Graduate Programs Committee and the Executive Committee were persuaded by the rationale (low predictive validity, impact on international students, and past experience) that was provided by the unit. Although comparator information was not included in the rationale, I note that there are a couple of other Canadian institutions, such as McMaster University and Carleton University, that do not appear to require GRE scores for admission into their MA programs in Psychology."

Electronic ballot results:

Yes	61
No	1
Abstain	5

CARRIED.

11.4 Report for Information: Degree-level certificate in Medical Language

There were no questions or comments related to this agenda item.

11.5 Report for Information: Academic Calendar 2020-21

There were no questions or comments related to this agenda item.

12. Planning and Priorities Committee

12.1 Notice of motion: Jane and Ron Graham School for the Scholarship of Teaching and Learning

It is recommended that Council approve the establishment of a Type-A centre for the Scholarship of Teaching and Learning in the College of Education called the Jane and Ron Graham School for the Scholarship of Teaching and Learning, effective immediately.

There were no questions or comments related to this agenda item.

13. Question period

There were questions about parking arrangements on campus the during COVID-19 pandemic, the process by with the coordinating committee undertook to approve changes to syllabi, and UnivRS.

First, a Council member asked the following. "I am not sure who would be best to answer this question, but it is urgent. I have post docs and students who need to come to campus at least for now for research. Many of them do not have a parking permit, and so are left with having to use public transportation because they can't afford parking fees for daily paid parking on campus.

Given that undergrad students and many other students are not coming to campus and that many staff are working from home, can we please provide better parking options to those who do need to come to campus?

If not, making parking free and unrestricted in all lots and meters, then perhaps opening at least the student lots to anyone who needs to use them?

Thank you. I know this question is coming a bit early but it is vitally important to keeping our people safe and reducing exposure." The Council member further inquired as to parking closer for Engineering, WCVI, VIDO and Agriculture, and the full campus community.

The chair responded that the lots by the field house and S lot by the College of Education are open 24 hours for students.

The update page with the specific parking information was shared:
<https://updates.usask.ca/info/staff.php#iconclockoTimeAwayfromWork>

The question was passed along by the chair to university leadership to consider, as requested.

A response was provided by Quitin Zook, Director, Consumer Services. He indicated by email that "Many considerations were considered in making the parking lots available for this need initially which included location and not encouraging students and staff to come even more to campus by creating free places to park. We considered every parking lot when doing this initially. This was balanced with understanding the social distancing recommendations and how that is more difficult while using public transportation and how to make accommodations for this.

As things continue to change we are constantly considering adjustments to the process and how we continue to respond.

With the change to increased direction for staff to work from home we have continued to make similar adjustments."

Mr. Zook further replied that "Effective immediately Lot Y will be included in a similar manner as Lot S, 15 and 20. This is temporary as it is in the other lots. I will work with communications to update this messaging.

This should provide reasonable accommodation for those staff and students who are required to come to campus but do not feel comfortable taking public transportation due to COVID-19."

Second, a Council member inquired as to an email faculty received on March 15 stating: "Can I change my syllabus? To support you in the move to remote instruction and examinations, University Council has granted authority to instructors to alter syllabi for their classes for the duration of the COVID-19 Pandemic. This includes looking at alternative forms of delivery and examination."

The Council member asked "I am not aware that there was a communication to UC [University Council] members about that decision prior to this announcement. Is that correct?

I believe that there is an electronic decision-making process approved for use by University Council when they are unable to meet in person. Is that correct? If so what was the reason that process not utilized?"

The chair responded to the question. He stated that the process was followed whereby governance may delegate a decision on behalf of council and referred to the briefing note "COVID-19 and Declaration Regarding Syllabi Changes" (available here: <https://secretariat.usask.ca/documents/2020-03-17-declaration-re-syllabi-changes.pdf>)

Following the response of the chair, the Council member further inquired as to the communication process. "As a UC member it was a surprise to hear the decision from Gwenna Moss. An SOP regarding communication may be needed. A recommendation is to have CC [coordinating committee] communicate this type of emergency decision to faculty rather than Gwenna Moss.

My question is regarding the alternative process where electronic decisions are made by UC members. This is apparently being used to vote on decision items for the March meeting.

Was this considered by Governance or CC? Was there a rationale for not using it?"

The chair responded that "A message was sent out from Michelle Kjargaard to all Council members on March 15 at 1:30 pm before the information was circulated by Gwenna Moss. As you can appreciate

things were moving very rapidly and we felt the providing faculty the okay to make changes needed to be done in a timely fashion. In cases where the temporal pressures are less such as the March Council meeting we were able to use electronic means to vote. A decision was made in the best interests of council and yes we considered other options.”

Another Council member raised a question regarding UnivRS. “My question is directed to the Vice Provost, Faculty Relations (for follow-up the next council meeting; I’m not expecting an answer today).

The adoption of the UnivRS curriculum vitae system has been delayed for several years, but is still on track for adoption in the fall of 2020. However, the system remains cumbersome and inefficient to use. This system requires faculty and staff to spend excessive time on trivialities of the data management system, rather than the higher-level teaching and scholarship work. The misallocation of effort is now more significant, as we turn our attention to addressing the global pandemic and a move to emergency modes of teaching.

I ask the Vice Provost Faculty Relations to cancel the adoption of the UnivRS curriculum vitae system for this fall, and undertake a review this CV project, to ensure that the system’s implementation is matched to the purpose it serves.”

The question was passed along to the Vice-Provost, Faculty Relations, Dr. Ken Wilson. He responded that an answer would be provided at the next Council meeting in April 2020.

14. Adjournment by consensus as of close of voting at 5:00pm on Tuesday, March 24, 2020.

Table 1. Action items

Section	Action item	Responsible
p.8 s.13	Respond to UnivRS curriculum vitae system question	Dr. Ken Wilson

Attachments

1. Appendix A – Attendance from the meeting of March 19, 2020

*Next Council meeting is April 16, 2020 – Please send regrets to Michelle.Kjargaard@usask.ca
Deadline for submission of motions to the coordinating committee: March 23, 2020*

COUNCIL ATTENDANCE 2019-2020

Attendance Summary - Voting Participants

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
March 19, 2020 - Due to the meeting being held electronically, the attendance and quorum were determined by voting. Since our voting through the PAWS process is created and operated as such to maintain integrity and privacy of the voting process, we do not have access to the list of names of who attended.										
Aitken, Alec	R	P	P	P	P	P				
Alcorn, Jane	A	A	A	A	A	P				
Bell, Scott	n/a	n/a	n/a	P	P	P				
Berry, Lois	R	P	R	P	P	R				
Blakley, Jill	R	P	R	P	P	A				
Boland, Mark	P	P	P	P	P	A				
Bonham-Smith, Peta	P	P	P	P	R	P				
Brook, Ryan	P	P	P	R	A	P				
Brothwell, Doug	R	P	P	R	P	P				
Bruni-Bossio, Vince	A	P	R	P	P	P				
Buhr, Mary	P	R	R	P	A	P				
Burgess, David	P	P	P	P	R	R				
Card, Claire	P	P	P	P	P	P				
Carter, Mark	P	P	P	A	A	A				
Chernoff, Egan	A	A	A	A	A	A				
Chibbar, Ravindra	P	R	P	P	P	R				
Crowe, Trever	P	P	P	P	P	P				
D'Eon, Marcel	P	P	A	P	A	P				
Dawson, DeDe	P	P	P	R	P	P	Sabbatical (Jan-Jun 2020)			
de Boer, Dirk	P	P	R	P	R	P				
Delbaere, Marjorie	P	R	R	P	P	R				
Deters, Ralph	P	P	P	P	A	P				
Detmer, Susan	P	P	P	P	P	R				
Dick, Rainer	P	P	P	P	P	P				
Dobson, Roy	P	R	P	P	P	R				
Downe, Pamela	P	P	R	P	R	P				
Elias, Lorin	P	P	P	R	P	R				
Engler-Stringer, Rachel	P	R	P	P	P	R				
Eskiw, Christopher	A	A	A	A	A	A				
Fonseca, Alejandra	P	P	P	P	A	P				
Flynn, Kevin	P	P	R	P	P	P				
Foley, Sarah	P	R	P	P	R	R	R	R	R	R
Fotohui, Reza	R	P	R	P	P	A				
Freeman, Doug	R	R	P	P	R	R				
Gabriel, Andrew	A	P	A	P	P	A				
Gillis, Glen	P	P	P	P	Sabbatical (Jan-Jun 2020)					
Gjevre, John	P	R	R	P	P	P				
Harrison, William	A	A	A	P	A	P				
Henry, Carol	R	A	P	A	P	R				
Illing, Kate	A	R	A	A	A	A				
Jamali, Nadeem	P	P	P	P	R	R				
Jensen, Gordon	P	R	A	P	R	R				
Jones, Paul	R	P	P	P	P	R				
Just, Melissa	R	R	P	P	P	R				
Kalra, Jay	P	A	P	R	R	R				
Kelly, Timothy	P	P	P	P	P	P				
Khandelwal, Ramji	P	R	P	P	R	P				
Klassen, Lauren	A	A	A	A	P	A				
Ko, Seok-Bum	P	P	R	R	R	A				
Kresta, Suzanne	P	R	A	A	R	P				
Kumaran, Arul	P	A	P	A	A	R				
Lamb, Eric	P	P	P	P	P	R				
Lane, Jeffrey	P	A	P	P	P	R				
Langhorst, Barbara	R	R	R	P	R	R				
Lanovaz, Joel	P	P	P	P	P	R				
Lindenschmidt, Karl	P	P	A	P	P	P				

She will attend if in the city

Regrets for Feb-Jun meetings-may

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
London, Chad	P	P	P	P	R	P				
Luke, Iain	R	A	R	R	R	A				
Macfarlane, Cal	A	R	A	A	A	A				
MacLean, Jason	R	A	A	R	A	A				
Manley-Tannis, Richard	P	R	P	A	P	R				
Markham, Taylor	A	A	A	A	A	A				
McEwen, Alexa	A	R	R	P	R	A				
Mousseau, Darrell	P	P	P	P	P	P				
Murphy, JoAnn	P	P	P	P	P	R				
Neufeld, Matthew	P	P	P	P	P	P				
Papagerakis, Petros	A	A	P	P	P	P				
Phillipson, Martin	P	P	P	P	A	P				
Pocha, Sheila	P	A	A	A	A	A				
Poettcker, Grant	A	A	A	A	A	A				
Power, Sarah	A	A	A	A	A	A				
Prytula, Michelle	P	R	P	P	R	R				
Racine, Louise	R	R	R	R	R	A				
Reaser, Isaac	A	A	n/a-resigned as of Nov 2019 and replaced by Celeste Robillard							
Risling, Tracie	P	P	R	R	P	P				
Robillard, Celeste	n/a	n/a	A	R	P	A				
Sarty, Gordon	P	P	P	P	P	R				
Saxena, Anurag	A	P	A	P	R	A				
Shevyakov, Alexey	P	A	P	R	P	P				
Shin, Hyunjung	P	P	P	R	P	R				
Singh, Jaswant	A	P	P	P	P	R				
Smith, Charles	P	A	A	A	A	A				
Smith, Preston	R	A	P	R	P	P				
Smith, Martha	P	P	P	P	P	P				
Soltan, Jafar	P	P	P	P	P	P				
Somerville, Kara	P	R	P	R	P	A				
Spurr, Shelley	P	P	P	P	R	R				
Squires, Vicki	P	A	P	P	R	P				
Stoicheff, Peter	P	R	P	P	P	P				
Stuart, Glenn	P	P	A	P	P	P				
Swidrovich, Jaris	P	R	P	R	P	R				
Urquhart, Stephen	P	P	P	P	P	P				
Vannelli, Tony	P	P	P	P	P	P				
Waldner, Cheryl	P	P	P	P	R	R				
Walker, Keith	P	R	P	P	R	P				
Willenborg, Christian	P	R	R	P	P	P				
Willness, Chelsea	P	P	n/a-resigned as of Oct 31, 2019 and will be part of non-voting as of Jan 1, 2020							
Willoughby, Keith	P	P	P	P	P	R				
Wilson, Jay	P	P	P	P	P	R				
Wilson, Lee	P	A	P	P	P	P				
Woods, Phil	P	P	P	P	P	P				
Wotherspoon, Terry	P	P	P	P	P	R				
Yao, Yansun	Sabbatical (Sep-Dec 2019)				A	P				
Zello, Gordon	R	R	R	P	A	P				
Zhang, Chris	P	P	P	P	P	P				

COUNCIL ATTENDANCE 2019-2020

Attendance Summary - Non-voting participants

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
March 19, 2020 - Due to the meeting being held electronically, the attendance and quorum were determined by voting. Since our voting through the PAWS process is created and operated as such to maintain integrity and privacy of the voting process, we do not have access to the list of names of who attended.										
Bilson, Beth	P	P	P	P	Jan 2020-B. Bilson has moved from the OUS Dept					
Chad, Karen	P	P	P	P	P	A				
Doig, Anne	n/a	n/a	P	P	P	P				
Ezekwesili, Chiamaka	n/a	n/a	A	A	A	A				
Fowler, Greg	A	P	A	A	P	A				
Isinger, Russell	P	P	P	P	P	A				
McDougall, Patricia	P	A	P	P	R	A				
Mendoza, Mery	P	P	P	R	P	P				
Morrison, Karen	R	P	P	P	P	P				
Munoz Pimentel, Carlos	P	P	P	R	P	P				
Osburn, Debra Pozega	P	P	R	P	P	P				
Ottmann, Jacqueline	P	A	A	A	A	P				
Ratt-Misponas, Regan	P	A	P	P	R	A				
Still, Carl	P	R	R	P	P	R				
Willness, Chelsea	n/a-C. Willness started with OUS Jan 1, 2020				P	P				

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL
APRIL 2020

Very recently I delivered the General Academic Assembly (GAA) address from the President's residence, a very different location than the customary Convocation Hall. I chose this location due to its significance in providing shelter for the quarantined staff fighting the Spanish flu epidemic over one hundred years ago. This very different setting also symbolized the very different environment we find ourselves in as we proceed through the end of the winter semester and into exam season. For this, I am grateful to all of you who've had to make significant changes in the delivery and scope of your work. I thank all of you for making the extraordinary wholesale move to on-line teaching and learning, the complete move to on-line exams, as well as continuing your research from a remote location.

As I noted in my GAA address, the extraordinary circumstances created by the pandemic have brought out extraordinary responses from members of our USask community. In short, we are working together to be the University the World needs in this worldwide crisis. We are now turning our attention to scenario planning, assumptions and strategies for the fall term. We will need to know, as a university, by sometime in mid-May, what our teaching, research, workforce locations—and other fundamentals of what we do—will look like come September.

I continue to urge you to reduce the spread of COVID-19 and its impact by ensuring physical distance, and self-isolation when necessary, in accordance with federal and provincial public health orders. Please continue to stay connected and updated through our USASK COVID-19 website. This site provides key, up-to-date information on the many things currently affecting faculty, students, staff and administration. It also offers an uplifting collection of the courageous and impactful work that USask community members are contributing to fight the pandemic and ensure the well-being of others.

PM announces \$23.3 million in support for USask's VIDO-InterVac

In March, the federal government announced that USask's Vaccine and Infectious Disease Organization – International Vaccine Centre (VIDO-InterVac) would receive \$12 million to help address Canada's shortage of vaccine manufacturing capacity, as well as \$11.3 million for continued operational funding for high containment laboratories over the coming year. VIDO-InterVac is part of the national and global response to finding a vaccine for COVID-19. As one of the few Canadian research facilities with regulatory approval to work on the new virus, VIDO-InterVac was the first lab in the country to isolate the virus. VIDO-InterVac is also the first lab in Canada, and one of the very few in the world, to establish an animal model for COVID-19.

SHA and USask's VIDO-InterVac partner to help ensure supply of N95 respirator masks

A recently announced partnership between the Saskatchewan Health Authority (SHA) and USask's VIDO-InterVac will assist with the shortage of N95 respirator masks. VIDO-InterVac will use a successful decontamination procedure on used N95 respirator masks from the SHA – a procedure that is routinely used at VIDO-InterVac to decontaminate its rooms and equipment. As a result, this procedure will allow for the safe re-use of masks that are normally thrown away after a single use. There is also the possibility of using the same process to decontaminate other personal protective equipment (PPE), which requires further exploration.

The Government of Saskatchewan releases its 2020-2021 budget

On March 18th the Saskatchewan government announced its 2020-2021 budget, including a one per cent increase to the USask operating budget. During these uncertain times, USask appreciates the government's commitment to investing in the institution and the world class research that is on-going. The funding increase is critical to the university's operation and is an indicator that the government is committed to this university and the value our world-class graduates and research provide to the province, its people, and economy.

USask to lead new CIHR Indigenous health research networks

USask health researchers have been awarded \$5 million by the Canadian Institutes of Health Research (CIHR) to lead a network of Indigenous research centres as a part of a major new national initiative. Of this funding, \$1.5 million has been awarded to Dr. Caroline Tait, who is a USask medical anthropologist and member of the Métis Nation-Saskatchewan (MN-S). She will lead the national centre and coordinate health training and research with eight other regional Indigenous health research networks. With the remaining \$3.5 million and in-kind support from the Federation of Saskatchewan Indian Nations (FSIN) and MN-S, Tait will lead the Saskatchewan NEIHR network to foster health research within Indigenous communities, working in partnership with the FSIN, MN-S, the Whitecap Dakota First Nation, and a team of more than 60 researchers and community partners.

USask researcher awarded Indigenous Research Chair in Nursing

University of Saskatchewan researcher, Holly Graham, was awarded an Indigenous Research Chair in Nursing to build research capacity in Indigenous nursing and improve the health of Indigenous peoples. The new \$1.05 million research chair is the first for the College of Nursing and will support both indigenous and non-indigenous student nurses in advancing reconciliation in nursing practise, research, education and administration. The funding for the research chair has been provided by the Canadian Institutes of Health Research (CIHR), Saskatchewan Health Research Foundation, Canadian Nurses Foundation and USask.



University of Saskatchewan Graduate Students' Association

University Council Report, April 2020

Dear Members of University Council,

On behalf of the Graduate Students' Association Executive, it has been a pleasure to represent and serve the graduate student body during the 2019-2020 fiscal year. The GSA executive would like to thank members of University Council and University Council Committees for the opportunity to work together and bring to you the many concerns of our graduate students. While this pandemic has caused us to distance ourselves from you physically, we have never abandoned the responsibilities our members entrusted us with. We will continue to advocate for the resources and tools that will enhance our graduate student experience.

In this last report, I will provide a brief overview of some of the concerns expressed by our students due to the global pandemic:

Tuition

We hope that the voice of our graduate student Body with regards to the tuition proposal has been taken into consideration in the last meeting of the Board of Governors. We look forward to receiving a positive response and continuing our discussions on how to align student financial support and academic implementation with future tuition decisions.

Graduate Student support

Due to the global pandemic, there is a need for implementing a response plan from our campus leaders as our current graduate body is unfairly disadvantaged by this global crisis. Many of our

graduate students have lost their jobs and are not in position to pay tuition. Many of our graduate students who are parents currently have no childcare and have to combine their time with family responsibilities and research, additionally many graduate students do not have a proper place to work or do research from home, making difficult for them to continue to work from home. We hope that the University considers an automatic extension of all postgraduate students for as long as the University is closed and as long as this crisis continues along with other types of supports.

Others

Although the COVID-19 affected our events subsequent to March, including our Annual Gala, we want to express our admiration for those graduate students who have received an award for their outstanding dedication in their academic programs. We hope to celebrate their success in the next Annual Gala. The GSA hosted the 3MT Competition, in an online platform on March 27, 2020. The winner of the 3MT will be competing at the Western Regional Competition at the University of Northern British Columbia. We thank each of our financial supporters for the several events we host throughout the year.

Finally, the current GSA executive welcome the incumbent Executives to their roles with the Graduate Students' Association. We have no doubt that these individuals will represent graduate students, the University and the community with professionalism, prestige and high standards.

The GSA is always open to discuss concerns, ideas/initiatives that graduate students, faculty member and the campus community may have. We look forward to continue working with all of you for the betterment of our graduate students.

Mery Mendoza

President, Graduate Students' Association

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Darrell Mousseau, chair of Planning and Priorities Committee

DATE OF MEETING: April 16, 2020

SUBJECT: **Jane and Ron Graham School for the Scholarship of Teaching and Learning**

DECISION REQUESTED:

BRUNI-BOSSIO/BEDARD-HAUGHN: *It is recommended:*

That Council approve the establishment of a Type-A centre for the Scholarship of Teaching and Learning in the College of Education called the *Jane and Ron Graham School for the Scholarship of Teaching and Learning*, effective immediately.

PURPOSE:

To establish the *Jane and Ron Graham School for the Scholarship of Teaching and Learning* (SSoTL) as a Type A centre in the College of Education.

DISCUSSION SUMMARY:

On January 29, 2020, the centres subcommittee of the Planning and Priorities Committee (PPC) of University Council reviewed the proposal to establish this centre. In accordance with the University Policy on Centres (available [online here](#)), the subcommittee recommended to PPC to approve the establishment of the Type A centre. The Research, Scholarly and Artistic Works (RSAW) committee of Council considered and supported the proposal at its meeting on February 12, 2020. Feedback from RSAW was communicated to PPC on February 19, 2020. At the meeting of PPC on February 26, 2020, the committee recommended the establishment of this centre. On March 19, 2020 the notice of motion was duly provided to University Council.

The SSoTL will support educational research in the disciplines and will promote a community of practice for cross-disciplinary SoTL research, professional development, and outreach. The SSoTL aligns closely with the University Plan by promoting courageous curiosity, boundless collaboration, and inspired communities. SSoTL will draw on

partnerships with other units on campus, principally the Gwenna Moss Centre for Teaching and Learning, and the Ron and Jane Graham School of Professional Development in the College of Engineering.

The operation of the SSoTL is supported by an initial \$1million gift from Jane and Ron Graham. An additional gift of \$1million may be considered when the program is reviewed and assessed at the end of the initial four-year commitment.

FURTHER ACTION REQUIRED:

NA

ATTACHMENTS:

1. Proposal for a School for the Scholarship of Teaching and Learning



UNIVERSITY OF
SASKATCHEWAN

Proposal for a School for Scholarship of Teaching and Learning

College of Education

BE WHAT THE WORLD NEEDS

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Executive Summary

- We propose a College level school named the “Jane and Ron Graham School for the Scholarship of Teaching and Learning” (SSoTL).
- The SSoTL will support educational research in the disciplines, promote a community of practice for cross-disciplinary SoTL research, and offer graduate and undergraduate programs, professional development, and outreach.
- The programming will be the first in North America leading to a graduate degree in SoTL.
- The SSoTL aligns closely with the University plan by promoting courageous curiosity, boundless collaboration, and inspired communities.
- The programs of the SSoTL will draw on partnerships with other units on campus, principally the Gwenna Moss Centre for Teaching and Learning, and the Ron & Jane Graham School of Professional Development in the College of Engineering.
- The operation of the SSoTL is supported by an initial \$1 million gift from Jane and Ron Graham. The gift was received per the schedule outlined in the gift agreement. An additional gift of \$1million may be considered after the program is reviewed and assessed at the end of the initial four-year commitment.
- In the long run, the SSoTL will be self-sustaining from program fees for certificate and graduate programming, and its recognition in the operating grant.

1. Name of Proposed School

Jane and Ron Graham School for the Scholarship of Teaching and Learning (SSoTL)

2. Type of School

We propose a type A centre that will identify as a college-level school for the Scholarship of Teaching and Learning (SSoTL).¹

We carefully weighed the differences and relative advantages of proposing a centre or a school as the administrative structure for this unit. Neither fits perfectly, as we propose a unit that will deliver academic programs and promote research programs. If the principal activity of the unit was research, a centre would be the logical choice. But given that the principal focus, and indeed the unique value proposition for this unit, is the delivery of academic programs and courses, a college-level school seemed to be the better fit.

We consulted with the University Secretary's Office who also sought advice from the University Registrar. Considering their advice about our options, we suggest the definition of a college-level school aligns most closely with our intentions for the unit.

*The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Physical Therapy in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.*

(Retrieved from "Academic and Curricular Nomenclature"
<https://secretariat.usask.ca/governance/nomenclature.php>)

To be clear, we will operate as a type A centre, but identify as a school. We will promote research from the School, and we will invite participation from other disciplines. This particular type of inquiry (SoTL) is an academic focus of the programming we will propose. However, the School will not operate as a

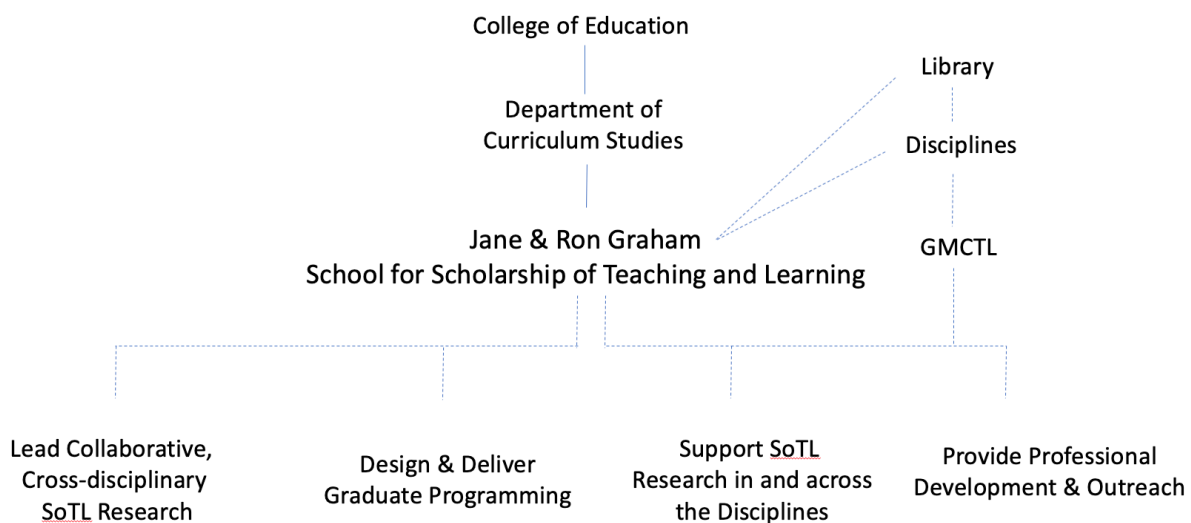
¹ The Scholarship of Teaching and Learning (SoTL) is an emerging movement of scholarly inquiry that focuses on the reciprocal relationship between teaching and learning, typically at the post-secondary level. The purpose of SoTL research is to improve learning by investigating the many features of discipline specific expertise and best pedagogical practice, and making the results public. (paraphrased from the Society for Teaching and Learning in Higher Education (2019), <https://www.stlhe.ca/sotl/what-is-sotl/>)

research centre in the same sense as the Global Institute for Water Security or the Crop Development Centre. The School will promote and encourage educational research in the disciplines and across disciplines, and it will support scholars who do the research, but it will not be responsible for producing a defined research program as a fundamental output.

The School for the Scholarship of Teaching and Learning will operate as a college-level type-A centre, with a governance structure similar, but not identical, to that in the Graham School of Professional Development in Engineering, and be administered through the Department of Curriculum Studies in the College of Education for appointments and other collegial processes under the USFA Collective Agreement (should these arise), and for the purpose of academic program development and sustainability. As mentioned earlier in this proposal, in consultation with the Office of the University Secretary, we considered several options that would serve our intentions. The college-level type-A centre attached to a department of the College of Education provided the closest fit with the proposed mandate and also provided the simplest governance structure, and we needed to place the centre in a department to manage the academic programming and collegial processes. We discuss the governance structure in more detail under item 8, and in Appendix F we detail a proposed constitution for the Centre.

3. Academic Plan

The School will house and support researchers doing discipline-based education research, provide graduate programming, professional development and outreach to develop leadership in the conduct of research and scholarship in teaching and learning, and provide a locus and community for interdisciplinary research on teaching and learning across disciplines and make findings public. Collegial processes and academic program responsibilities will be administered and delivered through the Department of Curriculum Studies, and academic relationships will be developed with the GMCTL, the disciplines, and the Library to promote the interdisciplinary nature of the School's work.



We realize it is particularly important to collaborate with our colleagues in the Gwenna Moss Centre for Teaching and Learning, to avoid overlap and at the same time amplify the shared interests of each unit. We comment more on that special relationship in this proposal.

Educational research in disciplines is distinct from disciplinary research. A chemist does disciplinary research to discover new knowledge in chemistry, but educational research in chemistry seeks to discover new knowledge about how we improve learning in the specialized culture and demands of that discipline. And so it goes with every discipline. Teaching and learning cultures and practices in the disciplines differ substantially. Students are taught differently in humanities, and say, Law. Different traditions and expectations are embedded in the disciplines. Pedagogies that flourish in one discipline are unthinkable in another. But there is much to be learned from each of these disciplines about teaching and learning that could hold value in other teaching contexts. If the knowledge we gain about teaching and learning is left unexamined and confined to our classrooms, we deny others the opportunity to grow and innovate from what could be shared. In response, SoTL is a burgeoning area of study devoted to conducting educational research within and across disciplines and sharing the results publicly. Simply stated, every discipline is unique, but SoTL recognizes they share the need to discover ways to improve learning by teaching those disciplines well.

Thought of this way, cross-disciplinary and interdisciplinary research into teaching in higher education is horizontal. There is also value in thinking about it as vertical by discovering and sharing of knowledge about teaching and learning between secondary and post-secondary levels of education. We hear the common complaint that students arrive on campus ill-prepared to deal with the rigours of disciplinary learning. A great deal of attention is required to introduce students entering university to the traditions, skills, and expectations of disciplines they have only been introduced to in secondary schools. They need to learn how to learn in specialized settings, and to think like scholars in those settings. Too often, students feel overwhelmed and instructors feel frustrated. Sharing SoTL findings vertically (between secondary and post-secondary settings) could address this persistent problem.

We also propose that the knowledge, methods, and skills required to conduct rigorous and meaningful research in SoTL often differ from the knowledge and skills required to do disciplinary research. Research into teaching and learning has unique ethical considerations, and the skill set necessary to conduct research into the human experience of learning requires varies depending on the context and questions being investigated. A School for SoTL (SSoTL) will offer academic training in those skills for those who conduct discipline-based educational research, and for those who look to become leaders in SoTL in their own disciplines or professional roles.

Rationale

The University of Saskatchewan must be a university for today as well as a university for the future. But our teaching and learning methods have some catching up to do. Common to all universities are persistent tensions between a focus on teaching and learning and a competing focus on research. At times, and as a result of the reward structures in higher education, tensions between teaching and research result in a lesser focus on teaching, and a greater focus on research. Colleges and schools of education have always espoused the values of quality teaching and learning; however, and despite pockets of excellence, these colleges of education sometimes do not excel in modeling engagement and innovation in teaching and learning over other colleges and units. Our students often learn to “teach as they were taught”, leading to struggles in their early years where the classroom often presents challenges without textbook solutions. Addressing this problem requires the elevation of the concept of the scholarship of teaching and learning.

Found commonly across campuses in this country, units of expertise in the Scholarship of Teaching and Learning are situated as service units, serving the functions of advancing instructor professional development, and addressing problems that faculty experience in course instruction. Although there is some engagement in SoTL research, these units often have a difficult time recruiting faculty due to their function as service units.

Situating a School for the Scholarship of Teaching and Learning as an academic unit will elevate the value of exemplary teaching and inquiry into learning. Fortifying the concept of the scholarship of teaching and learning will also require that the work is seen as of equal (or greater) value as that engaged through other disciplines, so this unit will offer academic programs, grant degrees, and bring together academics campus- and nation-wide to transform not only the work and profession of teaching and learning, but will also deliver on the promise to elevate the importance of research into teaching and learning in ways that only the field of education can achieve.

The School for the Scholarship of Teaching and Learning will include a visible and accessible space illustrating our deep commitment to supporting the practice of engaging in the rigorous study, development and application of novel teaching and learning approaches that lead to innovative practices in teaching, which result in measurable gains in student learning and educational quality.

The Scholarship of Teaching and Learning is rigorous scholarly inquiry into student learning which advances the practice of teaching by making research findings public. SoTL programs will be created such as certificate and master’s degrees in SoTL and professional development programs. The School will also facilitate activities such as student investigation into teaching, teaching methodology workshops for students and by students, action research into teaching, publishing on research into teaching, professional development, teaching talks, conferences, publications and webinars.

This School and its physical space will serve our teacher candidates, graduate students, and the wider academic and local communities (Indigenous and non-), including spaces for professional development and community events, offices for College of Education staff and faculty and working space for students, and offices and space for academics from other disciplines. By being located in the College of Education, it will elevate the teaching profession at the same time as it transforms teaching and learning for generations to come.

Alignment with University Priorities

First, the Scholarship of Teaching and Learning is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning are held in disciplines, and larger communities of educators could benefit from inquiry and scholarship coming from those units. In addition to disciplinary research, there is growing interest in research into how learners become members of those disciplines, and SoTL inquiry recognizes that what is learned in one discipline has value to other disciplines.

For example, SoTL recognizes that disciplines often employ signature pedagogies. Fine arts have studios and sciences often have laboratories; health sciences use rounds; creative and expository writing classes workshop drafts of writing; indigenous classes regularly use storying, and law and business both make extensive use of case studies. Much can be learned and shared about these approaches to teaching and learning, yet much of that knowledge is undiscovered or confined to disciplinary units. SoTL encourages educators in all disciplines to conduct rigorous research into their teaching and learning environments, and share what they learn publicly and across disciplines. It is an approach that is grounded in research and discovery, and that encourages the growth of cross-disciplinary communities of practice.

Alignments with our commitment in the University Plan:

i. Courageous Curiosity

- The School for SoTL (SSoTL) will replace the prevailing university model of research on teaching based on competition, outputs and isolation with a collaborative, democratic model where student experience and learning is the priority.
- Through our commitment to enhancing our own and our students' competence in pedagogy and instruction, the concept of the SSoTL will amplify the value of teaching and learning, necessitate deepening of expertise, embrace interdisciplinarity and compel connection and outreach.
- With an interest in understanding student learning, innovations in teaching practice, and the transformation of higher education, faculty members, scholars, and students from diverse disciplinary backgrounds will bring their disciplinary lenses to examine their own teaching techniques and classrooms for insights into how various approaches are working, or how innovations help to improve student learning.

ii. Boundless Collaboration

- Faculty members, staff and students will interact with each other at high levels, and will learn from each other, leading to innovative practices in teaching for faculty members and advances student learning and teaching quality.
- Students across campus will benefit from improved quality of instruction that is aligned to student circumstances, thoughts, actions and contexts.
- Academics from the University of Saskatchewan and other universities and colleges across the province, the country, and the world will be invited to examine their classroom practices, looking at successes as well as failures, with a goal of sharing their experiences as bona fide research in ways that enhance the application of teaching and learning practices to benefit all stakeholders in education.

iii. Inspired Communities

- The concept of the SSoTL will exemplify collaboration with communities in the creation of reciprocal and new, impactful, and inspirational knowledge that results in improvements in teaching and learning locally and globally.
- As a distinct and impactful academic unit, the SSoTL will inspire our communities – Indigenous and non-Indigenous, individually and collectively – to work together to discover creative solutions to common and distinct problems of teaching and learning.
- With the elevated practical teaching and learning skills, the university will produce stronger and higher quality teachers and professionals that the world needs.

Across campus, attention and focus on SoTL is expected to grow and the quality of teaching and learning will serve to attract high-caliber faculty to the college and the university.

Activities

Broadly, the School will provide an academic home for supporting educational research (specifically research into teaching and learning) in and across the disciplines and provide formal and non-formal academic programming to develop leadership in the scholarship of teaching and learning. These two areas are intimately connected, in that SoTL research conducted through the School is both the outcome of the academic programming, and the content of the programming. Doing the research, and learning about how to do the research are reciprocal. In order to accomplish these intentions, the School will carry out specific activities, examples of which are listed below.

Goal	Selected Activities
Provide an academic home for supporting educational research in the disciplines and across disciplines	Encourage SoTL research in the disciplines Advise on disciplinary educational research studies and programs of research

	<p>Collaborate with the Gwenna Moss Centre for Teaching & Learning (GMCTL) SoTL research clusters program and partner with the GMCTL on other SoTL initiatives</p> <p>Lead and consult on research funding applications in SoTL to Tri-Council agencies and others</p> <p>Provide reviews and consult on ethics submissions, and work with the Behavioural Research Ethics Board (Beh-REB) to support SoTL ethics applications</p> <p>Create and manage an open online journal of SoTL research at the UofS, and operate as a platform for submission to formal, refereed publications</p> <p>Provide editorial and academic review of research publications prior to submission</p> <p>Provide referral service to connect SoTL researchers in different disciplines who are doing related work</p> <p>Provide support to academic units revising standards to include SoTL research</p>
Provide formal and non-formal academic programming to develop leadership in SoTL	<p>Develop and deliver a new certificate program</p> <p>Develop and deliver a new master's degree program</p> <p>Conduct professional development workshops and seminars on SoTL research</p> <p>Offer research salons for sharing research among SoTL researchers</p> <p>Develop and edit an open online journal for SoTL scholarship, initially featuring UofS research, and evolving to attract national and international contributors and subscribers.</p> <p>Deliver monthly podcast to international audience to promote SoTL and underscore SoTL activity and leadership at the UofS</p>

Academic Programming

Acting on advice from the PPC Subcommittee on Centres and RSAW, as well as advice we have received from the University Secretary's office, we are not providing details of the academic programming planned for the SSoTL with this proposal, considering the possible confusion with UofS policies on the establishment of centres, and the intention to provide the programming through the Department of Curriculum Studies. Therefore, this proposal concentrates primarily on the structure of the School and the activities appropriate to a type A centre, but we offer a few considerations, particularly responding to questions raised by the Research, Scholarly and Artistic Work Committee of Council (see correspondence, Appendix B).

There is considerable demand for programs directly addressing SoTL and preparing professionals to provide leadership in SoTL, given the growing attention paid to SoTL by teaching and learning service units in universities, polytechnics, community colleges, and school divisions. We are able to clearly identify two principal audiences for this programming and predict additional uptake from others. First, professional developers and faculty development personnel in the post-secondary sector will be drawn to programming that will help them lead change and improvement of teaching and learning on their campuses. In higher education, these individuals hold service positions and titles of "educational developers". These people support SoTL initiatives and research on campuses and provide professional development seminars and programs. In addition to higher education, we expect considerable interest from the polytechnic system and community colleges, both from people already doing this work who are looking for additional credentials, and for people who aspire to these positions. This is a growing area of opportunity across the country.² We also recognize that it will be important to build online versions of programming in the long run to expand the reach of the program and attract students, particularly from other parts of North America, Europe, and the Pacific Rim where SoTL work is growing.

We also anticipate strong interest from leaders and educators in the K-12 systems, who are likewise looking for ways to use SoTL research strategies to lead teaching improvement system-wide or at the school or division levels. Teachers will also be attracted to a graduate program that will improve their credentials and help them improve their practice in the classroom. While existing M.Ed. programs focus on subject specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning. It also offers a

² As an aside, the Educational Developers' Caucus, a group within the Society for Teaching and Learning in Higher Education, held its most recent meeting in Halifax, and was sold out, hosting hundreds of participants from across Canada and the USA.

career path for those who leave the K-12 system. We held meetings in February with groups of leaders (see “consultations”) and they expressed strong interest in the initiative, suggesting that facilitators and consultants in the school system would be interested in exactly this kind of programming, given the emphasis in schools on evidence-based teaching and improvement.

We anticipate tertiary interest from instructors and professional staff across campus and across Canada who are looking for SoTL programming to support their work in their home units, or who are looking for cross-disciplinary opportunities to receive micro-credentials and improve their knowledge and research skills in this burgeoning area. Most every major university in Canada has a School tasked with improving teaching and learning. None, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning but some offer certificates. The U of S has the opportunity to offer such programming, however, we are keeping our enrolment estimates from these groups modest, because we realize this audience is diverse and dispersed, and a growing number of institutions will be offering this kind of credential. When we asked approximately 45 SoTL scholars on campus, 35 of them expressed interest in attending professional development events and teaching on SoTL topics (e.g., research methods, writing ethics applications, locating and writing funding applications). If these interests are bundled into a micro-credential, it can provide an attractive alternative.

We have consulted broadly with leaders on campus and across Canada, and we contracted the Social Sciences Research Lab to conduct a market survey of the polytechnics, community colleges, and local school divisions to better gauge interest in the programs.

And while it will be submitted as a separate proposal, we have completed a draft proposal for a certificate and master’s program in SoTL and the associated new courses, under the direction of an advisory committee of Graduate Chairs in the College of Education. We are prepared to submit those programs, once considered and approved by the Department of Curriculum Studies, for consideration.

Relationship to the College of Education Strategic Plan

The College of Education identified the School for SoTL as its first initiative to intensify research and discovery in its 2019 Strategic Plan. That plan introduced that College’s ambition to become a recognized leader in the research and scholarship of teaching and learning by supporting scholars across the disciplines who are conducting research in the SoTL and becoming a hub for cross-disciplinary and interdisciplinary research in SoTL; and, providing academic programming that will develop expertise and leadership in SoTL. This School will be implemented over the next six years, first by creating its physical space and programming, and by identifying SoTL scholars on campus who will participate in the activities of the School. Space planning is underway, and SoTL scholars have been consulted this year. In collaboration with the Gwenna Moss Centre for Teaching and Learning, a campus-wide “SoTL Day”

seminar will be offered in the late spring of 2020 to gather participants in the wider SoTL community for research sessions and promote interdisciplinary research in SoTL.

The development of undergraduate offerings is already underway. A new course, ECUR 498.3 “Open Learning Practices and the Scholarship of Teaching and Learning”, was approved by the Department of Curriculum Studies to be offered as an elective in the B.Ed. Secondary program for a two-year trial period, after which it will be proposed as a permanent offering if successful. It will be offered for the first time in term 2 of the 2020-21 academic year. This course will be open to any senior undergraduate or graduate students on campus. A second undergraduate course, EADM/ECUR/EFDT/EPSE 411.3 “Inquiry Project in the Scholarship of Teaching and Learning” is being considered for delivery in the 2020-21 academic year.

Our goal is to launch a master’s degree program (M.SoTL) and a certificate program by the 2021-22 academic year along with accompanying professional development and undergraduate components. We anticipate attracting 22 graduate students annually to the graduate program, and at least 20 every second year to the certificate. We will also propose a certificate program for those who have already completed advanced or terminal degrees, and who are seeking an additional credential and focused expertise. Depending on available resources, we may delay the first offering of the certificate program until the second semester of 2021-22. The new M.SoTL program has been drafted, including the new and existing courses it requires. We were advised by the PPC Subcommittee on Centres to bring those programs forward separately and present the proposal for the School structure separately. We are following that advice (see Appendix B).

Impact and Relationships

A School for SoTL adds a clear and fresh academic focus on developing researchers who specialize specifically on questions about improving teaching and learning by inquiring into current practices in university classrooms and elsewhere.

Currently in the Department of Curriculum Studies and to a lesser degree in other departments in the College of Education, students in graduate programs can propose and carry out research in SoTL for their theses. A review of titles and abstracts of M.Ed. theses and projects in the College of Education from 2014 to 2018 reveals that fewer than 10 of the 181 titles were conventional SoTL research (classroom research on learning in higher education settings). We suspect we would find similar evidence of SoTL graduate research in other universities. Research is most often disciplinary in nature, so we have no evidence that students conducting that research would be drawn away from their existing programs to SoTL inquiry as an area of study. Certainly, a School of SoTL that is devoted to developing scholarship specific to inquiry in teaching and learning in higher education would be attractive to some of those students, and a SoTL graduate program would draw some interest from the same general pool of students

applying for graduate studies in education. But the SSoTL graduate programming will be intentionally designed to attract students to a new area of study, not away from another one, and it will reach new groups who are interested in professional opportunities leading SoTL work with instructors in higher education. There is also a reasonable expectation that some students in other graduate programs would be interested in adding a SoTL inquiry course to their programs, probably as an elective, if they are engaging in that kind of research.

The Department of Educational Administration expressed concern that there might be overlap with their graduate streams in post-secondary leadership and health professions education, and one course in particular. We are investigating that concern and will address any perceived or actual overlap, but an examination of the course syllabi and discussions with the author of the course proposals suggest there will be little actual duplication, and little chance that enrollment in the programs would be affected. Those existing program streams are well established and are primarily directed at teaching and leadership in post-secondary and health, and the health sciences stream is a shared program with the Department of Curriculum Studies. SoTL inquiry can be conducted as the capstone project, but it is not the focus of these program streams to prepare SoTL specialists. As we intend to promote growth from new programming streams rather than draw students from existing programs, we anticipate no significant negative net effect on enrolment in other graduate programs in the College of Education, and in fact expect this School to open new avenues of interdisciplinary research and scholarship for students and faculty alike. We anticipate that some of the courses that will make up the new graduate programming will be drawn from existing graduate courses, primarily in research methods. So new SoTL students will add to the demand for existing departmental courses. Also, we suggest that new courses designed for the SoTL programs will offer opportunities for students in existing programs to add SoTL as electives in their programs where appropriate.

The College of Education has a disproportionately high number of course-based students, and the programming in SoTL is being strategically designed to alter this proportion and drive more students toward research-based graduate programming. Currently, the majority of our course-based students are practitioners in the field, engaging in courses on a part-time basis, while working. We observe that most thesis-based students choose to do so because the programming aligns with their research goals. While we desire more research-based students, our current offerings have not challenged this proportion of course-based to thesis students.

The programming in SoTL is being strategically designed as a thesis route to attract teaching and learning practitioners who want to improve research skills that focus on improving their classroom practice or lead this kind of inquiry in education. As a result, while we anticipate positive reaction in the field and across the country (resulting in improved reputation) we anticipate no decline of thesis-based students in any

department. We do anticipate capturing the attention of new students who might otherwise enroll as course-based students.

Concerning the Responsibility Centre Management (RCM) approach of the University, the College as a whole, and as a result all of the departments, will benefit from student enrolment in research-based programming in SoTL. Our College needs to enroll more thesis-based students as opposed to course-based students. In addition, since the School of SoTL is not designed to house its own faculty, resources of the College will be distributed to departments who engage with the unit (through instruction and supervision). As a result, the College (and thus all departments that participate) will benefit strategically through the development of an interdisciplinary unit wherein which all faculty in the college will have the opportunity to engage in interdisciplinary teaching, research, and student supervision.

As mentioned in the previous section, an undergraduate level course has been developed and approved as an elective offering of the B.Ed. program, and it will build on some of the undergraduate research programs already underway on campus, such as the First Year Research Experience (FYRE) courses, which have successfully improved the undergraduate research profile on campus. Undergraduate SoTL courses will provide research experience to B.Ed. students they can carry into their teaching careers, and also enhance the connection between the University of Saskatchewan and the teaching profession.

A certificate program will also be developed, aimed primarily at professionals who already hold a position that would benefit from SoTL leadership, or graduate credentials in a discipline with an interest in pursuing SoTL research and providing faculty development leadership within the discipline. The certificate will include some courses comprising the graduate program but will also offer experiential and internship opportunities that allow students to gain academic credit for carrying out SoTL research as part of their employment. It may also take advantage of some of the excellent professional development offerings by the Gwenna Moss Centre for Teaching and Learning, allowing for additional collaboration between the academic and service units on campus. This programming will not conflict with any of the graduate or undergraduate initiatives already underway in the College of Education or elsewhere on campus.

Centres to support the Scholarship of Teaching and Learning are well established around the globe, but the graduate programming our proposed School will house is unique in Canada, and we believe the first of its kind in North America. Most every university across Canada, and certainly every member institution of the U15, houses a Teaching and Learning Centre to support and encourage the improvement of teaching and learning in those institutions. All of them promote SoTL among their faculties, and most devote financial support and staff support to SoTL initiatives. They predominantly play a service role, and encourage faculty to take on SoTL research projects. Our own Gwenna Moss Centre for Teaching

and Learning is a good example of a strong support unit, and it has provided impressive leadership and energy to the movement of SoTL on the U of S campus and indeed across Canada. They have funded faculty-led research clusters, created and maintained a database of scholarship in SoTL, provided consultations with faculty on research design, publishing, ethics and other research concerns, and hosted writing retreats for faculty working on SoTL research projects. Their leadership has been vigorous and effective, and we anticipate the new School will collaborate closely with the GMCTL to advance our shared enthusiasm for this important area of research and to avoid duplication of services they already provide. We have been in regular contact with their leadership, and we will briefly elaborate our ongoing partnership with that unit. The SSoTL will benefit from their work in the disciplines, the relationships they have already developed with SoTL scholars across campus, and the programs they have developed such as the SoTL Research Clusters program and the spring SoTL Day in May. We will draw on their expertise to support interdisciplinary research programs in the SSoTL, and their advice on academic program and course development. Importantly, the GMCTL has a number of individuals with academic credentials that would allow them to teach a SoTL course in the School, whether as sessional overload or as a part of their regular assignment to duties. The nature of the teaching relationship must be explored with the relevant labour relations groups, but both groups believe this will provide a mutually beneficial opportunity for both the SSoTL and GMCTL.

To a lesser, but significant extent, we are developing a close working relationship with the Ron and Jane Graham School of Professional Development in Engineering. That School has developed a dynamic cadre of SoTL scholars who meet regularly to discuss their scholarship and a variety of teaching topics. They also offer undergraduate courses on public speaking and rhetoric that would be of interest as an elective to Education students. We are exploring the possibility of opening some seats for Education students. We are also exploring the development of a second virtual learning laboratory, sponsored by Engineering, and housed in the SSoTL space. It would offer exciting learning opportunities for students on campus and would also provide a location for conducting SoTL research on virtual learning technologies.

Scholarly Work

SoTL work is by its nature interdisciplinary, or at least cross-disciplinary, so the SSoTL is actively seeking associations with scholars across campus and on other campuses.

We created a list of SoTL scholars on campus who attended conferences or professional development events, participated in a SoTL Research Cluster through the GMCTL, or presented a SoTL paper at a national or international conference this year. We invited these colleagues to SoTL Scholars meetings on February 12 and February 13, and 46 attended. They represent a diverse group of scholars and disciplines who have demonstrated interest in SoTL research, and whom we are meeting with in February to invite into our community. There are probably others on campus we have not yet identified, but as this is an

open, inclusive, and interdisciplinary initiative, we will approach academics across campus to participate in the activities of the School. Their participation will vary, depending on their availability and particular expertise, but a strong indication of interest in these types of participation was received (see data under “SoTL Scholars at the UofS”):

- Advise other SoTL scholars on research designs;
- Promote SoTL research in home disciplines and across campus;
- Contribute research to the UofS SoTL open journal;
- Present SoTL research at professional development events;
- Provide mentorship and supervision of graduate theses;
- Guest lecture or teach in the SoTL academic programming; and,
- Advise on the management and programming of the SSoTL.

4. Proponents

Dr. Michelle Prytula, Dean
College of Education
michelle.prytula@usask.ca
306-966-7647

Dr. Richard Schwier, Interim Associate Dean
Research & SoTL
College of Education
richard.schwier@usask.ca
306-966-7641

5. School Management

The School will be attached to the Department of Curriculum Studies, and all programming and collegial processes will be managed through that department structure. The Associate Dean, Research and SoTL will also act as Director of SoTL Research and Academic Programs (with a faculty appointment or cross-appointment in the Department Curriculum Studies).

Responsibilities of the Director of SoTL Research and Academic Programming

This person will have responsibility for the development and successful implementation of the SSoTL, including such things as:

- Oversee the academic, administrative, and financial management and operations of the School
- Promote SoTL research in the disciplines

- Conduct research development and write grant proposals
- Identify and recruit SoTL scholars and students
- Manage academic programming development and delivery (formal and non-formal)
- Teach one SoTL course per academic year
- Represent the SSoTL in the research community and provide support for dissemination of scholarship
- Engage in national and international leadership activities in SoTL
- Interface with secondary, post-secondary, and higher education partners to encourage growth and innovation in SoTL

We will require one new position to be hired in 2020-21 to carry out the activities of the Centre, under the direction of the Associate Dean, Research and SoTL: an Associate Director of SoTL Research and Academic Programming.

Responsibilities of the Associate Director, SoTL (ASPA appointment)

Under the supervision of the Director, this person will initiate and manage the programs of the SSoTL, and also collaborate in the partnership with the GMCTL.

- Engage the administration and financial management and operations of the School
- Support SoTL scholars and research clusters by advising on disciplinary educational research studies and programs of research and by referring scholars in other disciplines who are doing related work
- Support SoTL scholars and students
- Collaborate with the GMCTL SoTL research clusters program and collaborate with the GMCTL on other SoTL initiatives
- Develop, deliver, and evaluate the effectiveness of faculty development events
- Provide for editorial and academic review of research publications prior to submission
- Draft, edit, and review grant applications and REB submissions in SoTL
- Advise on ethics applications for SoTL research
- Support academic programming development and delivery
- Produce a monthly podcast episode on current topics and issues in SoTL
- Edit and manage an open online journal for local SoTL research

Once the academic programming and research support structure is in place, a staff position (SoTL Educational Developer) will be required in 2021-22 to support the daily operations and activities of the School. We are exploring the possibility of creating this as a shared position with the Gwenna Moss Centre for Teaching and Learning in return for five OHCs of teaching provided by GMCTL staff to the academic programming provided by the SSoTL. The Director of Teaching and Learning Enhancement, Nancy Turner, supports a shared position because it offers benefits to both partners. The SSoTL would receive reliable and talented teaching support, and the GMCTL would receive additional support for their educational development activities and a desirable recruiting tool to attract future personnel with doctoral-level credentials to the GMCTL. This arrangement will require ongoing negotiation with the contributing individuals involved, consultation with the unions, and adjustments to be made to letters of appointment.

Affiliated Scholars:

Affiliated scholars are individuals who can contribute to the academic programming and research of the SSoTL or participate in the governance of the School. We anticipate offering adjunct, professional affiliate, or associate member status to colleagues who will contribute directly to the work of the SSoTL through teaching, professional development, supervision, governance, or through research. At the recent meetings with campus SoTL scholars, 27 colleagues indicated they were interested in such an affiliation with the School, and we are confident there are others we have not yet identified. While no firm commitment was requested from these individuals, we are persuaded the pool of interest will result in a sufficient number of affiliated scholars to support the work of the School. We are sensitive to the commitments these scholars have to their disciplinary units and the resource implications that obtain, so rarely would we consider approaching them and their Deans for shared assignments with the SSoTL, as has been done in other Schools to date. But we do expect to be able to call on affiliated scholars to mentor and supervise graduate students, participate on research committees, support governance as members of the School Council and committees, mentor new SoTL researchers, or provide guest lectures in courses.

Teaching Personnel:

This proposal provides only a snapshot of the academic programs, which are being proposed separately. However, questions were naturally raised during earlier reviews about the financing of the School, so we offer a bit more detail about how we plan to offer academic programming, as the financial success of the unit will depend on its program revenues. In order to offer graduate programming, we need to identify qualified teaching personnel who will provide expertise and stability to the program over time. We anticipate having a need for instructors to cover four one-half course (OHC) equivalents in 2021–22, and depending on uptake, up to eight OHCs in 2022–23. The additional teaching demands from the School will not be onerous in the first years the programs are offered, with resources being drawn from four places:

School Management: The Director of the SSoTL will teach at least one course per year as part of the regular assignment to duties. The Associate Director will teach professional development and courses contributing to a certificate.

Department of Curriculum Studies (ECUR): The Department will provide at least two OCHs of teaching to the graduate programs and will assume academic responsibility for offering the programs.

Gwenna Moss Centre for Teaching and Learning (GMCTL): The GMCTL will provide up to four OCHs of teaching in the program in exchange for an Educational Developer position shared between SSoTL and the GMCTL.

Cross-appointments: As described above under “Affiliated Scholars” we may negotiate teaching appointments with other units on campus where desirable and appropriate, or adjunct appointments with scholars from other universities, but of course these will require negotiations with the individuals and their Deans.

6. Resources and Budget

The College of Education aspires to excellence and innovation, and this opportunity to position ourselves as a national leader in the scholarship of teaching and learning came from a \$1M alumni donation from Jane and Ron Graham, provided in four annual installments of \$250,000. The College has received the first two installments, and the Grahams recently offered to accelerate the distribution of funds to support the advancement of the proposed School. These funds will largely cover the startup and launch of the program(s) offered by the School.

A standard tuition rate for graduate programs of \$4,260 (\$1,420 per term) per year is proposed for the master’s program, and given an intake of 22 students per year, we anticipate tuition revenues of \$93,720, and \$187,440 in the first two years of operation, beginning in the 2021-22 academic year.

A more modest tuition of \$2754 (\$688.50 per 3 credit unit, subject to change as tuition rates change) per year is proposed for the one or two-year (12 credit unit) certificate program in SoTL, with an enrollment of 10 new students in each of the first two years of operation. This will generate tuition revenues of up to \$27,540 each year for the first two years of the program, with ongoing tuition revenues of up to \$27,540 thereafter. The proposed tuition is consistent with other certificates offered on campus (and will remain so). We understand graduate tuition will be changing and that we will adjust accordingly.

The College will require supports as it engages in complementary people, capital, financial, and enrollment activity for the School. The College will be developing positions for the School (an interim

Associate Dean has already been appointed), developing space for the School, and will be increasing its enrollment.

People: We have determined the unit's structure. It will be a school housing academic programs, under the direction of the College. Human Resources supports for policy development will be required, as is advice on acquiring space within the College of Education spaces to make room for the unit. The Centre will negotiate adjunct appointments to carry out the academic functions of the unit. We anticipate needing an additional position to carry out the activities of the Centre under the direction of the Associate Dean, Research and SoTL who will also act as Director: an Associate Director of SoTL Research and Academic Programming to be hired later in the 2020-21 academic year. If revenues allow, a support position may be added in 2021-22: an Educational Development Specialist (ASPA) to support the programming and research activities in the School (this position is not included in the table below, given that it is tentative.

Table 1. Projected revenues and expenses for SSoTL, 2019–2025.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	TOTAL
Operating Grant/Tuition	0	0	176,900	498,577	498,577	498,577	1,672,631
Other Revenue	250,000	250,000	250,000	250,000	0*	0	1,000,000
Salaries & Benefits	91,445	201,000	294,520	303,355	312,455	321,830	1,524,605
Non-Salary Expenses	0	10,000	0	0	0	0	10,000
Indirect costs	0		71,700	71,700	71,700	71,700	286,800
Surplus (Deficit)	158,555	39,000	60,680	373,522	114,422	105,047	851,226
Director	1	1	1	1	1	1	1
Ass. Director		1	1	1	1	1	1
Capital Request							390,000

*Jane and Ron Graham are going to do a reassessment at the end of year 4 with the possibility of an additional million-dollar investment at that time.

The projections we offer in table 1 are intentionally modest, with every intention of out-performing the revenue targets we present. We are confident from consultations that the enrolment figures will rise, particularly in the certificate program and other micro-credentialing options. We recognize that it is critical for the School to be self-sustaining, and that financial stability will be provided primarily through

the programming we offer. We will also seek other external funding. We intend, as early as feasible to apply to create a Canada Research Chair in the Scholarship of Teaching and Learning (Tier 2). This would attract \$100,000 per year for five years, with the possibility of renewal for an additional five years for a total of \$1,000,000 to support the position, and by extension, the work of the School.

We also commit to making a request for \$800,000 in CFI funding in 2020-21 to support the capital needs of the school, and if successful, recovering the commitment required from the College and the University in current requests. Plans for staging the capital improvements needed for the school are outlined in Appendix E.

We will also lead interdisciplinary research programs on campus and apply for Tri-Council funding to support that work and intend to submit the first of such applications in the October 2020 competitions.

OVPR: In time, supports to acquire the College's first CRC will be needed.

Capital: Since the School is new and will benefit the entire campus through its interdisciplinary mandate, capital resources will be needed in order to acquire a space of its own. We have already earmarked \$400 000 from College sources. As a result, we are seeking \$390 000 in funding to apply to capital costs for renovating a space, for a total of \$790 000.

FMD: Requests to acquire space within the colleges, perhaps through the movement of non-academic units in the College of Education to make room for the School have been made but not yet realized. Consultations are being undertaken.

Capital dollars: Since the unit has acquired funding for positions and the College of Education is showing its ability to acquire larger-scale donations, matching capital funds are requested to renovate existing space. Consultations have already taken place.

Fundraising: Some of the funds are being acquired through donor support. Sustained supports from advancement are critically needed as the College of Education does not have an advancement officer.

Enrollment: Admissions and registrarial services will be required. Policy support from CGPS will be needed, as will supports for promoting the new programming offered by the School.

Library, Information Technology: The programming offered by the School will require library support for purchasing and maintaining collections and journal subscriptions. Library personnel in the College of Education are well-positioned to provide this support if the library budget is sufficient to continue support for subscriptions the University of Saskatchewan already holds (See Appendix D). Recent cuts to the library budget for e-journals may threaten the journals required by the School, as we noted the deletion of some key titles to the university subscriptions in the area of SoTL. We have initiated conversations with the Library about recovering resources to support the new programs and research. We will also explore opportunities in open resources to support this work, but certainly, some Library budget will be needed to support this initiative.

Similarly with IT support, we anticipate being able to provide support to new personnel from our existing resources, with the exception of capital costs for equipment to support new hires. We anticipate developing online learning options for components of the program to attract a wider, global audience. When we move into this type of development, we will require Learning Management System (LMS) support from IT Services, and we will need instructional design support from the School for Continuing and Distance Education (CCDE) or the Gwenna Moss Centre for Teaching and Learning.

Social Sciences Research Laboratory: The SSRL is a valuable resource for the work of the SSoTL. Researchers who may not be familiar with particular research tools, from building reliable survey instruments to conducting interviews and focus groups, can draw on the support of the SSRL at reasonable cost.

7. Support

The Dean of the College of Education fully supports this initiative, and as mentioned under consultation, we have received letters of support from Deans and Directors on campus whose faculty might contribute to, or benefit from, the activities of the SSoTL (see Appendix A). As this proposal undergoes review from the Provost's Advisory Committee, the Research, Scholarly and Artistic Work Committee of Council, the Planning and Priorities Committee of Council, and the Academic Programs Committee of Council, we will append that correspondence for other groups subsequently reviewing the proposal in Appendix B. But we have also done extensive consultation to determine and mobilize the support of the proposed unit.

Consultation

We have consulted extensively nationally and locally with leaders and SoTL scholars. We have received over a dozen letters of support from Deans, and letters of support from external units with whom we will partner in the initiative, including the Gwenna Moss Centre for Teaching and Learning. We have also had ongoing collaboration with the Library, particularly the College of Education branch. Prior to the announcement of the Graham donation and launch of the project in October 2019, the Dean held two sessions with faculty in the College of Education to discuss the initiative as part of the development of our strategic plan. We have reported progress at monthly Faculty Council meetings, we hosted four SSoTL-specific information and discussion sessions for all faculty and staff of the College of Education, and we held numerous focused discussions with individual faculty members and consulted with indigenous faculty members in the College of Education. We have also consulted extensively across campus and nationally. The consultations follow below, and letters of support are included in Appendix A.

National consultations:

Because this is a new initiative, and because it has potential to draw students and researchers from across Canada, we felt it was important to identify SoTL leaders across Canada and request their advice about

the development of a School and its programming. Those consultations were valuable, not only to hear the excellent advice and experiences of these colleagues, but also to begin to spread the word about our ambitions and initiative. Names were gathered from current literature and from universities that house SoTL support units within teaching and learning centres.

Gary Poole, Professor Emeritus, School of Population and Public Health, University of British Columbia (senior SoTL scholar)

Michelle Yeo, International Society for the Scholarship of Teaching and Learning (ISSOTL) President and Academic Director of the Institute for Scholarship of Teaching and Learning, Mount Royal University (international leader and SoTL scholar)

Nicola Simmons, Brock University, and Chair of the Educational Developers Caucus, STLHE (national leader and SoTL scholar)

Brad Wuetherick, Executive Director, Learning and Teaching, Dalhousie University (national leader and SoTL scholar)

Janice Miller-Young, Academic Director, CTL, Professor, Department of Biomedical Engineering, University of Alberta (national leader and SoTL scholar)

Cheryl Admunsen, Professor, Faculty of Education, Past Director, Institute for the Study of Teaching and Learning in the Disciplines, Simon Fraser University (national leader and SoTL scholar)

Lynn Taylor, Professor Emeritus and former Vice-Provost Teaching and Learning, University of Calgary (national leader and SoTL scholar)

Carolyn Hoessler, Founder and Senior Specialist, Higher Education & Beyond (SoTL scholar)

Marti Cleveland-Innes, Professor and Program Director, Master of Education Program, Athabasca University (national leader and SoTL scholar)

Melanie Hamilton, University of Lethbridge, Vice-Chair, SoTL Canada (national leader and SoTL scholar).

U of S consultations (outside the College of Education):

Of course we were also interested in consulting widely across campus, and began with leaders and people who might interface directly with a SSoTL. These conversations were diverse and ranged from programmatic to administrative in emphasis. As is probably typical of large, interdisciplinary proposals on campus, these conversations are continuing in many cases, and new people emerge as the project matures.

Anthony Vannelli, Provost and Vice-President Academic

Jacquie Thomarat, Associate Secretary, Academic Governance

Trever Crowe, Interim Dean, College of Graduate and Postdoctoral Studies

Sean Maw, Jerry G. Huff Chair in Innovative Teaching, College of Engineering
Nancy Turner, Director, Gwenna Moss Centre for Teaching and Learning (GMCTL)
Wendy James, Educational Developer and SoTL Coordinator, GMCTL
Merle Massie, First Year Research Experience (FYRE) Coordinator
Stan Yu, Social Sciences Research Laboratory
Maha Kumarat, Head Librarian, College of Education
Tracy Walker, Education Programs Lead, Science Division, Canadian Light Source
Debora Rolfes, Director, Ron & Jane Graham School of Professional Development, College of Engineering
Karen Chad, Vice-President, Research (upcoming: March 2, 2020)

SoTL scholars at the UofS:

In order to gauge initial interest and understand how individuals might want to express their affiliation with the School, we administered a questionnaire that asked attendees at our recent SoTL Scholars events to identify which services provided by the school would be significant, and what might be their level of interest in participating in providing particular services. A simple tabulation of their responses follows:

Which of the following do you consider to be significant services to be provided by the School for SoTL? Check all that apply (initially or eventually).

- 29 Campus advocacy for importance of discipline-based education research
- 25 Consultation with others on your own SoTL research studies
- 27 Connections with other SoTL scholars and promotion of interdisciplinary research
- 9 Provision of office space and workspace for SoTL meetings and research teams
- 24 An outlet (open refereed online journal) for promoting and publishing SoTL work
- 33 Support for attracting funding to support SoTL programs of research
- 28 Academic leadership on campus around educational research – e.g., advising on including SoTL in standards for promotion and tenure
- 32 Professional development events about SoTL
- 30 Expanded services currently available through GMCTL (research clusters, consultations, writing support, events)

Would you be willing to consider participating in the following ways? This is an expression of interest, not a commitment.

- 30 Telling colleagues about SoTL research and the School for SoTL
- 34 Joining a community of SoTL scholars for research collaboration, mentorship
- 28 Providing graduate research supervision or thesis committee membership where appropriate and when you are available
- 35 Attending professional development events and teaching on SoTL topics (e.g., research methods, writing ethics applications, locating and writing funding applications)
- 27 Sharing your SoTL research and experiences in professional development settings
- 25 Sharing your SoTL experience in your discipline in SoTL graduate courses
- 27 Associate memberships, adjunct appointments, professional affiliations with the School

We were very encouraged that colleagues from so many different disciplines expressed interest in being actively involved in the work of the School, whether as consumers of services or as leaders. While these numbers do not reflect actual commitments, they are a measure of intent and interest, and we will be following up in the coming year. The group represented here is drawn from individuals we identified as SoTL scholars on campus, so in that respect their strong interest was not surprising. But we also know it was only a sample drawn from a larger population of scholars on campus who are doing SoTL work, so we are optimistic that we will be able to locate a large community of scholars on campus to participate.

College of Education:

As this is a College of Education initiative, we clearly needed to consult internally. All faculty in the College of Education have been invited to information sessions, and regular reports have been given to Faculty Council. Ongoing conversations are being held with department heads, and we felt it was particularly important to seek the advice of our indigenous colleagues in the College during the development of the proposal. Group consultations included:

- Reports by the Interim Associate Dean, Research and SoTL to Faculty Council (monthly)
- Faculty and Staff SoTL Salons (information and discussion sessions): December 6, 2019; January 3, 2020, January 29, 2020; January 31, 2020
- On January 10, 2020, the Faculty Council of the College of Education passed the following motion:

Moved: Schwier/Morrison

The Faculty Council of the College of Education endorses the development of a college-level school, tentatively named the Jane and Ron Graham School for the Scholarship of Teaching and Learning.

Individual faculty consultations were also held with:

Paul Newton, Head, Department of Educational Administration

Jay Wilson, Head, Department of Curriculum Studies

Lynn Lemisko, Head, Department of Educational Psychology and Special Education

Shaun Murphy, Head, Department of Educational Foundations

Marie Battiste, Professor, Educational Foundations

Karla Jessen Williamson, Assistant Professor, Educational Foundations

Vicki Squires, Assistant Professor, Educational Administration

Margaret Kovach, Professor, Educational Foundations

Verna St. Denis, Professor, Educational Foundations

Brenda Kalyn, Associate Professor, Curriculum Studies

Marguerite Koole, Assistant Professor, Curriculum Studies

Dirk Morrison, Associate Professor, Curriculum Studies

Norman Fleury, Special Lecturer, Curriculum Studies (Métis elder)

In the meetings with department heads, as mentioned earlier, it was clear there were concerns about whether programming might overlap existing programming and draw students or resources away from their programs. Because the programming had not yet been developed, these concerns were understandable, and we needed to put additional consultations in place in order to mitigate these concerns. In order to accomplish this, we have organized an internal SoTL Programming Advisory Group, and invited participation from all of the departments and the Library. Currently, the group includes Dirk Morrison (Curriculum Studies), Vicki Squires (Educational Administration), Janet McVittie (Educational Foundations), Verna St. Denis (Educational Foundations, indigenous scholar), and Maha Kumaran (Education & Music Librarian). This group began meeting on January 24, and will advise on the development of graduate programming, and vet proposals for new courses before they are considered.

K–12 leader consultations:

Recognizing this initiative is new, and that SoTL is traditionally focused on higher education and may not be familiar to k–12 educators, we held two videoconferences with educational leaders in the province. We gave a brief overview of our proposal and asked for their observations and advice. The groups were enthusiastic and felt there was a large audience for programming of this sort, especially given the attention being paid to evidence-based improvement in teaching and learning in the province. In addition

to the inquiry programming we described, they were interested in leadership and facilitation for professionals who are leading change in schools and school systems.

Name	Professional Role	Location
Amy Rutten		South East Cornerstone
Anna McQuillan	Consultant, teacher-leader K-12 Mathematics Consultant	Greater Saskatoon Catholic
Anne-Marie Rollo	Consultant, teacher-leader, sessional lecturer	Saskatoon Public Schools
Brenda Green	Director, Superintendent, Coordinator, Consultant (Indigenous)	Ile-a-la Crosse School Division
Chad Williams	Teacher leader (provincial math), STF Facilitator Community	Good Spirit School Division
Colleen Norris	Coordinator, Secondary Principal, Teacher Leader	Saskatoon Public Schools
Dave Derksen	Superintendent, Coordinator, Consultant	Saskatoon Public Schools
Doug Njaa	Secondary Principal, Teacher Leader, sessional lecturer	U of S
Gwen Dueck	Executive Director, Manager of the SPDU, Consultant, sessional lecturer, educational developer at GMCTL	Saskatchewan Teacher's Federation (retired)
Jade Ballek	Principal	Sun West School Division
Juanita Redekopp	Coordinator, Consultant	Regina Public Schools
Jennifer Brokofsky	Provincial Math Facilitator, Coordinator, Consultant	Saskatoon Public Schools
Kirsten Dyck	Instructional coach, STF Facilitator Community, working towards MEd	Good Spirit School Division
Melissa Lander	Consultant	Sun West School Division
Michelle Naidu	Consultant, teacher-leader	Saskatchewan Teacher's Federation
Nicole Turcotte	Manager	Saskatchewan Teacher's Federation
Ryan Banow	Ed developer, sessional, working towards PhD	U of S
Racquel Biem	STF Facilitator Community, working towards PhD	Chinook School Division
Sherry Van Hesteren	Consultant, teacher-leader, STF Facilitator Community	Saskatoon Public Schools
Tammy Girolami	STF Facilitator Community, secondary principal	Saskatoon Public Schools
Terry Johanson	Manager of the SPDU, Consultant, sessional lecturer	
Tracy Dolezsar-Glarvin	STF Facilitator Community	Good Spirit School Division
Terri Fradette	Superintendent of Education, consultant, coordinator	Greater Saskatoon Catholic Schools

Tim Caleval	Executive Director Priority Action Team	Government of Saskatchewan Ministry of Education
Thomas Sierzycki	Northern Education Advisor, Deputy Minister's Office	Government of Saskatchewan Ministry of Education

Social Media:

In January, we opened a Twitter account (@SoTL_UofS) to enter the online community of SoTL scholars and institutions in Canada and elsewhere, and have been steadily using it to announce our initiatives and participate in online conversations. Starting January 25, we began producing a podcast to discuss current topics in SoTL, and also to feature our initiative. It is being promoted using social media networks we have developed, and will reach an unknown size of audience. This is more than a simple public relations project to promote the SSoTL. It will also serve as a service to feature research and development in Canadian SoTL. So far, we have scheduled three recording sessions and topics and published the first two episodes - <http://sotl-uofs.libsyn.com/rss>:

1. SoTL and partnerships at the University of Saskatchewan, January 20, 2020
2. Reflections on successful SoTL research clusters at the University of Saskatchewan, February 25, 2020.
3. SoTL in Canada – a conversation with Nicola Simmons, Brock University (March TBA)

Marketing Survey:

While not technically a consulting initiative, we are also conducting a survey to gauge interest in SoTL programming, and we are sending it to polytechnics, community colleges, and school divisions. These have been designed with the support of the Social Sciences Research Laboratory, and we anticipate they will be sent in February. These surveys have the added benefit of informing these audiences about the initiative and inviting them to indicate their interest in our academic plans.

Letters of Support (see Appendix A):

We also sought support from the leaders of colleges, schools, and units on campus, of particular importance given the interdisciplinary nature of the initiative, and our hope to involve scholars from every academic corner of the University in its work. A letter requesting support along with an executive summary of the project were sent, and we received letters of support from the following:

Keith Willoughby, Dean, Edwards School of Business

Preston Smith, Dean, College of Medicine

Jane Alcorn, Dean, College of Pharmacy and Nutrition

Chad London, Dean, College of Kinesiology

Karsten Liber, Executive Director, School of Environment and Sustainability

Melissa Just, Dean, Library

Murray Fulton, Director and Professor, Johnson Shoyama Graduate School of Public Policy

Doug Freeman, Dean, Western College of Veterinary Medicine

Lois Berry, Dean, College of Nursing

Douglas Brothwell, Dean, College of Dentistry

Mary Buhr, Dean, College of Agriculture and Bioresources

Suzanne Kresta, Dean, College of Engineering

Trever Crowe, Dean, College of Graduate and Postdoctoral Studies

Nancy Turner, Director of Teaching & Learning Enhancement, Office of Vice-Provost Teaching,
Learning & Student Experience

Jay Wilson, Head, Department of Curriculum Studies

Peta Bonham-Smith, Dean, College of Arts & Science

8. Governance

The School for the Scholarship of Teaching and Learning will operate as a college-level school. As mentioned in at the beginning of this proposal, in consultation with the Office of the University Secretary, we considered several options that would serve our intentions, and the college-level school provided the closest fit with the proposed mandate, and also provided the simplest governance structure.

Pursuant to the *University of Saskatchewan Policy on Centres*, as a college-level type-A centre, the SSoTL will exist under the authority of the dean of the College of Education—but function in close attachment to the Department of Curriculum Studies. Given that the intent of the SSoTL is to operate as an interdisciplinary unit (which makes it distinct among the departments of the College of Education) welcoming formalized faculty participation from across the departments and colleges of the University of Saskatchewan in teaching, research, and service endeavours, the School's governance structure must allow for collegial processes (i.e., establishing associate and adjunct appointments, or other appointments, including future opportunities for research chairs, as these may arise) as well as academic decision-making with respect to a new repertoire of courses within envisioned SoTL graduate programs. To realize these elements of the School's mandate, we envision a unit with the following structural characteristics:

1. The School will be overseen by the dean of the College through the delegation of administrative leadership to the associate dean (research and scholarship of teaching and learning). Under the

authority of the dean, the associate dean will liaise with the School associate director and the head of the Department of Curriculum Studies to ensure on-going academic, programmatic, research, and community, and financial goal success. The associate dean (research and scholarship of teaching and learning) will sit as a member of the Management Board for the School. The associate dean (research and scholarship of teaching and learning) will hold the position of director of the School.

2. A Management Board of the School will be established to provide operational leadership with respect to the planning and priorities of the School and, further, any such interorganizational activities as may arise. The Management Board will advise the dean of the College on financial matters relating to the programming of the School. The membership of this Management Board will include the dean of the College, as chair, the associate dean (research and scholarship of teaching and learning)/director of the School, the head of the Department of Curriculum Studies, a representative of the Gwenna Moss Centre for Teaching and Learning, two academic members of the School not appointed in the College of Education as selected by the head of the Department of Curriculum Studies and approved by the dean of the College, and the associate director of the School.
3. The director of the School will hold an academic appointment in the Department of Curriculum Studies. The incumbent will oversee the academic, administrative, and financial management and operations of the School.
4. The associate director of the School will engage the administration and financial management and operations of the School. The incumbent will be appointed under the office of the associate dean (research and scholarship of teaching and learning). The position of the associate director will be supported from the revenue of the School.
5. The academic membership of the School will be known as the School Council. The School Council will be established from among the complement of current and future appointments in the Department of Curriculum Studies—individuals identified as scholars in the area of the scholarship of teaching and learning—as well as from among those cross-appointed, associate, adjunct, and professional affiliate members of the Department of Curriculum Studies from other units of the University of Saskatchewan and elsewhere.
6. The School Council will include an Executive Council representing at least 50% + 1 of the regular academic appointments of the Department of Curriculum Studies, as well as the director of the School. Functionally, such permits votes of the general academic membership of the School to approve the establishment, amendment, or dissolution of any program or course of the School, under the bailiwick of the Department of Curriculum Studies, so long as the votes of the Executive Council concur, in favour.
7. An agreement shall be established between the dean of the College of Education, the head of the Department of Curriculum Studies, and the director of the School outlining the establishment of a course prefix within the Department of Curriculum Studies, for exclusive use in recognition of

programming offered by the School. This prefix will be “SOTL.” The creation of all academic programming within the School shall follow all existing channels for such within the University of Saskatchewan. Revenue generated through the delivery of programming bearing the prefix SOTL will be attributed to the School and used to support the academic and administrative activity of the School.

Because the Executive Council of the School Council will be members of the Department of Curriculum Studies comprising more than 50% of the Department’s voting membership, decisions of the School Council receiving the concurrent positive votes of the members of the Executive Council can be considered *de facto* approval of the Department, and thus do not require the additional consent of the full Department. The Department may, however, require that all decisions be communicated to the full Department in a report of the director of the School.

In order to elaborate and clarify these processes, we offer a proposed constitution for the School’s governance in Appendix F.

9. Systematic Assessment

We expect that as a normal part of the start-up and initial operations of the SSoTL, a systematic and formative review of all activities, management, and progress will be undertaken after the first three years of operation. This will allow the time necessary to introduce the academic programs and receive initial feedback on them, and to recommend adjustments. Subsequent systematic reviews will be undertaken routinely on the same schedule as Departments in the College of Education.

Appendix A

Letters of Support



November 27, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
3046 - 28 Campus Drive
Saskatoon, SK S7N 0X1

On behalf of the Johnson Shoyama Graduate School of Public Policy (JSGS) at the University of Saskatchewan campus, I am pleased to indicate our support for the School of the Scholarship of Teaching and Learning (SSoTL). The JSGS is particularly interested in the ability of SSoTL to be a locus and community for interdisciplinary research on teaching and learning across disciplines.

The JSGS is pleased to support such an initiative as it is well aligned with the strategic interest of the School and its current activities. The JSGS mission states that "We inform public policy, develop thoughtful and skilled decision-makers, and improve the quality of life in our communities through excellence in our research, teaching and engagement activities." I believe SSoTL has the ability to provide valuable insights into how we undertake our teaching and engagement activities (many of whom are based on executive education).

I very much support this project. Please do not hesitate to contact me for further information.

Sincerely,

Dr. Murray Fulton
Professor and Director
University of Saskatchewan campus
Johnson Shoyama Graduate School of Public Policy



UNIVERSITY OF SASKATCHEWAN

School of Environment
and Sustainability

USASK.CA/SENS

School of Environment and
Sustainability

Room 323, Kirk Hall
117 Science Place
Saskatoon, SK S7N 5C8

Telephone: (306) 966-1985
E-mail: sens.info@usask.ca

December 6, 2019

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan
3046 - 28 Campus Drive
Saskatoon, SK S7N 0X1

RE: Letter of Support for proposed School of the Scholarship of Teaching and Learning, College of Education

Dear Dr. Prytula,

On behalf of the School of Environment and Sustainability (SENS), I am very pleased to provide this letter of support for the College of Education's proposed *School of the Scholarship of Teaching and Learning* (SSoTL).

This letter indicates our support for the proposed School. We believe that the College of Education's plan—to build a school dedicated to supporting researchers conducting discipline-based research, providing graduate programming, and creating a community for interdisciplinary education research—has considerable merit. We can see many potential opportunities for our SENS faculty and students to benefit from engaging and collaborating with other researchers across campus engaged in educational research and affiliated with a school dedicated to the scholarship of teaching and learning.

SENS looks forward to continued collaboration and partnerships with the College of Education as it works to develop and build its proposed School, and we would be delighted to explore how our two units can partner to advance education research.

Sincerely,

Karsten Liber, PhD
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability
University of Saskatchewan



UNIVERSITY OF SASKATCHEWAN
College of Graduate
and Postdoctoral Studies
GRAD.USASK.CA

Rm 116, 110 Science Place
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Fax: 306-966-5756
Email: grad.studies@usask.ca

November 12, 2019

Dean Michelle Prytula
College of Education
University of Saskatchewan

Dear Dean Prytula,

Thank you for sharing the overview and rationale for the development of the School of Scholarship and Teaching and Learning (SSoTL). Please accept this letter as my enthusiastic signal of support. This is exciting.

There are obvious similarities between teaching and learning at the graduate level and at the undergraduate or secondary levels, but they are not identical. Thus, I hope that in addition to the inclusion of graduate degree programs within the proposed school, there will be curiosity and discovery in the teaching and learning processes within graduate degrees of all disciplines.

Further, student supervision, encompassing one-on-one coaching and mentorship, can be the most direct and effective means for teaching and learning at the graduate level. However, I expect there will likely be nuances and a diversity of best practices in various disciplines. I encourage the SSoTL to consider the supervision and mentoring of graduate students as an area of focus.

Finally, our students (at the graduate and undergraduate levels) are changing. They do and want to learn differently. We need to find ways to support and encourage those alternate mechanisms for learning, and that will mean that teaching practices and approaches will change. I hope it is clear that I am excited for the prospects of the SSoTL helping us to improve the experiences of graduate students within the broadest spectrum of their learning.

Thank you for your leadership on this important item. I look forward to seeing the SSoTL becoming a reality. Please let me know how I can support this initiative.

Best regards,

Trever Crowe, PhD, P.Eng.
Interim Dean
College of Graduate & Postdoctoral Studies
University of Saskatchewan



November 14, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
michelle.prytula@usask.ca

Dear Dr. Prytula,

Re: Proposed School of the Scholarship of Teaching and Learning.

Please accept this letter as enthusiastic endorsement and support for the proposed School of the Scholarship of Teaching and Learning (SSoTL). This level of leadership and support for the scholarship of teaching and learning is perfectly aligned with the USask Learning Charter Commitments #2 – Ensure Quality, and #4 – Support Learning. These commitments require meaningful, pragmatic resources and infrastructure to be available to faculty in all academic units and disciplines. The proposed SSoTL will fill that role nicely, and support the University as a whole in achieving our educational pursuits and commitments.

The proposed SSoTL also fits well with the College of Dentistry Strategic Plan 2025: Building on Strength – Improving Tomorrow, as we have prioritized both expanded scholarly activity and improved educational quality. The scholarship of teaching and learning in dentistry is an important component of these strategic priorities. I am confident that the College of Dentistry will benefit from the cross-disciplinary and interdisciplinary scholarship research, and that several of our faculty will be valuable contributors to the proposed School due to our unique and considerable expertise in education in the psychomotor domain.

As Dean of the College of Dentistry, I fully support establishing the proposed School of the Scholarship of Teaching and Learning, and appreciate the collaborations, educational improvements, and the scholarship that the School will support. I look forward to a time when the University is known for, and is sought out as, a leader in the best educational practices for post-secondary education.

Sincerely,

Dr. Doug Brothwell
Dean, College of Dentistry



December 2, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan

Dear Michelle,

The establishment of a School of the Scholarship of Teaching and Learning (SSoTL) at the University of Saskatchewan would be significantly beneficial to the University Library. Librarians and Learning Specialists engage in critical pedagogy, offering a range of learning and academic supports both in and outside of the classroom, using an evidence-based approach. Information literacy services offered by Librarians are modeled after the scholarship of teaching and learning (SToL) research and practice. In effect, SToL outcomes are fundamental to helping students achieve awareness about the information that they consume and produce.

The proposed SSoTL is critical to the enhancement of the library's current student services offerings. Since the library is not constrained to any one specific discipline, participation in the SSoTL would enable structured interdisciplinary and co-curricular teaching opportunities. Librarians and Learning Specialists could identify potential collaborators among faculty from all disciplines, create shared language and models, uncover synergies, build an information literacy community of practice, and engage in innovative applied pedagogies to focus on student learning needs.

In addition to the pedagogical partnership, SSoTL may also provide structured research collaboration opportunities between Librarians and discipline-faculty. Both groups may leverage each other's knowledge, experience, and research skills in the areas of pedagogy and information literacy, where practice-based methodologies could be tried and tested with an intent to add to the existing literature on evidence-based education methods.

Cross-disciplinary relationships in teaching and teaching-related research to bridge literacy gaps would also promote social equity in teaching. SSoTL could play a vital role in engaging our faculty in inquiry and practices that incorporate tested EDI methodologies into our current cross-disciplinary and co-curricular instruction. This is another example of how engaging with the SSoTL could advance our delivery of information literacy, critical thinking, and digital literacy instruction.

Thank you for the opportunity to express the University Library's support for this exciting new initiative.

Sincerely,

Melissa Just, MLIS, EdD
Dean, University Library



EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

TO: Dr. Michelle Prytula
Dean, College of Education

FROM: Dr. Keith Willoughby
Dean, Edwards School of Business

DATE: November 14, 2019

RE: Support for the School of the Scholarship of Teaching and Learning

I am pleased to support the College of Education's proposed School of the Scholarship of Teaching and Learning on behalf of the Edwards School of Business. This new School will provide an invaluable venue for interdisciplinary research in the scholarship of teaching and learning.

The proposed School and its purpose align with the University's principles of collaboration, community, and innovation. The Edwards School believes firmly in these values and sees great potential for collaboration across campus that will no doubt have a positive impact on the scholarship of teaching and learning and future students in our classrooms.

We look forward to collaborating with the College of Education and believe that Edwards faculty will benefit from the opportunity to engage with scholars from other disciplines to enhance teaching practices.

Sincerely,

Keith A. Willoughby, PhD
Dean
Edwards School of Business
Nutrien Centre - 25 Campus Drive
Saskatoon, SK, S4S 0A7



UNIVERSITY OF SASKATCHEWAN
College of Medicine
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Email: medicine.reception@usask.ca

December 3, 2019

To Whom It May Concern

Re: School of the Scholarship of Teaching and Learning (SSoTL).

We write this letter in strong support for the proposed new *'School of the Scholarship of Teaching and Learning'* put forward as a major strategic and interdisciplinary initiative by the College of Education. The Scholarship of Teaching and Learning (SSoTL) is an emerging movement of scholarly inquiry that focuses on the relationship between teaching and learning, typically at the post-secondary level. The purpose of SSoTL is to improve learning by investigating the many features of discipline-specific pedagogical practice, and making the findings public.

It is anticipated that the SSoTL will house and support discipline based education research and provide graduate programming to develop leadership and scholarship in teaching and learning. Situating the SSOTL as an academic unit will elevate the value of exemplary teaching and inquiry to achieve measureable gains in student learning and educational quality.

We support the proposal in principle, and acknowledge that we have faculty who would greatly benefit from an association with a School devoted to research in this area.

If we may be of any further assistance, please do not hesitate to contact us.

Sincerely yours,

Preston A. Smith MD, MEd, CCFP, FCFP, CCPE
Dean, College of Medicine
Professor, Family Medicine

Kent Stobart MD MSc FRCPC
Vice Dean Education
Professor of Pediatrics
President, Canadian Association of Medical
Education



Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
Room 3046, 28 Campus Drive
Saskatoon SK S7N 0X1

19 February 2020

Dear Dean Prytula,

Re: Letter of Support for School of the Scholarship of Teaching and Learning

On behalf of the College of Arts and Science, I am writing to provide support for the School of the Scholarship of Teaching and Learning (SSoTL), as described in the Notice of Intent (NOI). Home to a broad range of academic disciplines, the College of Arts and Science strongly encourages interdisciplinary scholarship and collaboration. We fully support research into the scholarship of teaching and learning across varied disciplines which has the potential to enhance and improve classroom practices leading to heightened student success and the benefit of current educators.

The academic rationale outlined in the SSoTL NOI aligns well with commitments articulated in our College Plan – *Think Big – Be Bold: Arts and Science 2025*. In particular, the college expressed its commitment to unleash discovery through “teaching excellence that inspires curious, courageous learners” and to solve problems by sharing “our teaching and learning as well as our RSAW with multiple communities in multiple ways, ensuring multi-directional processes of learning that involve interaction and listening, with the shared goal of generating mutual benefit.” The knowledge transformation and translation proposed within the SSoTL through graduate, undergraduate and certificate programming is timely as it fills a niche as there are few, if any, similar programs available in North America.

In summary, the College of Arts and Science supports the proposed School of the Scholarship of Teaching and Learning, the implementation of which has the potential to elevate the value placed on high quality teaching and improve the learning experiences of our students.

Best wishes,

Peta Bonham-Smith, Ph.D.
Dean and Professor

cc: Gordon DesBrisay, Vice-Dean Academic, Arts & Science





College of Pharmacy and Nutrition
Dr. Jane Alcorn, Professor and Dean
104 Clinic Place Saskatoon, SK S7N 2Z4 Canada
Telephone: (306) 966-6365 Facsimile: (306) 966-6377
Email: jane.alcorn@usask.ca Web: www.usask.ca/pharmacy-nutrition



November 12, 2019

Dear Dean Prytula:

On behalf of the College of Pharmacy and Nutrition I wholeheartedly support the creation of an educational unit, housed within the College of Education, devoted to the study of teaching and learning in higher education. As one of several professional colleges on the University of Saskatchewan campus – but one housing two professional programs – our ongoing accreditation requires evidence of improving our instruction and assessment practices. To have, within arms-reach, an institution with pedagogy at its core will both serve and grow our capacity to provide the best instruction to our students now and into the future.

I am particularly pleased to read in your vision that such a School will seek to integrate both horizontally across the campus, and vertically with our cousins in K-12 education. Currently, our College depends upon the expertise of those who have been through recent rounds of educational reform in grade schooling to get our faculty “up to speed” on what is new in education. While this is a great place to start, often these K-12 reformers lack the complete understanding of the higher education environment, thereby limiting their potential influence, or perceived “expertise,” in university-level reforms. To encourage pedagogical reciprocity across a P-16 environment would strike at the heart of two significant needs: the need for our high schools to better understand what is most effective preparation for higher education, and our faculty’s need to benefit from those who have been through reforms similar to those proposed at the University of Saskatchewan.

Increasingly, I see faculty members and instructors who embrace scholarship of teaching and learning as a key pillar in their work in our College. To provide support for this commitment, indeed to add legitimacy to the work of the “teacher” on this campus, strikes a harmonious chord here in Saskatoon – one which perpetuates the role of the U of S as a service university that serves the people of Saskatchewan. Please know that as your vision for a School for the Scholarship of Teaching and Learning unfolds, you will have an institutional ally in the College of Pharmacy and Nutrition. We look forward to working with you in this strategic initiative.

Kind Regards,

Dr. Jane Alcorn
Dean and Professor

 www.usask.ca/pharmacy-nutrition





November 18, 2019

Dr. Michelle Prytula
Dean
College of Education
Saskatoon, SK

Dear Dr. Prytula,

On behalf of the College of Kinesiology, it is my pleasure to provide my full support for the proposed *School of the Scholarship of Teaching and Learning (SSoTL)*. For many decades, the University of Saskatchewan has fostered excellence in teaching and learning grounded in scholarship and is increasingly emphasizing the scholarship of teaching and learning as a vibrant and necessary movement of scholarly inquiry. Establishing the SSoTL would accelerate the university's research in this area, and support our plan to be the "university the world needs".

Disciplines across the university can benefit from the work of the SSoTL, particularly when collaborative research is undertaken. By advancing understanding of teaching and learning in various contexts, the knowledge gained and the innovation developed will benefit our disciplines and ultimately our learners. While the College of Kinesiology has limited current involvement in SoTL, the College has a long history of commitment to innovation and excellence in teaching and learning. Boasting several award-winning teacher scholars, the College would be keen to collaborate with the SSoTL to enhance understanding of improved pedagogy in the delivery of kinesiology curriculum.

Kinesiology and Education have successfully collaborated on many initiatives over the years, including our recently redeveloped combined degree program. We value our existing partnerships with the college and would welcome further collaboration through the SSoTL. The establishment of the School would augment foundations already in place with our collaborative research and education initiatives.

I enthusiastically support the proposed SSoTL. The School has the opportunity to lead breakthroughs in our understanding and application of innovative learning and teaching approaches.

Sincerely,

Chad London, PhD
Dean, College of Kinesiology



UNIVERSITY OF SASKATCHEWAN
Western College of
Veterinary Medicine
OFFICE OF THE DEAN
USASK.CA/WCVM

52 Campus Drive
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Web: usask.ca/wcvm

4 December 2019

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan

Dear Michelle:

I am very pleased to provide a letter of support for the new School of the Scholarship of Teaching and Learning proposed by the College of Education, it's a terrific, interdisciplinary initiative.

We have faculty interested in and already working in the scholarship of learning. This is particularly relevant in the clinical sciences. In fact, the importance of this work is demonstrated by our CRC, which has officially acknowledged the scholarship of learning as acceptable demonstration of creative activity for promotion and tenure. So the WCVM faculty can certainly benefit from an association with a school devoted to research in this area. I would also hope it may develop into future interdisciplinary collaborations and research opportunities.

Thanks for the opportunity to provide this letter of support. Good luck with the development of the school, and please let me know if we can be of any assistance in the initiative.

Sincerely,

Douglas A. Freeman DVM, PhD
Dean



UNIVERSITY OF SASKATCHEWAN

College of Engineering

ENGINEERING.USASK.CA

Office of the Dean
3B48 Engineering Building, 57 Campus Drive
Saskatoon SK S7N 5A9 Canada
Telephone: 306-966-5273
Fax: 306-966-5205

Dean Prytula and Provost Vannelli,

I am pleased to provide a letter of support for the establishment of the Jane and Ron Graham School in the College of Education.

Our first year program depends heavily on the outcomes of the Scholarship of Teaching and Learning, as do the assessment of graduate attributes and the development of learning outcomes which are now central to our Engineering Accreditation process.

Within the College of Engineering, I see potential for significant expansion of SoTL scholarship in embodied learning (sports and ViRTCL labs), indigenization (changes in how we teach and what we teach, examples which are culturally diverse), and in addressing many cognitive differences among our students.

I look forward to building strong collaborations between our two colleges around this new research and teaching opportunity, knowing the potential of this field has only begun to open up.

I want to congratulate Michelle for her leadership in establishing this initiative, and thank her for creating an opportunity which will benefit our whole campus community.

Sincerely,

Suzanne Kresta, PEng
Dean, College of Engineering

December 5, 2019

Dr. M Prytula, Dean
College of Education
University of Saskatchewan

Dear Dean Prytula,

Thank you very much for inviting the College of Agriculture and Bioresources to comment on the proposed School of the Scholarship of Teaching and Learning (SSoTL). I discussed this with AgBio's Associate Deans Academic, and Research & Graduate Studies. We all strongly support the concept in principle, particularly given our college's priority on novel/experiential learning approaches. We certainly have faculty in our college who are engaged in SoTL activities, and would benefit from, and perhaps participate in, this proposed school and/or its activities.

I note with pleasure your commitment to future consultations as the proposal, both from the College and the institutional perspective. At the College level, AgBio looks forward to discussing possible interdisciplinary work with faculty (e.g. cross-appointments, adjunct appointments) and to exploring research opportunities. At the institutional level, we need to discuss budget implications (eg budget, such as possible additional administrative, facility and/or faculty costs), and how this initiative would integrate or interact with such existing facilities as the Gwenna Moss Centre for Teaching and Learning and Engineering's Ron & Jane Graham School of Professional Development

In closing, let me be clear that the College of Agriculture and Bioresources is highly supportive of this concept and looks forward to participating in its development.

Sincerely,



Mary M. Buhr, PhD
Dean and Professor



UNIVERSITY OF SASKATCHEWAN
College of Nursing
NURSING.USASK.CA

College of Nursing
Health Sciences Building A-Wing 1A10
107 Wiggins Road, Saskatoon, Saskatchewan S7N 5E5
Telephone: (306) 966-6221 Facsimile: (306) 966-6621

December 5, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, SK S7N 0X1

Dear Dr. Prytula,

I am writing to share my wholehearted support for your proposal for the development of a School of the Scholarship of Teaching and Learning (SSoTL). I read your proposal with growing excitement. I see many ways this School would benefit the faculty and graduate students at the College of Nursing, and many opportunities for collaboration between our Colleges within such a School.

I am in complete agreement with your statement articulating the need for educational research within disciplines, as differentiated from disciplinary research. Not only is SSoTL important in our discipline, the Canadian Association of Schools of Nursing Accreditation program requires evidence that faculty members in schools of nursing teaching baccalaureate programs in Canada are participating in the scholarship of teaching and learning. Exploring how to effectively teach nursing is a requirement for our discipline.

The practice of the discipline of nursing is a complex dance of art and science. Evidence to support our understanding how best to teach students to become not only competent but to excel in this practice is vital. In the absence of the evidence regarding how to teach students to become effective, caring, reflective, ethical practitioners of their discipline, we regress to simply teaching the way in which we were taught.

The College of Nursing has a significant number of faculty members who are passionate about SSoTL, and many graduate students who focus on the education of nurses in their graduate work. A small number of our faculty have done masters and doctorate work in this area. The creation of a SSoTL in your College would formalize and promote partnerships between your faculty and ours to advance our expertise in this area. It would make visible and provide meaningful support to faculty members in our Colleges working in this area who have already sought each other out. It would create a home and a structure for the emerging communities of practice that are forming between members of our Colleges.

There is a stated expectation in health care institutions today that health professionals work effectively together in patient and family-centered ways. There is ongoing need for research regarding how to effectively teach students to function as members of interprofessional teams, and to focus care around the needs of patients and families. Our efforts in these areas must be continually evaluated in response to best practice evidence. The creation of a SSoTL in your College would play a powerful role in our drive

to strengthen and deepen our ability to effectively teach health professional students how to work collaboratively in teams led by patients and their families.

The development of a SSoTL under the leadership of your College would be an important strategic tool in meeting our University commitments to collaboration as articulated in Plan 2025. I wholeheartedly and enthusiastically support this proposal and look forward to seeing and participating in its evolution in the coming years.

Sincerely,

A handwritten signature in cursive script that reads "Lois E Berry".

Lois Berry, RN, PhD
Professor and Interim Dean,
College of Nursing
University of Saskatchewan



✦ Teaching and Learning Enhancement

Office of the Vice Provost Teaching, Learning and Student Experience

Room 50 Murray Building 3 Campus Drive Saskatoon SK S7N 5A4 Canada

Telephone: (306) 966-2231 Telephone: (306) 966-1804

Email: gmctl@usask.ca Web: www.teaching.usask.ca

November 28, 2019

Dr. Michelle Prytula
Dean, College of Education
28 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0X1

Dear Dean Prytula,

It is with great pleasure that I write this letter of support for the College of Education's Scholarship of Teaching and Learning (SoTL) initiative. I have been excited to see this development taking shape in the College and am grateful for having had the opportunity to work with you and colleagues in considering the ways in which this work might advance teaching practice within the institution and the province and provide leadership in this area beyond Saskatchewan.

SoTL has been a priority for the University of Saskatchewan for several years with the Gwenna Moss Centre for Teaching and Learning (GMCTL), one of the units in my portfolio, taking strategic responsibility for its growth on campus in 2016. This responsibility aligns with the Centre's mandate to enable ongoing enhancement of teaching and learning across the institution. The proposed SoTL initiative in the College of Education and its associated academic programming will serve to both add to our endeavors in advancing SoTL at the University and amplify the value of our current activities. It also positions us to become a leader in this area nationally and internationally. It is for these reasons that I emphatically endorse and commit to working in partnership on this development.

While many aspects of this initiative are nascent, the potential for the GMCTL and the Teaching and Learning Enhancement (TLE) portfolio to work with the College are varied and exciting. Our work to date has been founded on the provision of advice on the SoTL landscape in Canada and beyond, offered to ensure we are connecting into the vibrant international SoTL community in this work. Longer term partnership possibilities include GMCTL and TLE colleagues contributing to academic programming, potentially through cross or adjunct appointments, enabling meaningful contribution to the breadth and quality of programming while advancing the academic development of colleagues in these positions.

Beyond contributions to academic programming, there also exists great potential for joint research endeavors, collaborative development of research opportunities and developmental

support for faculty engaged or interested in SoTL from varied disciplines across the institution. The potential for this initiative to grow the community of SoTL scholars we have on this campus is great. This type of research is known to create connections and conversations across disciplines. This initiative stands to extend beyond this, connecting scholars from across sectors of education as well. These networks, once formed, are the pathways for innovation and personal and professional growth, advancing both the discovery and teaching missions of the institution.

As is apparent from what I have included in this letter, I am thrilled to see this initiative advance and am excited to work with the College as we take the next steps in confirming the vision and ultimate goals for this work institutionally, provincially and beyond, and embarking on the necessary steps, in partnership, that will get us there.

Sincerely,



Dr. Nancy Turner
Director, Teaching and Learning Enhancement
Office of the Vice Provost Teaching, Learning and Student Experience

Appendix B

Correspondence from Review Committees

From: Storey, Amanda amanda.storey@usask.ca
Subject: RE: SoTL to APC
Date: February 12, 2020 at 4:39 PM
To: Thomarar, Jacquie jacquie.thomarar@usask.ca, Schwier, Rick richard.schwier@usask.ca



Hi all,

It is my understanding that the academic program will come through the appropriate approval processes (faculty council, APC, Council) after the centre has been approved – two separate (though obviously related) processes.

Tomorrow's discussion at RSAW is related to the centre structure.

Best,

Amanda Storey, MA

Academic Programs/Student Hearings and Appeals Coordinator

University of Saskatchewan

Office of the University Secretary

From: Thomarar, Jacquie <jacquie.thomarar@usask.ca>
Sent: Wednesday, February 12, 2020 3:00 PM
To: Storey, Amanda <amanda.storey@usask.ca>; Schwier, Rick <richard.schwier@usask.ca>
Subject: SoTL to APC

Hi Amanda and Rick,
I've discussed with you both briefly that the PPC centres subcommittee suggested that the SoTL academic program proposal should be presented to Council (and the standing committees) separately from the proposal to establish the centre. My understanding would be that therefore, the current SoTL centre proposal shouldn't need to go APC before it goes to PPC and Council. Amanda, would you agree?
Thank you,
Jacquie

Jacquie Thomarar, PhD

Associate Secretary, Academic Governance

Office of the University Secretary

Professional Affiliate

Johnson-Shoyama Graduate School of Public Policy;

Department of Education Administration, College of Education

University of Saskatchewan

Ph: (306) 966-2561



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MEMORANDUM

TO: Rick Schwier, proponent, School for the Scholarship of Teaching and Learning

Cc: Darrell Mousseau, chair, Planning and Priorities Committee of Council
Jacquie Thomarat, Associate Secretary, Academic Governance

FROM: Sarah Buhler, vice-chair, Research, Scholarly and Artistic Work committee of Council

DATE: February 19, 2020

RE: **RSAW feedback – Centre proposal for the School for the Scholarship of Teaching and Learning**

The Research, Scholarly, and Artistic Work (RSAW) committee of Council received the proposal for the School for the Scholarship of Teaching and Learning (SoTL) at its February 13, 2020 meeting.

RSAW supports the proposal for this program and committee members were pleased to learn that the academic programs discussed in the proposal will undergo the appropriate scrutiny and approvals through the Planning and Priorities Committee, the Academic Programs Committee, and Council, separately from this proposal for the centre structure.

The committee was interested in the proposed academic programs and how they will interact with and drive proposed research activities within the centre. The committee did have some questions about the target audience for the programs and the school and hopes that this will be clarified as the academic programs go through the approval processes.

RSAW also raised some concerns about who will be working within the school, specifically how cross appointments will be handled to manage workload. The committee appreciated that this school aims at bringing together people across campus who already, in some respects, work on SoTL and that the centre will work with deans' offices for bigger time commitments from researchers.

The committee was also interested in the financial support that has been provided by the Graham family for this and was pleased to hear that the family has been hands-off about the development of and the mandate of the centre. The committee is hopeful that this approach continues going forward.

Finally, the committee was concerned that there was no letter of support for this centre from the College of Arts and Science, given its size and role in SoTL and recommended seeking support (or, at the very least feedback) from that college as part of your proposal.

RSAW wishes you the best of luck as the proposal for this centre as well as the proposal for the academic programs proceeds through the required stages.

Appendix C

Information Technology Requirements

*** Form (see Guidelines for Applications for the Establishment of Centres at the University of Saskatchewan (with later amendments in 2011 & 2012, June 19, 2008

Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance.

This form is intended to ensure that the centre

- 1) Articulates what ICT needs it has;
- 2) Can cost and fund these needs (or find alternatives);
- 3) Determines in agreement with ITS what needs ITS can meet; and that ITS considers the Centre's impact on the institution's ICT infrastructure

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.

1. Centre Identification: School for the Scholarship of Teaching and Learning.

Sponsoring Unit: College of Education

2. Network Requirements

- 2.1 If you need new network connections or new wireless access, please list locations for these.

The design of the renovation required for the new School space is underway, and will include four offices, two small group (6-8 people) study/meeting spaces, one large (80 seat) classroom, and one small production space for video conferencing and podcasting (networked, 4 people)³. Conventional wifi will be sufficient for the offices and study/meeting spaces. An ethernet connection or two for the production space would be beneficial. The classroom space will require a 3 or 4 screen projection system, and a multimedia console similar to those in other large teaching spaces on campus.

- 2.2 Please describe any special network requirements that the centre will have. These would include high speed data transfers, video conferencing, media streaming, remote database connections, firewall protection, or similar.

We do not anticipate any extraordinary network requirements. The videoconferencing and podcast media streaming will require a fast, reliable connection, but not any extraordinary speed or security. We do anticipate that SoTL classes will include online, hybrid, or mixed-mode delivery of classes. The use of WebEx or other videoconferencing software would be required.

³ A small videoconferencing and podcasting space can be shared with other programs, such as the new Ed.D. program in the College of Education that is looking to include this kind of production, and online courseware development in the Department of Curriculum Studies.

2.3 Will centre employees access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be provided?

School employees (1 new hire in 2020-21; 1 new hire in 2021-22) will require typical connections to university resources for library, cloud storage, and services. Again, nothing extraordinary is expected. The School will be drawing on adjunct appointments from across campus, so these employees will already have access to the services they need.

2.4 Will the centre use locations that require networking beyond the extent of the current campus network? (E.g. new buildings)

No

2.5 Are there any special telephone needs? (E.g. multiple line telephones, call centre, call recording.)

No

3. Software Requirements

Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

The School and employees will require the Microsoft 365 suite of software. We also anticipate needing access to statistical analysis packages such as SPSS, and qualitative data analysis such as NVivo or ATLAS.ti. In most cases, researchers in the School will already have access to the software they require, purchased through grants or available from their home departments.

4. Data Requirements

Will the centre be producing, acquiring, or analysing data that have special requirements, such as privacy or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the mechanisms for data backups? What plans are required for data management?

Research data storage requirements will be met by the existing Datastore service on campus. We will not provide other data security or backup services as part of the normal operation of the School, however we may need to revisit this as needs evolve.

5. Service Requirements

What ICT services are required by the centre? Examples include

Staff/student training services; desktop support; web development and hosting; email beyond the campus Exchange service; database design, development and management; software development; high performance computing or storage services like WestGrid or Cloud resources?

We anticipate personnel in the School will require access to desktop support services on request, and the School will need to develop a Website and have it hosted on UofS servers. Most teaching personnel for the school will already have access to conventional employee services through their home departments.

6. Hardware Requirements

What specialised I.T. hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

No specialized hardware needs are anticipated at this time. There has been some discussion of eventually adding a Virtual Reality Lab in partnership with the College of Engineering, but we are not including that as part of this proposal. It would come forward as a separate proposal later.

7. Staff IT Support & Personnel

Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use other support services, such as ITS Desktop Support, and for which tasks?

The School will not require dedicated IT staff. As a college-level school, it will be able to draw on the existing personnel and services available in the College of Education. No doubt, there will be occasions where ITS support will be needed, but they should be routine.

8. Impact on Institutional Systems

Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed Centre? An example of where this may occur if the Centre has a partnership with an external organisation. The Centre and ITS shall provide an estimate of the systems modifications required.

The School will be offering new graduate programming (certificates and master's program being proposed separately), so there will be associated needs for providing information and services through the Registrar's Office, and possibly through the College of Graduate and Postdoctoral Studies.

9. Modifications

If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

All modifications that require networking and ICT hardware will be included as part of the overall renovation plan. We have been consulting with Trisha Ottenbreit in Space Planning, and we have been exploring options for the space we require.

10. Comments

Please list any other factors that may affect the Centre's ICT requirements.

As a normal part of the larger space plan and renovation budgeting process, we will continue to review the networking and ICT needs for the SSoTL.

This form was completed with the advice of Kevin Sharp, Information Technology Coordinator, College of Education.

Date February 18, 2020

Name: Richard A. Schwier, Interim Associate Dean, Research & SoTL, College of Education

Signature 

Appendix D

Library Requirements

*** Form (see Guidelines for Applications for the Establishment of Centres at the University of Saskatchewan (with later amendments in 2011 & 2012, June 19, 2008

Library Requirements for New Centre

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the subject area librarian from the University of Saskatchewan Library. Contact the Dean's Office, University Library (phone 5927) for assistance.

1. Proposal Identification

Centre: School for the Scholarship of Teaching and Learning

Summary: The programming offered by the School will require library support for maintaining resources, but formal programming out of the School will not begin until the 2021-22 academic year. Library personnel in the College of Education are well-positioned to provide this support. Recent cuts to the library budget for e-journals may threaten the journals required by the School, as we noted the deletion of some key titles in the area of SoTL. We have initiated conversations with the Library about recovering resources to support the new programs and research. We will also explore opportunities in open resources to support this work, but certainly, some Library budget will help to support this initiative.

2. Library Resources

2.1 Resources are/will be located mainly in the Education & Music Library

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

The Education & Music Library has a wide variety of resources that provide information on the Scholarship of Teaching and Learning. The staff developed a [SoTL Library Research Guide](#) that provides current information on these resources. The Guide provides comprehensive information on SoTL e-resources, **journals**, databases, and USask related SoTL news. The Guide also provides information on searching for library resources and SoTL research and publishing.

We believe the current level of acquisitions are adequate to support the anticipated programming in this area. It is difficult to make a precise assessment, as this is an interdisciplinary area of study, so the needs are diverse and will shift with the home disciplines of the students in the programs. But the core journals are available for the most part, and those that aren't can be accessed through inter-library loan.

2.3 Specify any serial titles that are core to this centre.

E-Journals

- [The Canadian journal for the scholarship of teaching and learning \(open access\)](#)
- [Journal of the scholarship of teaching and learning \(open access\)](#)
- [International journal of teaching and learning in higher education \(open access\)](#)
- [Scholarship of teaching and learning: Innovative pedagogy \(open access\)](#)
- [International Journal of Students as Partners \(open access\)](#)

Subscription Journals

- Studies in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
- Higher Education Research and Development (Education database, ends at 2007)
- International Journal for Academic Development (Only Taylor & Francis- interlibrary loan required)
- Teaching in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
- Innovations in Education and Teaching International (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at 2009)
- Journal of Further and Higher Ed (Only Taylor & Francis- interlibrary loan required)
- Journal of Education and Work (Only Taylor & Francis- interlibrary loan required)
- Assessment & Evaluation in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at
- New Directions for Higher Education (Wiley Online; and Available from EBSCO host Academic Search Complete – most recent year and a half not available)

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

For now, we expect to need some support for inter-library loan requests, but nothing outside of normal expectations for a graduate program. We have not identified any extraordinary library resource needs or requirements.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new centre?

The Library has an acquisitions fund that is divided among disciplines. Without additional resource, the current allocation for education materials will be used to purchase new materials for this program. This may result in diminished resources available to purchase materials in other areas of education. Future funding for the library is dependent upon the budget allocation from the University's central allocation to the library. We hope that the University Library is able to retain the subscriptions it currently holds and can continue to add to the book collection as necessary and possible.

2.6 What are the human resource requirements to support this centre?

(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

The education librarian provides support and instruction for all programs with the College of Education. The librarian is also responsible for the overall collections in the area. The staff at the Education & Music Library have a superb understanding of, and commitment to, the scholarship of teaching and learning. They excel in both expertise and service. We are fortunate to be so well served by our library staff.

2.7 If the centre has a teaching component, particularly for graduate students, are library resources sufficient for this program.

At this time, yes. We do anticipate the need to add to the collection over time, and we will continue to advocate for budget to improve our access to resources in the future. We will also financially support the acquisition of new resources as the funding and revenues from the School allow.

3. Additional Library Resources Required

3.1 Are new subject areas of acquisition, new electronic resources/databases, new/additional library technology requirements are needed to meet centre requirements?

No new technology or databases are needed at this time.

3.2 Are there distance education service needs and costs?

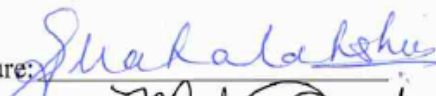
Initially, all programming will be residential, but we anticipate that in the long run we will want to take some or all of the programming online. At that time, we will revisit the need for distance education service from the library.

3.5 Provide an estimated budget required for library resources to support this centre annually.

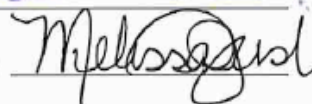
The e-journals mentioned in section 2.3 are open access. The estimated costs in the future will include renewals to subscription journals that the library already has or for new subscriptions that are currently not available through the library. The main three journals that the Library will not have access to are the Taylor & Francis titles mentioned under section 2.3.

Date: 25 February, 2020

Subject Librarian's Signature:



Dean, University Library Signature:



Faculty member (for the sponsoring college/dept) Signature



Appendix E

Physical Resource Requirement for Programs and Major Revisions

(Space, Renovations, and Equipment)

The School for the Scholarship of Teaching and Learning will include a visible and accessible space illustrating our deep commitment to supporting the practice of engaging in the rigorous study, development and application of novel teaching and learning approaches that lead to innovative practices in teaching, which result in measurable gains in student learning and educational quality.

One of the five principles of SoTL is that it should be appropriately public – to give the sense of community property, to make it highly visible, and highly accessible. The SSoTL space must be prominent. The School for the Scholarship of Teaching and Learning is a long-awaited and much anticipated transformational change not only for the College of Education but for campus as a whole. As a cross-disciplinary teaching and research unit, it is the first of its kind to be situated within an academic unit, housing academic programs. Its potential to transform the way students, academics, and the larger community view the imperative of public and in-situ research into teaching is second to none. It is only through pulling SoTL into an academic space that any post-secondary institution could elevate the concept of SoTL in ways that so many academics, teachers, and the community desire. For the reasons above, it is imperative that SoTL is not only situated in an academic unit and among academic programs, but that it is visible to faculty and students every day.

At the same time as the development of the SSoTL, the College of Education, in its attempt to reduce costs, is in need of larger class spaces suitable for classroom enrolment sizes of 75-90. With the majority of its second floor classrooms capped at 40 students, the College is restricted in terms space for larger class sizes. The addition of one or two more classrooms that could accommodate 75-90 students (through the SoTL initiative) would support the reduction of teaching costs in the College.

Specific Requirements

- The School for the Scholarship of Teaching and Learning requires:
- at least one large classroom
- visible bookable collaborative spaces

- office spaces for the SoTL associate dean/director, SoTL associate director, SoTL CRC
- shared office space for SoTL Scholars from the disciplines and a SoTL educational development specialist
- collaborative boardroom
- virtual reality lab (currently being negotiated in collaboration with the College of Engineering, not as a part of this proposal)

Three options have been proposed with specifications for acquiring occupied spaces and necessary renovations, and we have held discussions with Greg Fowler. The College of Education has committed \$400,000 to the renovation costs, with a request for matching funds from the Provost's Advisory Committee for the remaining \$390,000 required for capital improvements. Upon advice from the Planning and Priorities Committee, we will also commit to exploring additional sources of external funding, including through a CFI request for infrastructure funding in the amount of \$800,000 to recover any investments made by the College of Education and University, mentioned earlier in this proposal under "Resources and Budget".

We are planning for a phased or staged approach, if required, to carry out the renovation work required to accomplish the full plan.

We have already phased our use of space for this initiative. In 2019–20 we have assigned only one existing office space in the College of Education to support the development of the full proposal for the new School for the Scholarship of Teaching and Learning. We understand that capital funding is already fully distributed for the current academic year, so we will make the request for support from PAC again in 2020–21. We could begin operation of the School in 2020–21 by claiming two existing office spaces in the College of Education and at least two breakout rooms to support SoTL research teams, preferably adjacent to the offices. The remaining renovations would need to be completed as soon as possible after that for the full operation of the School.

Phase 1, 2019–20: Temporary office for Associate Dean, Research and Scholarship of Teaching and Learning (3060 Education), who will also take on the responsibilities of Director (SSoTL) when the School is approved.

Phase 2, 2020–21: Temporary office for Associate Director (SSoTL) when hired; Breakout rooms for interdisciplinary SSoTL research teams.

Phase 3, 2021–22: Offices for the Director and Associate Director; Shared space for SoTL Scholars; office space for CRC; Collaborative Boardroom; Admin Support and Reception; media production studio; 80 seat classroom

Appendix F

Proposed Constitution for the Type-A Centre

CONSTITUTION OF THE JANE AND RON GRAHAM SCHOOL FOR THE SCHOLARSHIP OF TEACHING AND LEARNING

1. DENOMINATION

1.1 The organization shall be known as the Jane and Ron Graham School for the Scholarship of Teaching and Learning (hereafter, “the School”). In keeping with *University of Saskatchewan Policy on Centres*, the organization is a Type-A Centre.

2. MISSION

2.1 The School for the Scholarship of Teaching and Learning will support scholars doing discipline-based education research, provide graduate programming to develop leadership in the conduct of research and scholarship in teaching and learning, provide a locus and community for interdisciplinary research on teaching and learning across disciplines, and make findings public.

3. GUIDING ORGANIZATIONAL PRINCIPLES

3.1 The School will be based in the College of Education of the University of Saskatchewan, will operate in primary collaboration with the Department of Curriculum Studies, and will be subject to University of Saskatchewan regulations regarding facilities, personnel, and financial accounting.

3.2 The School will be governed as a Type-A Centre and shall be subject to University of Saskatchewan policies and regulations regarding centre-operation and -assessment;

3.3 It is expected that the School will have self-sufficiency as a continuing goal.

4. GOVERNANCE, MANAGEMENT, AND ADVISORY STRUCTURE

4.1 Director of the School:

- (a) The director of the School is appointed by the dean of the College of Education; the director of the School is the incumbent associate dean (research and scholarship of teaching and learning);
- (b) The director of the School will hold an academic appointment among the faculty of the Department of Curriculum Studies (or a cross-appointment if the individual already holds an academic appointment in another department);
- (c) Appointment to the position of director of the School shall be for a period of five years;
- (d) The director of the School shall report regularly on matters of mutual concern to the Management Board of the School;

4.2 The Management Board of the School:

- (a) The membership of the Management Board will consist of:
 - the dean of the College of Education, as chair;
 - the director of the School;
 - the head of the Department of Curriculum Studies;
 - the associate director of the School;
 - a representative of the Gwenna Moss Centre for Teaching and Learning; and
 - two academic members of the School Council not appointed in the College of Education, as selected by the head of the Department of Curriculum Studies and approved by the dean.
- (b) The quorum of the Management Board shall be 5 members.
- (c) The primary role of the Management Board will be operational leadership with respect to the planning and priorities of the School and, further, any such interorganizational and contractual activities as may arise.
- (d) The Management Board will meet at least twice yearly, at the request of the director of the School, and as such necessitating issues arise.
- (e) The Management Board will frequently review eligible candidates, in accordance with section 4.7, for recommendation to the dean of the College of Graduate and Postdoctoral Studies for associate, adjunct, and professional affiliate status in the School (subject to concurring positive votes for the same by the director of the School and the head of the Department of Curriculum Studies).
- (f) The Management Board will (subject to concurring positive votes for the same by the director of the School and the head of the Department of Curriculum Studies) have the power to create and establish terms of reference for *ad hoc* committees for the

purpose of monitoring strategic planning, publications and research, and monitoring of professional services. The majority of members of *ad hoc* committees shall be representatives of the Department of Curriculum Studies.

4.3 The School Council:

- (a) The membership of the School Council will consist of:
 - the director of the School, as chair;
 - any from among the complement of academics holding appointments in the Department of Curriculum Studies, identified as scholars in the area of the scholarship of teaching and learning (see the Executive Council);
 - any from among those cross-appointed, associate, adjunct, and professional affiliate members of the Department of Curriculum Studies from other units of the University of Saskatchewan and elsewhere identified as scholars in the area of the scholarship of teaching and learning.
- (b) The quorum of the School Council shall be the full membership of the Executive Council.
- (c) The School Council shall meet six times annually.
- (d) The role of the School Council shall be to approve the establishment, amendment, or dissolution of any program or course of the School, under the bailiwick of the Department of Curriculum Studies, so long as the votes of the Executive Council concur, unanimously in favour.
- (e) The School Council will have the power to adopt any motion supporting its role and academic function, so long as the votes of the Executive Council concur, unanimously in favour.
- (f) The School Council will have the power to create and establish terms of reference for *ad hoc* committees for the purpose of supporting its role and academic function.
- (g) The School Council shall receive such reports and recommendations of *ad hoc* committees and any administrator, and the same shall be approved or received by the School Council by majority vote, so long as the votes of the Executive Council concur, unanimously in favour.

4.4 Executive of the School Council (or “the Executive Council”):

- (a) The membership of the Executive Council shall be all of the members of the School Council holding an academic appointment in the Department of Curriculum Studies.
- (b) The number of members of the Executive Council shall be equal to, or greater than, 50% + 1 of the total membership of the Department of Curriculum Studies.

4.5 Associate Director of the School:

- (a) Under the direction of the director of the School, the associate director shall exercise general supervision of the School office, engage in public relations and liaison, and participate in the design, and, where necessary, the delivery of the School programs and projects.

4.6 Staff of the School:

- (a) Clerical and professional staff of the School will be charged with the responsibility for conducting the logistics of the day-to-day operations of the School—budgeting, personnel, program implementation, communications, and other details. All staff associated with the School will be responsible to the director of the School, or by delegation, the associate director of the School.

4.7 Appointment:

- (a) All members of the School Council shall be appointed as full academic members of the Department of Curriculum Studies, or as any of the variety of academic and professional affiliations and appointments permitted under the policies of the College of Graduate and Postdoctoral Studies of the University of Saskatchewan.
- (b) Applicants for consideration of recommendation of appointment to the School Council shall be twice annually entertained by the Management Board. The process for the receiving and review of applications shall be designed and maintained by the associate director of the School, in collaboration with the director.

5. EVALUATION

5.1 Each project undertaken by the School will be evaluated under the guidance of the associate director of the School.

5.2 The director and the associate director of the School shall provide an annual report on the status of the School to the Management Board. In consultation with the dean, the format and nature of the financial statements of the School and the disposition of surplus assets of the School shall be determined by the director and associate director of the School.

6. PROPERTY

6.1 Any materials produced by the School will remain the property of the University of Saskatchewan.

7. CONSTITUTIONAL CHANGE

7.1 As necessary, the Management Board shall review and amend the constitution of the organization.

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Darrell Mousseau, chair of Planning and Priorities Committee

DATE OF MEETING: April 16, 2020

SUBJECT: “Native” Law Centre name change

DECISION REQUESTED:

It is recommended that Council approve the name change of the “Native” Law Centre in the College of Law to the “Indigenous” Law Centre effective April 17, 2020.

PURPOSE:

To change the name of the “Native” Law Centre in the College of Law to the Indigenous Law Centre.

DISCUSSION SUMMARY:

On February 19, 2020, the centres subcommittee of the Planning and Priorities Committee (PPC) of University Council reviewed the proposal to change the name of this centre, as presented by Marilyn Poitras. In accordance with the University Policy on Centres (available [online here](#)), the subcommittee recommended to PPC to approve the name change. Feedback from the centres subcommittee was communicated to PPC on March 25, 2020. At the meeting of PPC on March 25, 2020, the committee recommended the name change for this centre.

FURTHER ACTION REQUIRED:

The personnel of the centre will duly communicate the name change to their stakeholders.

ATTACHMENTS:

1. Proposal for the name change



UNIVERSITY OF SASKATCHEWAN

College of Law

LAW.USASK.CA

Professor Martin Phillipson
Dean of Law
15 Campus Drive
Saskatoon SK S7N5A6 Canada
Telephone: 306-966-5910
Facsimile: 306-966-5900
Email: martin.phillipson@usask.ca

February 11, 2020

Mr. Darrell Mousseau, Chair
Planning and Priorities Committee

Dear Mr. Mousseau:

I am writing this letter in support of the name change from the 'Native Law Centre' to the 'Indigenous Law Centre.'

I have reviewed this application and based on the renewal the Centre is undergoing, the outdated name and the move across campus to have "indigenous" as the international label to use for first peoples, I am in support of the name change to the Centre.

Sincerely,

A handwritten signature in black ink, appearing to read 'Martin Phillipson'.

Martin Phillipson
Professor and Dean of Law



Native Law Centre

To: Dean Phillipson

From: Marilyn Poitras

Date: January 22, 2020

Re: Name change Request from Native Law Centre to Indigenous Law Centre

Dear Dean Phillipson,

As you are aware we are in the process of reinfusing the Center with a restructure as well as new goals and objectives for a new look and feel. Our strategic plan is about 90% complete and part of our process as we begin to move out into the public in a big way is our brand. We are putting forward a name change request and would like a letter of approval from you for this purpose. Eventually, as we work to bring support we will also redesign our logo.

Attached please find the application for the name change. I require documentation from you that this will be approved by the College. I believe a letter stating that you have reviewed our application and based on the renewal we are undergoing, the outdated name and the move across campus to have "indigenous" as the international label to use for first peoples, you are in support of the name change to the Centre.

Please contact me if you require any further information.

In Spirit,

Marilyn Poitras

Associate Director



UNIVERSITY OF
SASKATCHEWAN

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by:

Date

College

College approval date

Proposed effective date of the change

1. Proposed change of name

From:

To:

College

Department

Program name

Degree name

Name of Field of Specialization (major, minor, concentration, etc)

Course label (alphabetic)

Building

Street

Other

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

☐

Attachments

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

☐ Attachments

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

Name and phone number of person completing this form:

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, chair, Academic Programs Committee

DATE OF MEETING: April 16, 2020

SUBJECT: **Arts and Science Program Template – Bachelor of Science
[Biomedical Science]**

DECISION REQUESTED: *It is recommended:*

*That Council approve the new Arts and Science Program template
for the Bachelor of Science [Biomedical Science], effective May 2021.*

PURPOSE:

University Council has the authority to approve new templates for degrees or degree-level programs.

CONTEXT AND BACKGROUND:

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

The template articulates the course requirements for all BMSC majors and the courses required for each area of focus within the major.

Although the B.Sc. (BMSC) degrees will be conferred by the College of Arts and Science, both the College of Arts and Science and the College of Medicine are proposing that they both be represented on the parchments for B.Sc. (BMSC) degrees. This would involve having the signature of both deans appear on the parchment. This will provide distinction and representation of the inter-college partnership that is necessary to offer the Biomedical Science majors, and will illustrate the partnership roles that both colleges play in educating the students in these programs.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm the changes to admission requirements for the undergraduate biomedical science programs at its April 25, 2020 meeting.

ATTACHMENTS:

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



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

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

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

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

Degree College: Arts and Science

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

Dr. Scott Napper

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

Dr. Thomas Fisher

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

Dr. Bill Roesler

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

Proposed date of implementation: May 2021

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

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

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

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

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

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

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

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

Academic Policies

Residency requirement:

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

Students must complete from the University of Saskatchewan:

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

Graduation standard:

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

Completion of Degree Requirements

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

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

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

The graduation standards for degrees or certificates are:

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

*"Subject" means the major subject, the minor subject, the recognition subject, and the courses listed as a "major" for an interdisciplinary program. Courses included in the subject average may appear in the Distribution Requirements or the Major Requirement of a specific program. For a Degree Level Certificate, the "subject" includes all courses listed as part of the program requirements.

Alternate Graduation Standards

All students who do not meet the overall or the subject graduation standards are eligible to receive a degree or certificate if they meet the alternate graduation standards on courses taken from the University of Saskatchewan as follows:

Major subject: For the B.A. or B.Sc. Three-year degree an average of 62.5% is required on at least 24 credit units of senior courses. **All** senior courses attempted in the major subject must be included.

For the B.A. or B.Sc. Four-year degree an average of 65% is required on at least 30 credit units of senior courses. **All** senior courses attempted in the major subject must be included.

For the B.F.A. degree, students with an average of 75% overall on the last 60 or more credit units attempted (including Regular, and Spring and Summer Sessions), and an average of 70% in the prescribed courses of the major will, on the recommendation of the department and approval of the College, be awarded their degree.

Overall C.W.A.: For the B.A. or B.Sc. Three-year or the B.A. or B.Sc. Four-year degree or certificate an overall C.W.A. of at least 62.5% is required on the last 60 credit units or more attempted (including complete Regular, and Spring and Summer Sessions).

The student must also meet the regular or alternate graduation standards in the major subject.

Minor and Recognition: There is no alternate graduation standard for minors and recognition. The subject C.W.A. of 62.5% must be achieved if these designations are to be awarded.

Degrees with Distinction

Students in the B.Mus. Four Year, B.A. Three-year or Four-year, or B.Sc. Three-year or Four-year programs, who earn a minimum C.W.A. of 75% are awarded their degrees with Distinction; those who earn a minimum C.W.A. of 80% are awarded Great Distinction.

Students who do not achieve Distinction or Great Distinction based on the standards noted in the previous section, will also be considered under the alternate standards. Students who achieve a minimum C.W.A. of 77.5% on the last 60 or more credit units attempted will be awarded their degrees with Distinction. Students who achieve a minimum C.W.A. of 82.5% on the last 60 or more credit units attempted (including complete Regular, and Spring and Summer Sessions) will be awarded their degrees with Great Distinction.

Both the standards and alternate standards for Distinction or Great Distinction must be achieved on University of Saskatchewan courses which credit toward the Arts & Science degree.

Degrees with Honours

Honours Standard: Students who have completed an Honours Program with a C.W.A. of 70% and an average of 70% in the prescribed courses of the subject of honours will, on the recommendation of the department and approval of the College, be awarded their degree with honours.

High Honours Standard: Students with a C.W.A. average of 75% and an average of 80% in the prescribed courses in the subject of honours will, on the recommendation of the department and approval of the College, be awarded their degree with high honours.

Alternate Honours Standard: Students with a C.W.A. of 75% overall on the last 60 or more credit units attempted (including complete Regular, and Spring and Summer Sessions), and an average of 70% in the prescribed courses of the subject of honours will, on the recommendation of the department and approval of the College, be awarded their degree with honours.

Alternate High Honours Standard: Students with a C.W.A. of 80% on the last 60 or more senior credit units attempted (including complete Regular, and Spring and Summer Sessions), and a minimum C.W.A. of 80% in the major will be awarded their degree with High Honours.

Students who have already completed all program requirements for an Honours degree but did not achieve the C.W.A. graduation standard required for Honours, are not permitted to take or retake courses to upgrade to an Honours degree under this policy.

Departmental recommendations based on a comprehensive examination, or other quantitative aspects of the student's performance, shall have a weight of no more than 6 credit units in the calculation of a student's C.W.A.

Both the standards and the alternate standards for honours and high honours must be achieved on all University of Saskatchewan courses which credit toward the Arts & Science degree.

Program(s): Bachelor of Science Biomedical Sciences) Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable post-secondary):**
 - Grade 12 standing or equivalent.
 - Chemistry 30; Biology 30 and Math Foundations 30 (or equivalents) with a minimum grade of 70% in each of these courses. Physics 30 is recommended. No deficiencies allowed
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- **Regular Admission – post-secondary (18 credit units or more transferable post-secondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts & Science.
 - Chemistry 30; Biology 30, Math Foundations with a minimum grade of 70% in each of these courses. Physics 30 is recommended.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Average is calculated using five high school subjects or on 18 or more transferable credits.

Categories of Applicants:

Regular Admission

Admissions is based upon students meeting the admissions qualifications criteria for the regular admissions criteria for high school and post-secondary as listed above.

Access Programs:

Post-Secondary – ASAP-BMSC Pathways Program

Available to University of Saskatchewan Arts & Science students who are registered in the ISAP-BMSC program and who are transferring to the BSc (BMSC). Admission to the BMSC is based upon successful completion of the ISAP-BMSC pathways program, with a program average of at least 60%. In addition, students must have completed the following courses (or their equivalents): Biology 30, Chemistry 30, Foundations of Math 30.

Multi-year Budget and Financial Analysis

The College of Medicine (CoM) and the College of Arts and Sciences (A/S) have reviewed and analyzed the multi-year financial implications for this new program. In the partnership between the two colleges, two key principles were foundational to this analysis:

- Revenues should flow to where the costs are incurred (to support collaboration and efficient use of university and college resources)
- This program has the opportunity and capacity for growth within the realms of existing resources

Our multi-year analysis progressed in three areas as follows:

1. Review of revenues of the program

Working with Institutional Planning and Assessment (IPA), our two colleges worked to model tuition revenues to determine if this program would negatively affect either of the colleges. Through this analysis, a portion of which is shown below, both Colleges are satisfied that the tuition/revenue satisfies the principles of our collaboration and does not disadvantage either college from an academic delivery perspective.

TABBS Bio Medical Program Analysis

CURRENT PROGRAM (PHPY MAJOR)			PROPOSED PROGRAM (CPPS MAJOR)			CHANGE		
	A/S	Medicine		A/S	Medicine		A/S	Medicine
Weighted Annualized FLE	744.3	630.7	Weighted Annualized FLE	727.5	660.0	Weighted Annualized FLE	-16.8	29.3
Student Headcount	1,000	0	Student Headcount	1,000	0			
Qualifications Awarded	164	0	Qualifications Awarded	164	0			
TABBS Tuition (per student over 4 year period)	\$17,254	\$8,093	TABBS Tuition (per student over 4 year period)	\$17,016	\$8,625	TABBS Tuition (per student over 4 year period)	-\$238	\$532

Current State Analysis & Assumptions

UPOG

- To estimate the current UPOG allocation we will analyze Student Headcount, Qualifications Awarded and Full Load Equivalent Teaching Activity
- UPOG allocation is broken out as follows: Headcount 10%, Qualifications 10%, Full Load Equivalent Teaching Activity 30%, Research Revenue 30%, Active Researchers 20%
- Research revenue and Active Researchers excluded from UPOG analysis
- Figures for total students in the program based on assumptions made in tab "Student Headcount"
- Qualifications were based on data pulled by IPA (see tab "Qualifications")
- The Weighted Annualized FLE was calculated using the academic program breakdown for the current PHPY major (See tab "Current PHPY Major")
- To estimate the current UPOG allocation to Arts and COM from the BMSC program we can back out 1,000 students, 164 qualifications and 744.3 FLE from Arts and 630.7 FLE from COM.
- Using the TABBS 2019/20 model this results in \$1.702M to Arts and \$191K to COM.
- The movement to the proposed BMSC program has the potential to have a very small effect on Full Load Equivalent Teaching Activity based on the change in Weighted Annualized FLE as shown above
- Splitting the qualifications awarded between CoM and A&S (82 each) would have an approx \$385,284 effect on the UPOG allocation
- If the qualifications become jointly conferred, this \$385,284 effect would phase in as the new program replaces the current one.

Tuition

- Actual tuition data for 17/18 can be found in tab "TABBS 2017_18 Tuition"
- The data was analyzed using 897 students who have declared a BMSC major
- Actual tuition per class is calculated using: 25% home of the student, 75% instruction of the class
- To quantify the impact of the proposed BMSC academic program change on tuition, we analyzed the 'ideal BMSC student' in the current PHPY major as well as the CPPS major (see tabs "Current PHPY Major
- Current PHPY is being compared to the proposed CPPS as these are the most like for like. PHPY has the largest enrolment of any BMSC major and has the most qualifications awarded
- For each grouping of credit unit requirements, weighting was used to best predict classes chosen by the ideal student
- Each academic program has a large number of free electives. For the purpose of this analysis, we assumed that all electives would be taken in Arts & Science
- The chart above shows the 4 year tuition breakdown between the Current PHPY and Proposed CPPS program. The analysis completed is a proof to show that the change in academic program will not have a

Indirect Costs

- The only indirect cost that was analyzed was the Student Support bin. It is the only support bin that can be analyzed by number of students
- The remainder of the support bins rely on College wide information which becomes N/A in this scenario where we are talking about a specific group of students
- Backing 1,000 students out from Arts would decrease the student support cost bin allocation by \$1.313M but increase COM's allocation by \$74k.

Below is the resulting tuition analysis for the current PHPY major and the proposed CPPS major showing only a minor change in tuition flowing to the colleges. Both CoM and A/S are satisfied this supports the program.

Current PHPY Major

Program Summary	Weighted FLE (WFLE)	% of WFLE	WFLE per Year	Tuition	% of Tuition
Arts and Science	2.78	50%	0.69	\$13,782	54%
Ag & Bio	0.05	1%	0.01	\$130	1%
Kinesiology	0.15	3%	0.04	\$644	3%
Medicine	2.52	46%	0.63	\$10,791	43%
Total	5.50	100%	1.38	\$25,347	100%

Arts & Science TABBS tuition allocation	\$17,254	68%
Medicine TABBS tuition allocation	\$8,093	32%
	<u>\$25,347</u>	

Proposed CPPS Major

Program Summary	Weighted FLE (WFLE)	% of WFLE	WFLE per Year	4 Year Tuition	% of Tuition
Arts and Science	2.75	50%	0.6875	\$13,452	52%
Ag & Bio	0.10	2%	0.0250	\$432	2%
Kinesiology	0.06	1%	0.0150	\$258	1%
Medicine	2.64	48%	0.6600	\$11,500	45%
Total	5.55	100%	1.3875	\$25,641	100%

Arts & Science TABBS tuition allocation	\$17,016	66%
Medicine TABBS tuition allocation	\$8,625	34%
	<u>\$25,641</u>	

2. Review of current cost structures and ability to offer this program using existing resources

Both colleges have reviewed the academic program in detail and are confident that there are no incremental significant costs to operate the program. The colleges are confident that the program can be offered using existing faculty and staff resources by leveraging the respective strengths of the CoM and A/S.

3. Future growth

The CoM and A/S examined the ability to support future growth of the program in terms of student enrollment. At question was where bottlenecks would exist and how those could be alleviated and what level of investment would be required.

a. College of Medicine

The CoM undertook an assessment of bottlenecks and the full content of that assessment is included below. In short, there are no significant bottlenecks foreseen for the upper level courses and labs. Where there is minimal concern, the additional tuition revenue received from the growth in enrollment will be sufficient to resolve those issues.

Assessment of Bottlenecks in BMSC Program

Most bottlenecks in the BMSC program occur in the classes that offer labs. When looking to expand enrolment in classes with labs, there are several factors to be considered. These are a) the overall capacity of the lab space, b) the number of days a lab section can be offered, c) the

capacity of technical staff to assist in the delivery of the labs to more students, d) the availability of equipment and, e) in some cases, the availability of the materials (i.e. cadavers) needed for the labs.

As a generalization, I believe that the most economically viable way to increase enrolment in lab classes is to add another lab section. This way, any equipment that is needed for the labs can be used for an additional day, rather than investing in more equipment that will serve more students on a given day (although this is also an option). Adding another section to the lab classes is primarily contingent on whether the space is available for an additional day and has the least impact on the other factors that influence enrolment limits in labs.

An increase in enrolment of 25% has been presented by the provost and others as a target number in various documents and discussions. As such, the lab spaces were analyzed to determine whether student enrolment could be increased by 25% in the existing facilities by offering an additional section of each of the lab classes.

Room	Lab Class	2016/17 enrolment data	class limit	available space	calculated 25% increase	Lab space available to add extra section (y/n)	# students per section
B204 /207	BMSC 240	310	320	10	78	yes	84
3B58	ACB 310	95	110	15	24	yes	55
B204	ACB 331	36	32	-4	9	Maybe?	
B109	BIOC 310	46	70	24	12	yes, but not needed	24
B109	BIOC 311	36	70	34	9	yes, but not needed	24
B204	MCIM 390	39	55	16	10	no, but not needed	
B204	MCIM 391	25	55	30	6	no, but not needed	
B104	PHPY 308	112*	144	32	28	yes, but not needed	24

*PHPY 308 enrolment data is from 2018/19 since this class did not exist in 2016

According to this analysis, the total open and unused space currently available in the lab classes is 157. The calculated increase of 25% in all lab classes totals 175. This means that with the existing lab sections, 89% of the potential target increase can be accommodated with absolutely no changes needed. If an additional section were added to the courses indicated above, our capacity would be increased by another 211 students in addition to the 157 spots that are currently available in the lab classes. This total would far exceed the 25% target increase.

Notes:

Consultation was made with the technical staff dealing with ACB 310: Gross Anatomy. It is their opinion that they would have the capacity and materials to offer another section of 55 students. It has not been assessed as to what impact this would have on the faculty/other teaching staff.

It is my estimation that all of the additional sections shown in the table above for BMSC 240, BIOC 310 and 311, MCIM 390 and 391, as well as PHPY 308 could be offered by existing lab staff.

b. College of Arts and Sciences

In the early year courses required of this program from A/S, there may be bottlenecks incurred. A/S is working with the university to address this as it relates to multiple growth initiatives across the university. The anticipated bottlenecks are Laboratory space and personnel (lab instructors, TA's) in Biology and Chemistry introductory courses (BIOL 120, CHEM 112).

4. Final Assessment of multi-year financial situation

Both CoM and A/S are satisfied through the above described analysis that the multi-year financial projections for this program enable the colleges to operate using existing resources and also to support growth aspirations over time.

College Statement

From Gordon DesBrisay, Vice Dean Academic

I am pleased to confirm that the College of Arts and Science supports the creation of a new Bachelor of Science (Biomedical Science), Type M, template to be used for the Biochemistry, Microbiology, and Immunology; Biomedical Foundations; Biomedical Neuroscience; Cellular, Physiological, and Pharmacological Sciences; and (proposed) Interdisciplinary Biomedical Sciences majors.

The College of Arts and Science is working to provide innovative program options that meet student need and demand. The new template will allow the link between the Biomedical Science programs to be more evident to those not familiar with these programs, and will allow these programs to implement admissions requirements which differ from those in place for the Bachelor of Science, Type C, programs.

The Academic Programs Committee (BSc) approved the proposals to create the Type M template and the Interdisciplinary Biomedical Sciences major on February 27, 2020, as did the College Faculty Council through remote voting held on March 19-20, 2020.

Planning and Priorities Committee

NOTICE OF INTENT for New Program in

Undergraduate Biomedical Sciences

Motivation: Despite a long and successful history, the undergraduate biomedical science offerings at the University of Saskatchewan have fallen short of their true potential for our students, faculty, and university. This has prompted a united effort by the Colleges of Medicine (COM) and Arts & Science (A&S) to address existing deficiencies and capitalize on strengths. From these efforts, a shared vision has emerged for a higher-order Biomedical Sciences (BMSC) Program that will: 1) enable cutting-edge, multi-disciplinary training (including experiential learning opportunities) that position our students for careers in the biomedical sciences as well as health-related professions, 2) empower branding and promotion opportunities that, coupled with the unique research opportunities available on our campus, attract top-tier students from across Canada, and 3) exemplify the institutional strategic plan to prioritize cross-college collaboration.

Efforts to Date: In recent years significant improvements to our undergraduate biomedical sciences programs have been achieved through strategic incremental steps. These include:

Department Mergers: In 2018, the five biomedical science departments merged to form two departments (Anatomy, Physiology, and Pharmacology (APP) and Biochemistry, Microbiology, and Immunology (BMI)) with a more robust structure and multi-disciplinary capacity.

New Majors: Three new majors (Biochemistry, Microbiology and Immunology; Cellular, Physiological, and Pharmacological Sciences, and Biomedical Neurosciences) have been approved to replace the current majors (Biochemistry; Microbiology and Immunology; Anatomy and Cell Biology; and Physiology and Pharmacology). As well, a shared three-year major (Biomedical Foundations) has been created to replace the three-year degrees of each of the former biomedical science majors in 2020.

Revamped Curriculum: Optimization of the content and structure of the courses as well as introduction of new courses, including Course Based Undergraduate Research Experience (CURE), to provide experiential learning opportunities.

Next Steps: There is further opportunity to improve by capitalizing on the potential synergies that exist across the biomedical science departments as well as between COM and A&S. The priority of the next phase is to unite the efforts of these participants by the establishment of a unified BMSC Program that will include both direct entry and upper-year transfer admissions, provide a strong sense of identity for our students, promote faculty engagement, and embody strategic priorities of the university by promoting inter-college partnerships, assisting research capacity, and enabling program growth. Specific curriculum, administration, admissions, and promotion goals of the BMSC Program are detailed [Table 1].

The updated BMSC Program will reflect efforts in the following areas:

Partnerships: The biomedical science departments at the U of S are housed with the COM but the associated degrees are offered through A&S. While the two colleges share a strong working relationship, it is not a true partnership. Biomedical faculty are seeking more involvement and ownership of the undergraduate program, a desire that has been welcomed by A&S. Under the new BMSC Program, the Colleges of A&S and Medicine will be equal partners. Administratively, this includes a new BMSC Academic Programming Committee equally populated by A&S and COM faculty [Figure 1]. Academically, the program draws equally on courses taught by COM and A&S faculty with future priority for new courses that are co-developed and co-taught by A&S and COM faculty. Already a new course, History of Infectious Disease and Vaccines, co-developed by faculty of the Departments of History and BMI, has gone forth for course approval.

Admissions: Students will be able to apply directly to the BMSC program from high school or through transfer from within the university. Efforts will be made to encourage enrollment of Indigenous students, including outreach and promotional programs.

Curriculum: Further improvements to the curriculum, including the creation of an Interdisciplinary BMSC major as well as the introduction of new courses in epidemiology and pathology.

Branding & Identity: Direct entry into the program, a distinct B.Sc. (BMSC) degree, dual signatures on the parchment by the Deans of both A&S and COM, and creation of BMSC Learning Communities will provide our learners with a sense of identity, both as students and alumni of the program.

Promotion & Growth: There are many features of the BMSC Program (updated curriculum, affiliation with the COM, and admissions) that will appeal to highly-qualified students. Properly promoted, and with minimal additional investment in teaching resources, there is capacity and opportunity for 20% increase in enrollment with priority on attracting new students to our campus. As the current biomedical science departments collectively graduate ~160 students/year, this would translate to an additional 32 graduates/year. This growth target is anticipated within five years of introduction of the program.

Guiding Principles:

Academic Excellence: To provide training that enables the success of our graduates.

Partnerships: To capitalize on inter-department and inter-college collaborations to create a degree that is greater than the sum of the parts.

Branding & Promotion: There are many unique features of the proposed BMSC Program (curriculum, structure, and admissions) that will attract highly-qualified students from across Canada.

Admissions: Direct entry application from high school to assist in defining the unique nature of the BMSC Program and instilling a sense of identity within our students. Enrollment changes with the introduction of the new program will be closely monitored. Should enrollment approach the capacity of the program, a more competitive model of

entry into the program, for both direct entry as well as transfer from within the university, will be investigated.

Identity: Provide students with a sense of belonging to the Biomedical Sciences and COM faculty with a sense of ownership of the program.

Program Growth: Opportunity and capacity for enrollment growth.

Student Demand: On average, about 160 students graduate from the biomedical sciences annually with about 800 students total enrolled in years 2-4 of the various biomedical sciences majors. These numbers have remained fairly steady for the last 6 years. With the launch of the new BMSC Program in 2021 and the marketability of the program being more obviously linked to the COM, will likely cause an increase in student enrollment. Other Canadian Universities who have developed biomedical science programs of similar structure and priority have been very successful. With proper promotion and branding of the BMSC Program by the university we can conceive an increase in enrollment with the current capacity of space and personnel supporting a 20% increase within five years of introduction.

Fit with College and University Priorities: The proposed BMSC program reflects the strategic priorities of the University and participating Colleges. Specifically, the BMSC Program is a shining example of the University priority towards intercollege collaboration. The new majors have potential to increase enrollment and additional efforts will be made to increase the number of Indigenous students in these majors. Finally, the BMSC Program enables University and College priorities for strengthening research capacity by implementing a strong biomedical science program that better stimulates graduate student and faculty research programs.

Relationship to Other Programs at the U of S: The recent changes to create new majors to replace existing ones, as well as the proposed transfer of these majors to a new degree template and the addition of an Interdisciplinary major, are not expected to have any significant impact on other programs on campus.

The Health Studies major offered through the College of Arts and Sciences is the closest comparable program at the U of S. Similar to the BMSC program, many students of the Health Studies program aspire to go into medical school or other health science professions. There is

also some course overlap, in particular within the first two years. The programs are, however, quite distinct in their upper year requirements where the BMSC Program places heavy emphasis on biomedical science courses within each of the majors. In contrast, the Health Studies Program offers a broader interdisciplinary scope with a reduced requirement for science courses and increased requirement for arts courses. As such, the Health Studies and BMSC offerings represent quite distinct educational experiences largely catering to unique populations of students. Notably, we have been in active discussion with the leaders of the Health Studies program and they have offered their support and enthusiasm for the development of the BMSC Program and the synergies this will offer with their own program.

Need for Program Changes: Many Canadian Universities, in particular those with medical schools, offer majors/degrees within the biomedical sciences. Further, many Canadian Universities have moved towards a multidisciplinary approach to biomedical science education. Several Canadian Universities have already adopted biomedical science structures which are similar to the program proposed here. These models show a shared priority for multidisciplinary training, although not to the exclusion of specialized majors in specific biomedical science disciplines, including the introduction of Interdisciplinary Biomedical Sciences or Interdisciplinary Medical Science degrees that are similar in scope and philosophy to this proposal. Within the Canadian Medical/Doctoral Universities there are examples of such programs being offered through either Arts and Science, Medical Colleges, or shared models. The BMSC program is essential for us to compete with these schools, both for retention of local students as well as to attract students on national and international scales. When we are clearly part of this group, there is the opportunity to differentiate our program and campus by virtue of infrastructure strengths, including the Canadian Light Source (CLS), the Vaccine and Infectious Disease Organization-International Vaccine Centre (VIDO-InterVac), and the new Health Sciences building.

There are no other comparable programs within Saskatchewan. The closest in-province alternative would be at the University of Regina (U of R), which offers degrees in Biology as well as Chemistry/Biochemistry. In terms of the number of available courses, faculty numbers and research activity, representation of the various biomedical sciences, and available science-based infrastructure, the programs at the University of Regina are not comparable.

The U of R has initiated a number of pre-professional programs designed for students intending to enter professional programs, like Medicine, Dentistry, and Pharmacy which are not offered at the U of R. These are pre-professional program packages of core introductory classes which are either pre-requisites for these colleges or deal with content that is emphasized on the associated aptitude exams. The courses of the U of R pre-professional programs are ubiquitous to all major Canadian universities. What is distinct is the specific packaging and marketing of these courses as pre-professional programs. As many biomedical science students at the U of S are seeking entry into professional programs, the pre-professional programs of the U of R could appeal to similar cohort of students. With similar marketing, a direct affiliation to the College of Medicine, as well as majors that enable training that is highly applicable to these professional programs (courses which are unavailable at the U of R), the BMSC Program at the U of S should be an attractive option for these students.

Resources Required: Discussions regarding capacity issues in CHEM 112 and BIOL 120 are ongoing and we are given to understand that the university is aware of this issue that affects multiple colleges. There is ability in the other courses of this program to accommodate 20 % growth within existing sections such that a minimum of additional teaching resources is required. Additional students will result in marginal increases in costs of lab-based courses in BMSC, however, it is possible to use incremental tuition to offset those incremental costs.

By partnering with A&S we are leveraging that college's existing infrastructure and expertise for student support and program administration (student advising, promotion, graduation procedures, coordination of curricular approvals, and catalogue maintenance). This will avoid the need to duplicate these services in the COM. The Provost, Vice-Provost, Teaching and Learning, Institutional Planning and Assessment, and the Registrar's Office have been consulted at every step in the planning for the new BMSC program.

Risks, Assumptions, or Constraints: We do not believe that there are any risks associated with this new program proposal. The greater risk is failure to improve the program.

Start Date: May 2021

Table 1. Priorities and Timelines for BMSC Program

	Old Program	New Program	2020	2021
Administration	Specialized, isolated departments with limited interactions and high vulnerabilities.	Robust, multi-disciplinary departments.	*	
	A working relationship between COM and A&S.	True partnership between A&S and COM.		*
		A new administrative structure with more involvement of COM to encourage interaction between A&S and COM.		*
		Dual signature on parchment.		*
		New program-specific degree template.		*
	Stagnant Student Enrollment	Projected program growth (20%)		*
Curriculum	Traditional labs; limited experiential learning opportunities	CURE labs for experiential learning.	*	
	Outdated content.	Updated content and labs.	*	
	Course overlap.	Streamlined courses to eliminate redundancies.	*	
	Multidisciplinary perspective limited to early years	Enhanced priority on multidisciplinary training throughout degree.	*	
		New majors.	*	*
		New course offerings.	*	*
		Development of cross-college courses.		*
Admissions	General entry through A&S.	Direct admission or upper-year transfer.		*
		Early entry for highly-qualified students.		*
		Competitive process for selection of majors.		*
	No defined efforts to recruit or support Indigenous Students.	Structures and mechanisms for increased Indigenous student enrollment and support.		*
Promotion and Branding	Students experience a sense of disconnect from their departments.	Priority and mechanisms to provide students a sense of identity within program.		*
	Faculty experience a sense of disconnect from their program.	Faculty gain sense of ownership of program.		*
		Promotional advantages to explicitly linking program to COM.		*

**Curriculum Governance
Proposal**

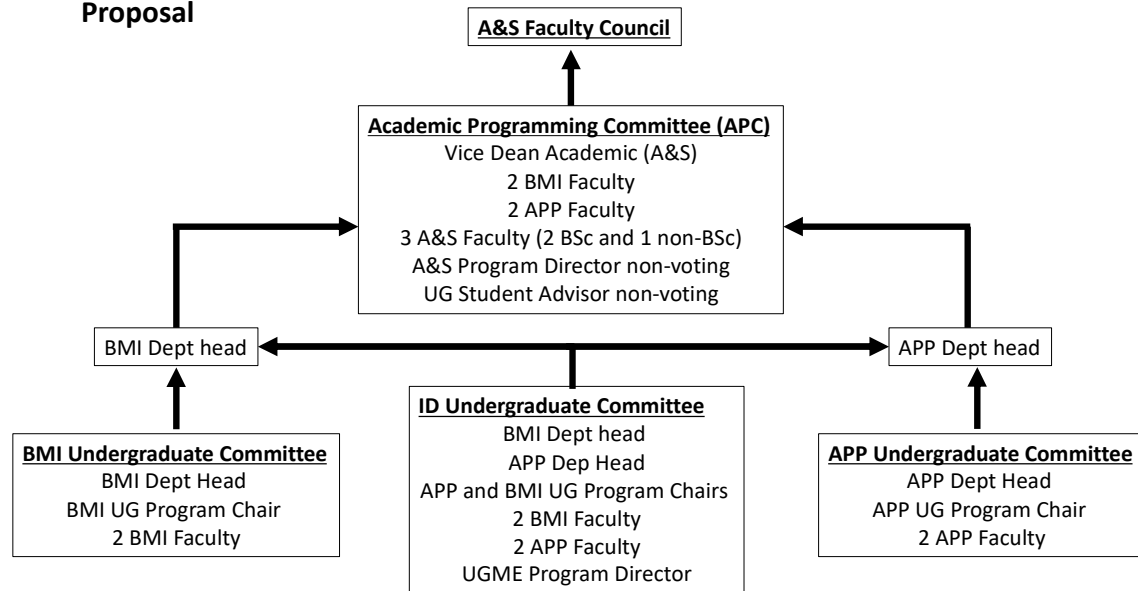


Figure 1. Proposed Administrative Structure of Biomedical Sciences Program.



TO: Dr. Darrell Mousseau, chair, Planning and Priorities Committee of Council

FROM: Dr. Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science

DATE: December 11, 2019

RE: NOI for New Program in Undergraduate Biomedical Sciences

On behalf of the College of Arts and Science, I am pleased to offer our support for the proposed next phase of the new Biomedical Sciences Undergraduate Program (BMSC).

As noted in the NOI, the new BMSC program is a joint venture of the College of Medicine and the College of Arts and Science. Having developed the three new majors and gained academic approval, the NOI proposes key next-steps in the implementation process, all of them intended to achieve strategic goals shared by our colleges and the university at large -- including intercollege collaboration, in itself.

A founding principle of the implementation process is that of establishing an “enhanced partnership” between our two colleges. In practice, this means providing new opportunities for faculty and staff in the College of Medicine to engage more fully in shaping the curricular, administrative, admissions, recruiting and promotion aspects of the BMSC programs. By the same token, Arts and Science needs to concede some collegial and administrative space in which our colleagues in Medicine can participate. The steps outlined in this NOI lay a firm foundation for this enhanced partnership, as evidenced most clearly in the proposed new BMSC Academic Programs Committee to be established within the administrative structures of the College of Arts and Science, but with faculty from the College of Medicine guaranteed equal membership on a committee populated by both colleges.

The colleges are also cooperating with each other and with the central university administration in devising the best way to achieve direct entry into the BMSC program from high school as well as through upper-year transfers. The target of a 20% increase in enrolment in the program over five years is a reasonable one that takes into account our current limited ability to accommodate students in first-year lab classes. Enhanced engagement on the part of the College of Medicine promises to make the already-popular BMSC Learning Communities an even stronger draw for incoming students. As our joint promotion activities leverage the attractive force of the College of Medicine “brand”, we expect to be able to attract more highly-qualified students. Some growth in the BMSC programs can be expected to be drawn from other STEM programs on campus, but we are confident of attracting new students to the U of S from other provinces.

In sum, the College of Arts and Science continues to fully support our colleagues in the College of Medicine as we work together on this exciting joint venture.

Yours sincerely,

Gordon DesBrisay
Vice-Dean Academic, College of Arts and Science



Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean
Box 19, Health Sciences Building, 107 Wiggins Road
Saskatoon SK S7N 5E5 Canada
Telephone: 306-966-6149

December 11, 2019

To: Planning and Priorities Committee of Council

Re: College of Medicine Letter of Support for the Notice of Intent for the New Biomedical Sciences Undergraduate Program

This is a letter of support confirming the College of Medicine's endorsement of the new Biomedical Sciences (BMSC) undergraduate program to be jointly offered by the Colleges of Medicine and Arts and Science through an enhanced partnership.

The College of Medicine, in cooperation with the College of Arts and Science, has been working hard to build a truly collaborative undergraduate program. We have consulted extensively with BMSC faculty and students to build on our current program. This has led us to create an innovative program with renewed priority on critical thinking, multidisciplinary training, and experiential learning. In addition, we are excited to be partnering with clinical departments to offer new pathology and epidemiology courses. We are confident that this new program will enhance the teaching and research missions of the College.

Our BMSC program has a vision that will see an increase in the numbers and quality of students coming into our program, and to increase the graduates to health professional programs and graduate studies. We want to support the culture and identity of our faculty and their affiliation with the programs and the students they teach, and ensure sustainable and viable programs. Living by the principles and priorities of the university, our college is committed to working in collaboration with the College of Arts and Science to establish a joint Biomedical Sciences undergraduate degree with four majors.

Sincerely,

Preston Smith, MD, MEd, CCFP, FCFP, CCPE
Dean



MEMORANDUM

TO: Peta Bohnam-Smith, Dean, College of Arts & Science
Alexis Dahl, College of Arts & Science
Preston Smith, Dean, College of Medicine
Scott Napper, College of Medicine

FROM: Angela Bedard-Haughn, Planning and Priorities Committee (PPC) of Council

DATE: January 24, 2020

RE: **Notice of Intent for an Undergraduate Biomedical Sciences degree**

Thank you for attending the PPC meeting of January 15, 2020 to discuss the proposed new undergraduate Biomedical Science program. The committee considered two questions: 1) the program's alignment with the university's plans and priorities, and 2) the appropriateness of having both the College of Medicine and the College of Arts & Science's contributions recognized on the parchment for this degree (which would be unprecedented at USask).

The committee agreed that this interdisciplinary collaboration between two colleges is a great example of how we are bringing the *University Plan: 2025* to life. Making it direct entry will also help attract the best students, nationally.

The committee was concerned in particular in the resourcing of the program, and the sharing of resources between the colleges. The committee would recommend discussions with the provost about the potential impact of increased student enrolment in the program and differential implications for each of the partner colleges and departments. A multi-year budget for the program should be submitted to the Academic Programs Committee (APC) as part of the next step in the Council approval process.

For the proposal's submission to APC, a flowchart showing the onramps *and* potential off-ramps for the program would be helpful. This will be important in communication of the different degree pathways to students not pursuing medical school, or to those not admitted to medical school. This is an opportunity for USask to recruit into any of the health sciences programs across campus.

With regard to the parchment, the committee agreed that dual recognition of the colleges is important for student attractiveness and to ensure that the contributions of all of the faculty are recognized. The following motion was passed:

It is recommended to University Council that the University of Saskatchewan recognize both the College of Arts & Science and the College of Medicine on the Biomedical Sciences degree parchment.

This motion is hereby communicated to the APC by copy of the chair on this email. The advice of the Office of the University Secretary is that such a motion should be brought forward by both APC and PPC for the consideration of Council. Moreover, the decision to recognize more than one college on a USask degree program parchment should be considered on a case-by-case basis.

Thank you for your work on this program's development. We encourage you to consider this feedback in the next iteration of the proposal that is presented to APC.

Please do not hesitate to contact me if you have any questions.

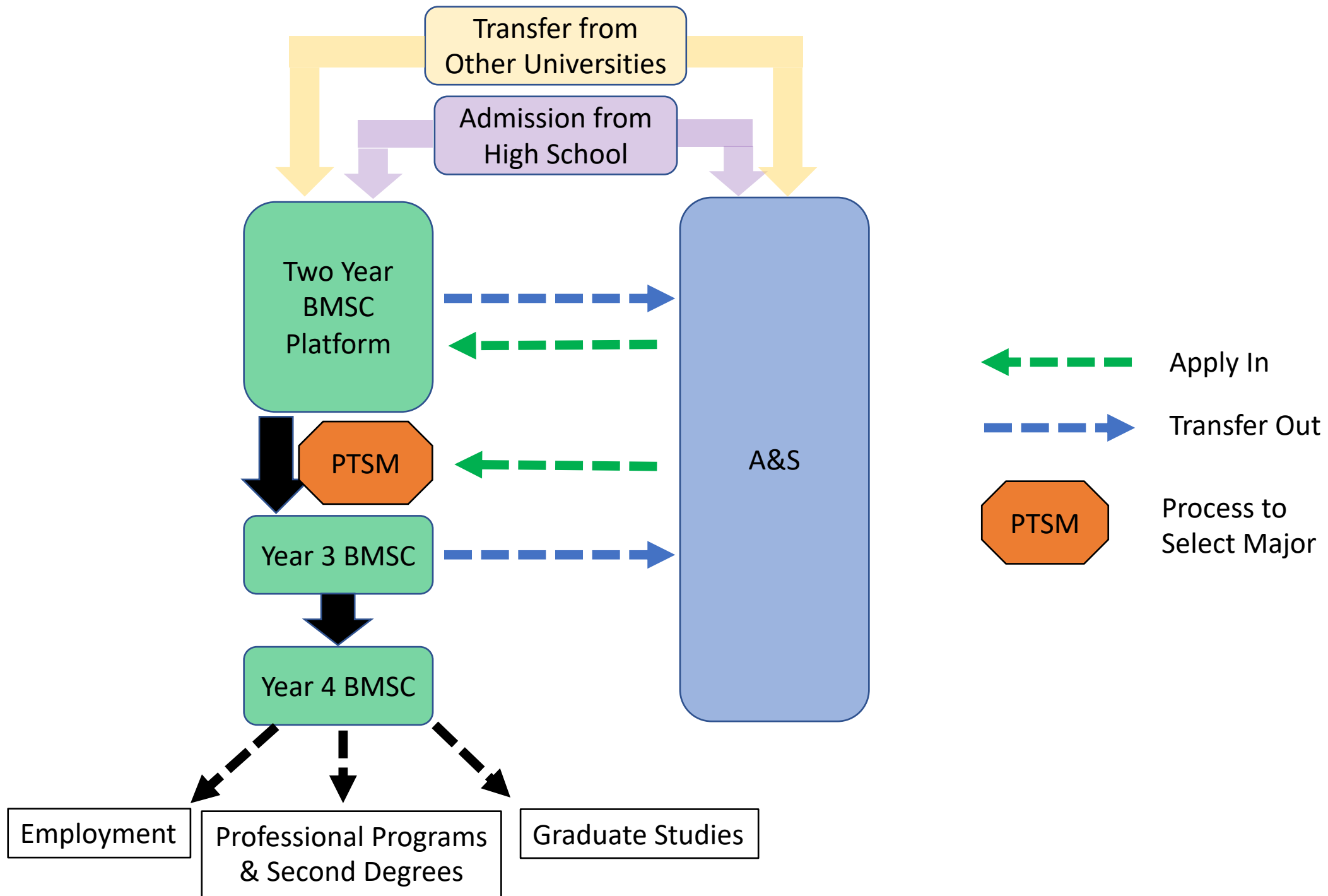
Kind regards,



Angela Bedard-Haughn
Vice-Chair, **Planning and Priorities Committee**
University of Saskatchewan
tel: (306) 966-8824

BE WHAT THE WORLD NEEDS

- c. Anthony Vannelli, Provost and Vice-President Academic
Russ Isinger, University Registrar
Chelsea Willness, University Secretary and Chief Governance Officer
Susan Detmer, chair, Academic Programs Committee of Council



Existing Biomedical Sciences adapted into the Type M Template:

Biochemistry, Microbiology, and Immunology

The Department of Biochemistry, Microbiology and Immunology offers a program which provide education in the areas the molecular and cellular approaches to the study of the life sciences including microbial physiology and pathogenesis, protein structure and function, molecular biology, microbial genetics, virology, tumour biology and cancer, immunology and immunopathogenesis. This program includes necessary courses for students prepared to enter graduate studies in biomedical sciences and into health-related professional schools such as Medicine, Dentistry, Veterinary Medicine and Pharmacy. Graduates are also prepared for careers in broad aspects of biotechnology and they can find employment in academic/research institutions and related industries.

Double Honours programs in Biochemistry and Biology, and Biochemistry and Physics are also available. Students considering a Double Honours program must consult an academic advisor within each department.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Biochemistry, Microbiology and Immunology programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Biochemistry, Microbiology and Immunology, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Honours (B.Sc. Honours) – Biochemistry, Microbiology and Immunology

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (42 credit units)

- [BMIS 340.3](#) Introductory Molecular Biology
- [BMIS 400.0](#) Seminar in Biochemistry Microbiology and Immunology
- [BMSC 320.3](#) Nucleic Acids from Central Dogma to Human Disease

Choose **3 credit units** from the following:

- [BIOC 310.3](#) Proteins and Enzymes
- [MCIM 390.3](#) Experimental Microbiology and Immunology

Choose **3 credit units** from the following:

- [BINF 200.3](#) Introduction to Bioinformatics
- [BINF 210.3](#) Introduction to Bioinformatics Applications

Choose **15 credit units** from the following, including at least 9 credit units at the 400-level:

- [BIOC 435.3](#) Human Metabolism and Disease
- [BIOC 405.3](#) Structure and Function of Biomolecules
- [BIOC 412.3](#) Protein Structure Function and Engineering
- [BIOC 430.3](#) Biochemistry of Cancer
- [BIOC 436.3](#) Advanced Molecular Biology
- [BMIS 308.3](#) An Introduction to Microbial Pathogens
- [BMIS 380.3](#) Team Based Experimental Microbiology
- [BMIS 489.6](#) Research Project in Biochemistry Microbiology and Immunology
- [MCIM 321.3](#) Principles of Immunology
- [MCIM 417.3](#) Molecular Virology
- [MCIM 423.3](#) Immunopathogenesis
- [MCIM 425.3](#) Molecular Basis of Microbial Pathogenesis
- [MCIM 487.3](#) Microbial Genetic Systems

Choose **15 credit units** from the following:

- [ACB 325.3](#) Advanced Cell Biology
- [BINF 300.3](#) Algorithms in Bioinformatics
- [BIOL 226.3](#) Genes to Genomics
- [BIOL 316.3](#) Molecular Genetics of Eukaryotes
- [BIOL 331.3](#) Plant Physiology
- [BIOL 420.3](#) Molecular Biology of Plants
- [BIOL 436.3](#) Animal Parasitology
- [CHEM 456.3](#) Natural Products
- [FABS 325.3](#) Food Microbiology and Safety
- [FABS 334.3](#) Industrial Microbiology
- [FABS 430.3](#) Environmental Microbiology
- [FABS 450.3](#) Anaerobic and Rumen Microbiology
- [NEUR 301.3](#) Fundamental Neuroscience Inter cellular Communication
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- [Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level](#)

M6 Electives Requirement (15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Bachelor of Science Four-year (B.Sc. Four-year) – Biochemistry, Microbiology and Immunology

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (36 credit units)

- [BMIS 340.3](#) Introductory Molecular Biology
- [BMIS 400.0](#) Seminar in Biochemistry Microbiology and Immunology
- [BMSC 320.3](#) Nucleic Acids from Central Dogma to Human Disease

Choose **3 credit units** from the following:

- [BIOC 310.3](#) Proteins and Enzymes
- [MCIM 390.3](#) Experimental Microbiology and Immunology

Choose **3 credit units** from the following:

- [BINF 200.3](#) Introduction to Bioinformatics
- [BINF 210.3](#) Introduction to Bioinformatics Applications

Choose **15 credit units** from the following, including at least 9 credit units at the 400-level:

- [BIOC 435.3](#) Human Metabolism and Disease
- [BIOC 405.3](#) Structure and Function of Biomolecules
- [BIOC 412.3](#) Protein Structure Function and Engineering
- [BIOC 430.3](#) Biochemistry of Cancer
- [BIOC 436.3](#) Advanced Molecular Biology
- [BMIS 308.3](#) An Introduction to Microbial Pathogens
- [BMIS 380.3](#) Team Based Experimental Microbiology
- [BMIS 489.6](#) Research Project in Biochemistry Microbiology and Immunology
- [MCIM 321.3](#) Principles of Immunology
- [MCIM 417.3](#) Molecular Virology
- [MCIM 423.3](#) Immunopathogenesis
- [MCIM 425.3](#) Molecular Basis of Microbial Pathogenesis
- [MCIM 487.3](#) Microbial Genetic Systems

Choose **9 credit units** from the following:

- [ACB 325.3](#) Advanced Cell Biology
 - [BINF 300.3](#) Algorithms in Bioinformatics
 - [BIOL 226.3](#) Genes to Genomics
 - [BIOL 316.3](#) Molecular Genetics of Eukaryotes
 - [BIOL 331.3](#) Plant Physiology
 - [BIOL 420.3](#) Molecular Biology of Plants
 - [BIOL 436.3](#) Animal Parasitology
 - [CHEM 456.3](#) Natural Products
 - [FABS 325.3](#) Food Microbiology and Safety
 - [FABS 334.3](#) Industrial Microbiology
 - [FABS 430.3](#) Environmental Microbiology
 - [FABS 450.3](#) Anaerobic and Rumen Microbiology
 - [NEUR 301.3](#) Fundamental Neuroscience Inter cellular Communication
 - [PHPY 302.3](#) Human Physiology Transport Systems
 - [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
 - [Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level](#)
-
- [Any BMSC, BMIS, BIOC or MCIM course at the 300 or 400 level](#)

M6 Electives Requirement (21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Biomedical Foundations

Through the Dean's office at the College of Medicine, the biomedical science departments of Biochemistry, Microbiology and Immunology and Anatomy, Physiology, and Pharmacology offer a three-year major in Biomedical Foundations. This major builds on the shared two-year biomedical sciences platform shared by all the biomedical science majors to provide students with a strong foundation of multi-disciplinary training while providing flexibility for initial specialization within a particular biomedical science. This program includes necessary courses for students prepared to enter into health-related professional schools not requiring a four-year degree such as Dentistry, Veterinary Medicine and Pharmacy. Graduates are also prepared for careers in broad aspects of biotechnology and they can find employment in academic/research institutions and related industries.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Biomedical Foundations programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Biomedical Foundations, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Three-year (B.Sc. Three-year) – Biomedical Foundations

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences
- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (18 credit units)

Choose **3 credit units** from the following:

- [BIOL 226.3](#) Genes to Genomics
- [BMSC 320.3](#) Nucleic Acids from Central Dogma to Human Disease

Choose **15 credit units** from the following:

- [ACB - 300-level, 400-level](#)
- [BIOC - 300-level, 400-level](#)
- [BMIS - 300-level, 400-level](#)
- [BMSC - 300-level](#)
- [CPPS - 300-level, 400-level](#)
- [MCIM – 300-level, 400-level](#)
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 350.3](#) Fundamental Neuroscience
- [NEUR 405.3](#) Current Topics in Neuroscience
- [PHPY - 300-level, 400-level](#)

M6 Electives Requirement (12 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 90 credit unit Three-year program, of which at least 42 must be at the 200-level or higher.

Biomedical Neuroscience

The Department of Anatomy, Physiology and Pharmacology programs provide education in the discipline of neuroscience. This program includes education in many of the major topics in neuroscience including molecular and cellular neuroscience, systems and sensory neuroscience, behavioural and cognitive neuroscience, neurophysiology and neuroanatomy. Programs in Anatomy, Physiology and Pharmacology include essential prerequisite courses for life science professional schools (e.g. Medicine, Dentistry, Pharmacy and Nutrition, Veterinary Medicine) and while this program focuses on neuroscience it prepares students for graduate studies in many areas of the life sciences. Graduates at all levels find employment in academia, industry and other life science research enterprises.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Biomedical Neuroscience programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Biomedical Neuroscience, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Honours (B.Sc. Honours) – Biomedical Neuroscience

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (42 credit units)

- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 334.3](#) Introductory Neuroanatomy
- [NEUR 350.3](#) Fundamental Neuroscience
- [NEUR 405.3](#) Current Topics in Neuroscience
- [NEUR 432.6](#) Undergraduate Research Project in Neuroscience
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **3 credit units** from the following:

- [BIOL 430.3](#) Neurobiology of Behavior
- [NEUR 404.3](#) Neurophysiology and Neuropharmacology
- [PSY 448.3](#) Advanced Seminar in Neuroscience

Choose **6 credit units** from the following:

- [PSY 242.3](#) Physiological Psychology
- [PSY 246.3](#) Introduction to Human Neuropsychology
- [PSY 252.3](#) Perceptual Processes

M6 Electives Requirement (15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Honours program, of which at least 66 must be at the 200-level or higher.

Students are advised to consider the following list of recommended electives:

- HLST 210.3
- PSY 242.3
- PSY 246.3
- PSY 252.3
- PSY 253.3
- PSY 255.3
- PSY 256.3

Bachelor of Science Four-year (B.Sc. Four-year) – Biomedical Neuroscience

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (36 credit units)

- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 334.3](#) Introductory Neuroanatomy
- [NEUR 350.3](#) Fundamental Neuroscience
- [NEUR 405.3](#) Current Topics in Neuroscience
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **3 credit units** from the following:

- [BIOL 430.3](#) Neurobiology of Behavior
- [NEUR 404.3](#) Neurophysiology and Neuropharmacology
- [PSY 448.3](#) Advanced Seminar in Neuroscience

Choose **6 credit units** from the following:

- [PSY 242.3](#) Physiological Psychology
- [PSY 246.3](#) Introduction to Human Neuropsychology
- [PSY 252.3](#) Perceptual Processes

M6 Electives Requirement (21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

Students are advised to consider the following list of recommended electives:

- HLST 210.3
- PSY 242.3
- PSY 246.3
- PSY 252.3
- PSY 253.3
- PSY 255.3
- PSY 256.3

Cellular, Physiological, and Pharmacological Sciences

The Department of Anatomy, Physiology and Pharmacology programs provide education in disciplines of the anatomical sciences (cell biology, developmental biology, and gross anatomy), physiology and pharmacology. These life science disciplines provide a comprehensive understanding of the functions and mechanisms of actions of the cells and major systems of the human body, and of the effects and mode of action of chemicals which modify the major systems of the body. Programs in Biochemistry include essential prerequisite courses for life science professional schools (e.g. Medicine, Dentistry, Pharmacy and Nutrition, Veterinary Medicine) and graduate studies in many areas of the life sciences. Graduates at all levels find employment in academia, industry and other life science research enterprises.

The five B.Sc. degree programs listed below share a set of courses (the Biomedical Science Common Core) which are to be taken in years 1 & 2. These courses have been incorporated into the M1, M3, and M4 requirements.

Biochemistry, Microbiology & Immunology
Biomedical Foundations
Biomedical Neuroscience
Cellular, Physiological and Pharmacological Sciences
Interdisciplinary Biomedical Sciences

Major Average

The major average in Cellular, Physiological, and Pharmacological Sciences programs includes the grades earned in:

- All courses listed in the Core Requirement M4
- All courses listed in the Major Requirement M5.

Residency Requirements in the Major

To receive a degree in Cellular, Physiological, and Pharmacological Sciences, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum requirements in Core Requirement M4 and the Major Requirement M5.

See [Residency](#) for additional details.

Bachelor of Science Honours (B.Sc. Honours) – Cellular, Physiological, and Pharmacological Sciences

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (42 credit units)

- [ACB 310.3](#) Basic Human Anatomy
- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [CPPS 432.6](#) Undergraduate Research Project in Cellular Physiological and Pharmacological Sciences
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **6 credit units** from the following:

- [ACB 330.3](#) Principles of Development
- [CPPS 337.3](#) Experimental Design and the Health Care System
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 350.3](#) Fundamental Neuroscience

Choose **6 credit units** from the following:

- [ACB 400.3](#) Imaging and Anatomy
- [ACB 406.3](#) Comparative Vertebrate Histology
- [CPPS 405.3](#) Current topics in Cellular Physiological and Pharmacological Sciences
- [NEUR 404.3](#) Advances in Neurophysiology and Neuropharmacology

- [PHPY 401.3](#) Animal Surgery and Experimentation
- [PHPY 403.3](#) Physiological Genomics and Pharmacogenetics
- [PHPY 405.3](#) Advances in Cardiovascular Physiology and Pharmacology

M6 Electives Requirement (15 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Bachelor of Science Four-year (B.Sc. Four-year) – Cellular, Physiological, and Pharmacological Sciences

No more than 6 credit units from one subject may be used in Requirements M1 to M3.

M1 College Requirement (15 credit units)

English Language Writing

Choose **6 credit units** from the following:

- *Approved list*

Indigenous Learning

Choose **3 credit units** from the following:

- *Approved list*

Quantitative Reasoning

Choose **3 credit units** from the following:

- [MATH 110.3](#) Calculus I
- [MATH 125.3](#) Mathematics for the Life Sciences

Choose **3 credit units** from the following:

- [STAT 245.3](#) Introduction to Statistical Methods
- [STAT 246.3](#) Introduction to Biostatistics
- [PLSC 214.3](#) Statistical Methods

M2 Breadth Requirement (3 credit units)

Choose **3 credit units** from the following areas.

[Fine Arts](#)
[Humanities](#)
[Social Sciences](#)
[Courses with No Program Type](#)

M3 Cognate Requirement (21 credit units)

- [BIOL 120.3](#) The Nature of Life
- [CHEM 112.3](#) General Chemistry I Structure Bonding and Properties of Materials
- [CHEM 115.3](#) General Chemistry II Chemical Processes
- [PHYS 115.3](#) Physics and the Universe
- [PHYS 117.3](#) Physics for the Life Sciences or [PHYS 125.3](#) Physics and Technology

Required Cognate Courses

- [PHIL 140.3](#) Critical Thinking

Choose **3 credit units** from the following:

- [HLST 110.3](#) Introduction to Health Studies
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life

M4 Core Requirement (24 credit units)

- [BMSC 200.3](#) Biomolecules
- [BMSC 207.3](#) Human Body Systems I
- [BMSC 208.3](#) Human Body Systems II
- [BMSC 210.3](#) Microbiology
- [BMSC 220.3](#) Cell Biology
- [BMSC 230.3](#) Metabolism
- [BMSC 240.3](#) Laboratory Techniques
- [CHEM 250.3](#) Introduction to Organic Chemistry

M5 Major Requirement (36 credit units)

- [ACB 310.3](#) Basic Human Anatomy
- [ACB 325.3](#) Advanced Cell Biology
- [BIOL 226.3](#) Genes to Genomics
- [PHPY 302.3](#) Human Physiology Transport Systems
- [PHPY 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis
- [PHPY 304.3](#) Pharmacology I
- [PHPY 305.3](#) Pharmacology II

Choose **3 credit units** from the following:

- [ACB 331.3](#) Methods in Cell and Developmental Biology
- [PHPY 308.3](#) Experimental Basis of Physiology and Pharmacology

Choose **6 credit units** from the following:

- [ACB 330.3](#) Principles of Development
- [CPPS 337.3](#) Experimental Design and the Health Care System
- [NEUR 301.3](#) Fundamental Neuroscience Intercellular Communication
- [NEUR 350.3](#) Fundamental Neuroscience

Choose **6 credit units** from the following:

- [ACB 400.3](#) Imaging and Anatomy
- [ACB 406.3](#) Comparative Vertebrate Histology
- [CPPS 405.3](#) Current topics in Cellular Physiological and Pharmacological Sciences
- [NEUR 404.3](#) Advances in Neurophysiology and Neuropharmacology
- [PHPY 401.3](#) Animal Surgery and Experimentation
- [PHPY 403.3](#) Physiological Genomics and Pharmacogenetics

- [PHPY 405.3](#) Advances in Cardiovascular Physiology and Pharmacology

M6 Electives Requirement (21 credit units)

Arts and Science courses, or those from other Colleges that have been approved for Arts and Science credit, to complete the requirements for 120 credit unit Four-year program, of which at least 66 must be at the 200-level or higher.

- [HLST 210.3](#) is recommended.

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

- BSBM3Y (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Three-Year (long description) - Bach of Sc (Biomed Sc) ThreeYr (suggested short description)
 - BSBM4Y (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Four-Year (long description) - Bach of Sc (Biomed Sc) FourYr (suggested short description)
 - BSBMHON (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Honours (long description) - Bach of Sc (Biomed Sc) Honours (suggested short description)

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

B.Sc. (BMSC)

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

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

degree level

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

Yes ☐ No ☐

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

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

Arts & Science [AR] - currently exist in student system

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

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

IDBM [suggested code] - Interdisciplinary Biomedical Sciences - Interdis Biomedical Sciences (suggested description) - NEW major

List of majors and which degree/program they're attached to:

- Biochemistry, Microbiology and Immunology [BMI] - attached to ONLY 4 year and honours degrees and attached to BMI [Bioch Micro Immuno] department
- Biomedical Foundations [BMFD] - attached to ONLY 3 year degree and attached to MED [Medicine (Dean's Office)] department
- Biomedical Neuroscience [BMNS] - attached to ONLY 4 year and honours degrees and attached to APPY [Anat Physio Pharma] department
- Cellular, Physiological, and Pharmacological Sciences [CPPS] - attached to ONLY 4 year and honours degrees and attached to APPY [Anat Physio Pharma] department
- Interdisciplinary Biomedical Sciences [IDBM] - attached to ONLY 4 year and honours degrees and attached to MED [Medicine (Dean's Office)]

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

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

1 Is this a new program?

Yes ☒ No ☐
Yes ☐ No ☒

Is an existing program being revised?

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

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

- BSBM3Y (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Three-Year (long description) - Bach of Sc (Biomed Sc) ThreeYr (suggested short description)
- BSBM4Y (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Four-Year (long description) - Bach of Sc (Biomed Sc) FourYr (suggested short description)
- BSBMHON (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Honours (long description) - Bach of Sc (Biomed Sc) Honours (suggested short description)

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

- BSBM3Y (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Three-Year (long description) - Bach of Sc (Biomed Sc) ThreeYr (suggested short description)
- BSBM4Y (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Four-Year (long description) - Bach of Sc (Biomed Sc) FourYr (suggested short description)
- BSBMHON (suggested Banner code) - Bachelor of Science (Biomedical Sciences) Honours (long description) - Bach of Sc (Biomed Sc) Honours (suggested short description)

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

n/a

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

Arts & Science [AR] - responsible College; department responsible for each major listed in Section 1 Question 10

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada)

☐

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

Joint Program

☐

Joint Degree

☐

Dual Degree

☐

Professional Internship Program

☐

Faculty-Led Course Abroad

☐

Term Abroad Program

☐

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

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

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

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

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

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Yes

2 What term(s) can students be admitted to?

YYYY05 [May], YYYY07 [July], YYYY09 [September], and YYYY01 [January]

3 Does this impact enrollment?

Enrollment is anticipated to increase over time

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Inquiries should be directed to the Arts and Science Undergraduate Student Office

5 Can classes towards this program be taken at the same time as another program?

Yes

6 What is the application deadline?

Normal deadline for the College of AR

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Regular admission - high school and regular admission - post-secondary

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

Academic average - 100% weighting

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Regular admission and the access program (Post-Secondary - ISAP-BMSC Pathways Program)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

Online - no supplemental documents

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Admissions Office for students new to the U of S; Department will make the decision for students transferring from another Arts & Science program

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

No

13 Will the standard application fee apply?

Yes

14 Will all applicants be charged the fee or will current, active students be exempt?

Current, active students will be exempt

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

Yes - new degree hood

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

Yes

- 3 When is the first class expected to graduate?

Fall Convocation 2021

4

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

Anticipate 200

NOTE: Proposal indicates that both Colleges will sign the parchment

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 2021]

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

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

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

Numeric - same as other AR programs

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current AR groups

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Yes

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

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

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="text"/>
Standard Graduate per credit	<input type="text"/>
Standard Graduate per term	<input type="text"/>
Non standard per credit*	<input type="text"/>
Non standard per term*	<input type="text"/>
Other *	<input type="text"/>
Program Based*	<input type="text"/>

* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College / Department Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Susan Detmer, chair, Academic Programs Committee

DATE OF MEETING: April 16, 2020

SUBJECT: Change to the 2019-20 Academic Calendar

COUNCIL ACTION: For Information Only

SUMMARY:

In response to the current Covid-19 pandemic, the Academic Programs Committee was asked to consider changes to the 2019-20 Academic Calendar to change the withdrawal deadline to the last day of class for the term (for all classes that follow the standard term schedule) or the last day of class (for all other classes) for Winter 2020 term as well as for Spring and Summer 2020. The Academic Programs Committee considered this request and approved the change via email on March 18, 2020.

Subsequently, the Academic Programs Committee was asked to consider a further change to the withdrawal deadline for Winter 2020, moving the deadline from the last day of class for the Winter 2020 term to May 8, 2020. This change will allow students to see their final grades and then make the decision to withdraw if they believe it is their best course of action. Changing the final withdrawal date (without academic penalty) will reduce the anxiety that at least some of our students are feeling – particularly for those students who are struggling to complete the term with the virtual and other revised formats. This change was proposed following consultation with the provost, associate deans (academic/student) and deans in all colleges.

The Academic Programs Committee considered this request by email and unanimously supported this move as a way to support students during through an unprecedented disruption of their education. The Academic Programs Committee approved the change via email on April 9, 2020.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Stephen Urquhart, chair, governance committee

DATE OF MEETING: April 16, 2020

SUBJECT: College of Nursing Faculty Council Membership

DECISION REQUESTED:

It is recommended:

That Council approve the membership changes to the Faculty Council of the College of Nursing as shown in attachment a, effective May 21, 2020.

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their Faculty Council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. As changes to Council's Bylaws require a 30-day notice, the change to the membership is first presented as a notice of motion.

DISCUSSION SUMMARY:

On May 16, 2019, Dr. Louise Racine and members of the bylaws committee of the College of Nursing attended a meeting of the governance committee of Council to provide an overview and rationale for the proposed revisions to the college's Faculty Council membership. At its meeting on January 23, 2020 the College of Nursing Faculty Council passed a motion to adopt the new membership and voting privileges of its Faculty Council. On March 24, 2020, the governance committee voted electronically in favour of recommending to Council that the proposed changes to membership of the College of Nursing's Faculty Council be adopted.

The entirety of the Constitution and Bylaws are provided only for context, not for approval. Only the Faculty Council membership is presented for approval.

ATTACHMENT(S):

- a. College of Nursing Faculty Council Membership – revisions for approval
- b. College of Nursing Faculty Council Bylaws – for information



College of Nursing Faculty Council Membership

Date: Approved by Faculty Council on January 23, 2020.

Subject: Proposed changes to the membership of the College of Nursing Faculty Council

Old Membership of the Faculty Council of the College of Nursing	New Membership of Faculty Council of the College of Nursing
<p><u>Faculty Council of the College of Nursing</u> In addition to A above section (a) to (o)</p> <p>(p) Those professors, associate professors, assistant professors, extension specialists, full-time lecturers, instructors and special lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;</p> <p>(q) Microbiology and Immunology (1); Physiology (1); School of Public Health (1); School of Physical Therapy (1); deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine.</p> <p>(r) Clinical Coordinators (3) and Provincial Clinical Coordinator (1); Director of Continuing Nursing; Director of Operations, College of Nursing; Development Officer, College of Nursing, IT Manager, College of Nursing – NAPN representatives Regina (1), Saskatoon (1); Research Facilitators, College of Nursing – Regina (1), Saskatoon (1);</p> <p>(s) Four full –time undergraduate Nursing students, one from each nursing society and one from the post registration option, and one second degree entry option student;</p> <p>(t) Three full-time nursing graduate students: Masters of Nursing (1), master of Nursing (Nurse Practitioner) (1), Ph.D. (1)</p>	<p><u>Faculty Council of the College of Nursing</u> In addition to A above section (a) to (o)</p> <p>(p) Those professors, associate professors, assistant professors, full-time lecturers, instructors, and special lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;</p> <p>(q) Department heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School of Public Health (1); the Director or the director's designate from the School of Rehabilitation Science (1); Deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine;</p> <p>(r) Up to four full-time undergraduate nursing students. One from each Nursing Association in Regina, Saskatoon, and Prince Albert, and one from the Post-Degree BSN. Undergraduate student representatives will be named by the undergraduate Nursing Society.</p> <p>(s) Up to four full-time nursing graduate students preferably from the Masters of Nursing (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student</p>

	<p>Association of the College of Nursing or through consultation with the Graduate Chair.</p> <p>(t) A Postdoctoral Fellow (if available) in Nursing nominated by the Postdoctoral Fellows in the College of Nursing and/or through consultation with the Graduate Chair;</p> <p>(u) Clinical Coordinators,* Director of Operations and Strategic Planning*, Director of Finance & Administration,* UCAN Representatives* Research Facilitator,*Communications Officer*</p> <p>* Denotes non-voting members</p>
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UNIVERSITY OF SASKATCHEWAN

College of Nursing

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College of Nursing
Faculty Council Bylaws
March 2020

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COLLEGE OF NURSING BYLAW INTRODUCTION

The College of Nursing bylaws describe governance procedures and are subject to University Council bylaws, policies and regulations.

PREAMBLE

These bylaws describe and set forth procedures relating to the governance of the Faculty Council of the College of Nursing and are subject to the bylaws, policies and regulations of the University Council, which establishes the Faculty Council. To the extent that any previous resolution of the Faculty Council or its predecessors or any committee of that council is inconsistent with this bylaw, this bylaw has precedence.

PART ONE: FACULTY COUNCIL REGULATIONS

A. Constitutional Powers and Duties

The College of Nursing Faculty Council is established under the authority of the University of Saskatchewan Council, whose powers and duties are in turn established by the University of Saskatchewan Act 1995.

Under Part Three of the University Council's Bylaws, the College of Nursing Faculty Council, subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council, shall have charge over matters of scholarship and discipline. The duties delegated by University Council to the Faculty Council of each college or school are laid out in Part Three, Section V, Subsection 2 of the University Council Bylaws.

In addition to these statutory powers and duties, Faculty Council serves as a forum for the participation and engagement of members of Faculty Council in discussions of policies, plans, and decisions by the college administration, that directly affect those areas for which Faculty Council has responsibility.

B. Membership

The membership of the College of Nursing Faculty Council shall be in accordance with the University Council Bylaws, *Part Three, Section V, Subsection 1*. At the time of approval of these bylaws, membership is specified as follows:

- The faculty council of all colleges and schools shall include the following:
 - a. The President of the University*
 - b. The Provost and Vice-President Academic*
 - c. The Vice-President Research*
 - d. The Vice-President Finance and Resources*
 - e. The Vice-President University Relations*
 - f. The Vice-Provost Teaching and Learning*

- g. The Vice-Provost Indigenous Engagement*
- h. Chief Information Officer and Associate Vice-President Information and Communications Technology*
- i. The Dean of the College of Nursing
- j. The Dean of the College of Graduate and Postdoctoral Studies or designate
- k. The Dean, University Library or designate*
- l. The University Secretary or designate*
- m. The University Registrar or designate*
- n. Such other persons as the University Council may from time to time appoint in a voting or non-voting capacity*;
- o. Such other persons that the Faculty Council may appoint from time to time in a non-voting capacity*

***Non-voting members**

Faculty of the College of Nursing

See (i), Sections (a) to (o) above.

- p. Those professors, associate professors, assistant professors, full-time lecturers, instructors, and special lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;
- q. Department heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School of Public Health (1); the Director or the director's designate from the School of Rehabilitation Science (1); Deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine;
- r. Up to 4 full-time undergraduate nursing students. One from each Nursing Society in Regina, Saskatoon, and Prince Albert and one from the post-degree BSN program. Undergraduate student representatives will be named by the undergraduate Nursing Society.
- s. Up to 4 full-time nursing graduate students preferably from the Masters of Nursing (Thesis) (1), Masters of Nursing (Course-Based) (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair.
- t. A Postdoctoral Fellow (if available) in Nursing nominated by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair;
- u. Clinical Coordinators* Director of Operations and Strategic Planning,*Director of Finance and Administration,* UCAN Representatives,* Research Facilitator,* Communications Officer.*

*** Non-voting members**

Members on leave are not counted in quorum, unless they so otherwise notify the chair and ask that they be retained on the roster of voting members for the period of their absence and count toward quorum.

In accordance with a duly approved motion of the Faculty Council, Faculty Council may recommend changes in its membership to the University Council.

C. Appointment and Election of Members

For those members of the Faculty Council who are not members by virtue of their position as administrators or as members of the Faculty of the College of Nursing:

1. The representatives of departments from other colleges and schools shall be appointed by the Dean of the College of Nursing in consultation with respective department heads/deans of other colleges and shall hold membership for a period of 3 years and may be reappointed for an additional 3-year consecutive term as of July, 1st.
2. The undergraduate students shall be appointed by the College of Nursing Undergraduate Student Association and shall hold membership for a period of 1 year as of May 1st.
3. The graduate students shall be appointed by the College of Nursing Graduate Student Association or through consultation with the Graduate Chair. The graduate students shall hold office for a period of 1 year.
4. The postdoctoral fellow shall be appointed by the postdoctoral fellows in the College of Nursing and/or through consultation with the Graduate Chair. The postdoctoral fellow shall hold office for a period of 1 year.

An *ex-officio* member who is entitled under Council Bylaws to delegate his or her membership may designate an individual to serve on the Faculty Council with the same powers as the designator. Such designations will last for a 12-month period and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in his or her place. To initiate the designation, the *ex-officio* member will inform the chair of Faculty Council. During the period of designation, the *ex-officio* member who initiated the designation may attend meetings of the Faculty Council with a voice but no vote.

D. Duties, Terms of Office and Election of Officers

1. The officers of the Faculty Council are the chair, the vice-chair, and the secretary.
2. The Dean of the College of Nursing is the chair of the Faculty Council unless the members of Nursing Faculty Council wish to elect a chair from the faculty members of the College. The chair of Faculty Council is an *ex-officio* member on all standing committees of the Nursing Faculty Council. The chair of the Faculty Council shall only vote to break a tie when there is an equal number of voting members support or opposing the motion.
3. The chair of the Faculty Council (or the vice-chair if the chair is incapacitated) shall be responsible:

- a. To preside at all meetings of the Faculty Council, to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
 - b. To prepare a draft agenda for each meeting of the Faculty Council and to present it for approval at the meeting.
 - c. In accordance with the University Council's Bylaws, to transmit to the University Council for consideration and review all matters that belong to the care of the University Council or from which the nature of the concern involves more than one college or school.
 - d. To ensure the maintenance of an archive of the proceedings and all approved minutes of Faculty Council meetings.
 - e. As the spokesperson for Faculty Council, to explain the decisions, activities and procedures of Faculty Council.
- 4. The chair may seek the guidance and assistance of the Governance Committee of University Council with respect to matters of procedure.
 - 5. The vice-chair is nominated by faculty members at the first meeting of the Faculty Council each year if no volunteer is willing to serve as the vice-chair, the Dean must nominate a vice-chair. The first regular faculty council is generally held in September, but a faculty council may also be called any other time should an emergency issue occurs.
 - 6. In the chair's absence or disability, the vice-chair shall have all the powers and perform all the duties of the chair. The vice-chair also will preside at meetings in place of the chair if the chair declares a conflict of interest in any matter.
 - 7. The secretary acts as the delegate of the University Secretary under University Council's *Bylaws* Part Three, Section V.1.E. Under the general direction of the chair, the secretary shall be responsible
 - a. To assist the chair in the preparation of agendas and minutes.
 - b. To arrange for the distribution of notice of meetings, agendas and minutes to all members of the Faculty Council.
 - c. To record attendance at all meetings.
 - d. To record all motions, resolutions, and other decisions taken at meetings.
 - e. To arrange for and carry out elections in accordance with these bylaws and provide the result to the chair.

E. Meetings

- 1. Regular meetings of the Faculty Council will be held once per month during the period of September to June.
- 2. Notice of regular meetings will be in writing and will be provided to all members no less than thirty (30) calendar days in advance of the meeting.

3. A special meeting of the Faculty Council may be held at any time upon the call of the chair, or in the chair's absence, of the vice-chair. Upon the written petition of not fewer than 20% of voting members, the chair shall call a special meeting for the transaction of such business only as may be specified in the notification of the meeting. Special meetings require written notice to all members no less than seven (7) calendar days in advance.
4. An agenda, and, wherever practical, all supporting materials shall be sent to each member of the Faculty Council at least seven (7) calendar days in advance of the meeting.
5. The quorum for regular and special meetings will be 30% who hold full-time faculty positions as full professors, associate professors, assistant professors, lecturers, or instructors in the College of Nursing. Any full-time faculty who are on leave shall not be counted in the calculation of quorum. Faculty members on leave retain the right to participate in meetings, but are not considered part of quorum.
6. Only the members of the College of Graduate and Postgraduate Studies have the privileges to vote on matters related to graduate programs, graduate admission, graduate curriculum, and any other College of Graduate and Postgraduate business. As per the College of Graduate and Postdoctoral Studies' Article 19.2.1, a quorum of 50% + 1 faculty members of the CGPS shall vote.
7. Any regular meeting may be postponed or cancelled at the call of the chair.
8. Regular meetings of the Faculty Council are normally open to the members of the university community and may, at the discretion of the chair, be open to the general public. Non-members may speak at the discretion of the chair but, unless they are voting members of the Faculty Council, are not entitled to vote. The chair may call for any meeting or portion of a meeting to be closed. Every member of the faculty council, whether a voting or non-voting member, shall be entitled to attend closed meetings and sessions, unless that member has a conflict of interest, in which case the conflict shall be declared and the chair shall rule whether the member should remain. Student members will be considered to be in a conflict of interest and excluded from consideration of those matters where the performance of students is under review or consideration.

F. Procedures and Voting

1. Meeting shall be presided over by the chair or, in the absence of the chair, of the elected vice-chair; or, in the absence of both, by any other member of the Faculty Council as agreed to by the majority of members at the meeting.
2. The agenda will be approved at the beginning of each meeting. Notice of any substantive motions to be voted upon by the Faculty Council will be included in advance in the agenda material. A 'substantive motion' refers to any motion dealing with a substantive matter which requires consideration by members of the Faculty Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this definition will be determined by

the chair. This requirement may be suspended upon vote of 2/3 of the members present and voting at a meeting.

3. Notwithstanding Section E(4) and F(2), the convocation lists of degrees, certificates, honours and distinctions and the recommendations of convocation awards need not be included in advance in the agenda material, but may be circulated at the meeting at which these items are considered.
4. Except as provided elsewhere in these bylaws, all questions legitimately before Faculty Council shall be decided by a simple majority of votes of the members present. The chair shall not vote on a motion before Faculty Council except when there is an equal number of voting members supporting and opposing the motion.
5. Voting will normally be by show of hands or by electronic vote. A procedural motion to require a written vote must be seconded and approved by a single majority of the votes of the members present.
6. In matters requiring an urgent decision, and at the call of the chair, a motion may be put to the members electronically. Electronic approval of a motion by voting members of the Faculty Council will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened, and will be recorded in the minutes of the next regular meeting of the Faculty Council.
7. Any member in attendance may have his or her vote recorded for the minutes on request. The number voting for or against a motion shall be entered on the minutes at the call of any one member.
8. Meetings of the Faculty Council and its committees shall be conducted in accordance with the rules of order contained in the 3rd edition of Kerr and King's *Procedures for Meetings and Organizations*, in cases where such rules are not covered in these bylaws.

G. Committees

The Standing Committees of the College of Nursing are: The Academic Integrity Committee, the Bylaws Committee, the Faculty and Staff Development Committee, the Globalization Committee, the Graduate Education and Post-Doctoral Committee, the Nominations Committee, the Planning and Priorities Committee, the Research and Scholarly Committee, the Undergraduate Education Committee, and the Undergraduate Scholarships and Awards Committee. The chair of the College of Nursing Faculty Council is an *ex-officio* member on these committees.

1. Faculty Council may establish standing and *ad hoc* committees to facilitate its work and, subject to the approval of University Council and without jeopardizing Council's authority, may delegate decisions to its standing committees.
2. Unless a motion of Faculty Council passed in accordance with a delegation by University Council specifically provides otherwise, all recommendations of committees will be brought to Faculty Council for consideration.

3. All standing committees will meet and report to Faculty Council at least once each academic year. Responsibility for calling committee meetings rests with the chair of the committee.
4. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Faculty Council.
5. There is no requirement that standing committees be composed entirely of Faculty Council members.
6. All standing and *ad hoc* committees will have written terms of reference outlining their composition and accountabilities. Each committee should regularly review its own terms of reference, and may recommend changes to Faculty Council as required. The membership and terms of reference of standing committees of the Faculty Council as well as other committees of the College of Nursing are specified in Part Two of these bylaws.
7. The term of office for the chair and members of standing committees is as outlined in the respective Terms of Reference.
8. Term of office for chairs and members of standing committees will begin July 1st, unless otherwise determined by the Dean or the Nominations Committee. The term of student members will normally begin on May 1st.
9. A vacancy will be declared in the case of a committee member who will be absent from the campus or otherwise unavailable to attend meetings for a period of six (6) consecutive months or more. The Dean or the Nominations Committee shall call for volunteers to fill in the vacancy and hold elections. If there are no volunteers, the Dean or the Nominations Committee shall select a person to fill the vacancy. The members of the Nominations Committee cannot nominate themselves and as such shall be nominated by the members of the Bylaws Committee.
10. In the case of a vacancy on a committee between meetings of the Faculty Council, the Faculty Council shall delegate authority to fill the vacancy to the Dean or the Nominations Committee in accordance with the membership requirements of the committee, for the balance of the academic year. The Dean may appoint a person if no volunteers come forward after 2 calls from the Nominations Committee.
11. The Dean (whether the Dean is the chair of the Faculty Council or not) is an *ex-officio* non-voting member of all standing committees, subcommittees, and *ad hoc* committees.
12. An *ex-officio* member of a committee may designate an individual to serve in her or his place with the same powers as the designator. Such designations shall last for a 12-month period of time and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in his or her place. To initiate the designation, the *ex-officio* member will inform the chair of the Faculty Council and the chair of the committee involved. During the period of designation, the *ex-officio* member who initiated the designation may attend meetings of the Faculty Council with a voice but no vote.

13. Standing and ad hoc committees may appoint a vice-chair. In the absence of the chair, and where a vice-chair has been appointed, the vice-chair will preside. In the absence of both the chair and vice-chair, the committee may appoint a member to chair the meeting.
14. The quorum for all standing committees is as outlined in the Terms of Reference for that committee.
15. Matters decided by the committee shall be decided by a majority vote of those present and eligible to vote. The committee chair shall have the deciding vote in the case of a tie.
16. Committee Chairs shall ensure that minutes are taken at meetings; these minutes shall be made available through the internal SharePoint college site to all members of the Faculty Council.
17. The Dean may seek the advice or assistance of a committee of Faculty Council with respect to particular items of business. The advice and assistance shall not contradict or conflict with policies of the Faculty Council, and the committee shall report to Faculty Council on the general nature of the advice given.

H. Records

1. Council Bylaws require that “each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the Faculty Council. A copy of the proceedings shall, upon request, be furnished by its secretary to the chair of the University Council and/or to the president of the university.”
2. Wherever practical, draft minutes, including a record of all motions and resolutions, from all regular and special meetings shall be circulated to all members with the agenda material for the next meeting, and will be presented for adoption at that meeting.
3. Subject to section 4, the record of all general and special meetings shall, once adopted, be signed by the presiding chair and the recording secretary of the meeting and kept on the College SharePoint site where it shall be available for inspection by any member of the Faculty Council.
4. Records of motions from closed sessions may be deemed confidential by the chair and the related portion of the minutes may remain confidential at the discretion of the chair. In such cases, the non-confidential portion of the minutes will reflect the fact that a confidential section has been removed. Both the non-confidential and the confidential portion of the minutes are considered to constitute the official record of the meeting and will be preserved for the official archive.

I. Independence and Conflict of Interest

1. Members of the Faculty Council and its committees will have, as their principal concern, the welfare of the college and of the university. They will exercise independent judgment and may not act as agents of any person or organization. [taken from University of Saskatchewan Council Bylaws, *Part Two, Section V.1*]

2. There are no restrictions on the right of a member of the Faculty Council to participate in debate and to vote on any matter that comes before the Faculty Council. However, if a member of the Faculty Council has a conflict of interest in any matter under consideration, the member shall disclose his or her interest when speaking on the matter in the Faculty Council proceedings, and the disclosure will be recorded in the minutes.
3. A member of a committee of the Faculty Council will disclose and identify a conflict of interest (including a perceived conflict of interest), and will abstain from voting in committee proceedings on matters on which he or she has a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter. The minutes will reflect the disclosure and any abstention or withdrawal.
4. The chair or a member of a committee is entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee, and to ask such a member to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.

J. Amendment

1. A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than thirty (30) calendar days prior to the date of the meeting at which the motion is to be considered, and will require a 2/3 majority vote of those present and voting.

PART TWO: STANDING COMMITTEES' TERMS OF REFERENCE

I. Standing Committees of the College of Nursing Faculty Council

The standing committees of the College of Nursing Faculty Council are:

- a) **The Undergraduate Education Committee (UEC)**
- b) **The Bylaws Committee**
- c) **The Nominations Committee**
- d) **The Academic Integrity Committee**
- e) **The Research and Scholarship Committee**
- f) **The Faculty and Staff Development Committee (FSDC)**
- g) **The Planning and Priorities Committee**
- h) **The Graduate Education and Post-Doctoral Committee**
- i) **The Globalization Committee**
- j) **The Undergraduate Scholarships and Awards Committee**

A. UNDERGRADUATE EDUCATION COMMITTEE (UEC)

The Undergraduate Education Committee (UEC) is a standing committee of the College of Nursing. The Undergraduate Education Committee provides leadership and advocacy on matters relating to the implementation, management, and evaluation of undergraduate program(s) and the experiences of undergraduate students within the College of Nursing. The UEC recommends changes concerning curriculum, policy, and programs to Faculty Council.

Terms of Reference

1. Provides oversight of curriculum development, implementation, revisions, and evaluations.
2. Ensures consistent implementation of the identified pedagogical/andragogical approaches to support student centeredness in the curriculum, with specific attention to distributed learning.
3. Develops, implements, and evaluates policies related to undergraduate program(s).
4. Ensures congruence of College of Nursing Undergraduate student policies with University of Saskatchewan student policies.
5. Coordinates issues among years of undergraduate programs across all sites.
6. Advises College Senior Leadership regarding the resources needs of the undergraduate program(s).
7. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success of undergraduate students and outcomes of the undergraduate programs.

Membership

- Dean (ex-officio) or the Dean's designate
- Associate Dean, Undergraduate Program
- Other Associate/Assistant Deans (ex-officio)
- Chair of each Year Committee (as selected by the Year Committee)
- Vice Chair of each Year Committee (as selected by the Year Committee)
- Three undergraduate student representatives (must be in good academic standing and ideally should represent each of the 3 student associations and include Indigenous student representation if possible)
- Clinical Placement Coordinator *
- Academic Advisor *
- UCAN Advisor *
- Director of Operations and Strategic Planning *

- Health Sciences Liaison Librarian *
- Administrative Support *
- Others invited as required *

***Non-voting members**

Frequency of Meetings

This Committee will meet a minimum of 8 times per year. Membership will be a 3-year commitment. Minutes of all meetings should be recorded and kept on SharePoint and accessible to Faculty Council members. All information deemed to be confidential in nature shall be handled and stored in a secure file.

Quorum

The quorum shall be 50% + 1 of the voting members. Decisions will be made by consensus or by a simple majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Undergraduate Education Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th.

B. BYLAWS COMMITTEE

The Bylaws Committee is a standing committee of the College of Nursing. The Bylaws committee reviews and updates the College of Nursing's bylaws and the terms of reference of standing committees.

Terms of Reference

1. Develops and regularly review the terms of reference for the Bylaws Committee.
2. Reviews and updates the College of Nursing Faculty Council Bylaws and submit updates and changes to University Council.
3. Coordinates the development and updating of the terms of reference for standing committees of Faculty Council and recommend revisions as needed.
4. Regularly review the Faculty Council governance structure and bylaws and recommends revisions as needed. Non-substantive changes such as a change in the title of an administrative officer will not require a motion at Faculty Council.

Membership

- Dean (ex officio) * or Dean's designate*
- Chairperson is selected by the members of the committee
- Three (3) tenured or tenure-track members of Faculty Council
- Administrative support provided by the dean's office*

***Non-voting members**

Frequency of Meetings

The committee will meet as required but no less than twice per year. Membership will be a 3-year commitment. Additional meetings may be called upon special request of the chairperson. Decisions will be made by consensus or voting if consensus cannot be achieved. The chairperson will vote to break a tie.

Quorum

The quorum shall be 50% + 1 of the voting members.

Reporting

The Bylaws Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

C. NOMINATIONS COMMITTEE

The Nominations Committee is a standing committee of the College of Nursing. The Nominations Committee determines faculty and staff interest in membership on College of Nursing's committees. The Nominations Committee takes into consideration the abilities and experience of the volunteers. The needs of geographic sites will also be considered when populating standing committees of the College of Nursing's Faculty Council.

Terms of Reference

1. Determines faculty and staff interest in membership on College of Nursing committees. The Nominations Committee will take into consideration the abilities and experience of the volunteers. The needs of geographic sites will also be considered when populating standing committees of the Faculty Council.
2. Facilitates the naming of faculty and staff to special or external committees when requested by the Dean.

3. Facilitates and assists the college process for naming faculty and staff to vacancies within college committees.
4. Facilitates and assists the appointment of students to College standing committees through contacts with undergraduate and graduate student societies.
5. Makes call for volunteers to populate the Salary Review Committee related to the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association.
6. Makes call for volunteers in the goals of selecting the College of Nursing's representatives to serve on Associate Deans' or Dean of Nursing's Search Committees based on the Board of Governors' rules and procedures for appointment of senior administrators. The members of the Nominations Committee will take into consideration the abilities and experience of the volunteers.

Membership

Members of the Nominations Committee are nominated for a period of 3 years. Members of the Nominations Committee will be elected by members of the College of Nursing Faculty Council through an independent vote. The Dean's office will proceed with the call for volunteers.

Membership includes:

- Dean (ex officio) * or Dean's designate*
- Three (3) tenured or tenure-track faculty members
- Administrative support provided by the dean's office*
- The committee will select a Chair annually from one of the three faculty members of the committee. Decisions will be taken by consensus. The Chair vote will break a tie vote.

***Non-voting members**

Frequency of Meetings

The Nominations Committee will meet as required when the needs to fulfil vacancies arise and to populate the Salary Review Committee, the Dean's and Associate Deans' Search Committees, the nomination of instructors, and the nomination of the Postdoctoral fellow (if available). The Graduate Chair will be consulted for the selection of the Postdoctoral fellow (if available). Decisions will be taken by consensus. The chair may vote to break a tie.

Quorum

The 3 members of the Nominations Committee shall be present for decision-making and voting purposes.

Reporting

The Nominations Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

D. ACADEMIC INTEGRITY COMMITTEE

The Academic Integrity Committee is a standing committee of the College of Nursing. This committee is responsible for dealing with formal allegations of academic misconduct related to students in all undergraduate programs.

Terms of Reference

Following the procedures outlined in the current Regulations on Student Academic Misconduct of University Council, this committee will investigate allegations of academic misconduct as reported to the Dean or other academic administrator.

Membership

- Dean (ex officio) or Dean's designate
- Associate Deans (ex officio)
- Six (6) tenured or tenure-track faculty members including the Chairperson and the Vice-Chairperson
- One (1) undergraduate student member
- Administrative Support* (appointed by the Dean)

***Non-voting members**

A Chairperson will be appointed through the Dean's office or the Nominations Committee for a 3-year term. The Vice-Chairperson is selected by the members of the committee and acts with full authority as chairperson in the chairperson's absence.

Frequency of Meetings

The committee will meet as required by the call of the Chair at the request of the Dean. Minutes will be taken according to the rule of University Council.

Quorum

The quorum shall be 50% + 1 of the committee members.

Reporting

The Academic Integrity Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

E. RESEARCH AND SCHOLARSHIP COMMITTEE

The Research and Scholarship Committee is a standing committee of the College of Nursing. Its mandate encompasses activities related to the research and scholarship within the College of Nursing. The Research and Scholarship Committee aligns its purpose with the University of Saskatchewan's vision of "building a dynamic research culture that enriches the academic experience for our students, creates new knowledge across a broad array of disciplines, and helps improve the economic, social, and cultural vitality of our region and beyond" (http://www.usask.ca/vpresearch/our_vision/index.php). As a member of the Group of Canadian Research Universities (U15), the University of Saskatchewan and the College of Nursing acknowledge "research is a key driver of the social, intellectual and economic innovations that will maintain a thriving society and best position Canada to lead on the world stage" (<http://u15.ca/message-du-president>). The College of Nursing strives to align its activities to advance scientific and professional nursing knowledge, both at home and abroad, and collaborations with Indigenous and rural communities are particularly important. The College of Nursing contributes to the advancement of the art and science of nursing and generates disciplinary and interdisciplinary knowledge through cutting-edge research and scholarly endeavors that support the discipline and the profession of nursing in Saskatchewan, nationally, and internationally.

Terms of Reference

1. Develops, implements, oversees, evaluates, and refines a research and scholarship strategy to guide the College of Nursing in expanding research and scholarly productivity.
2. Contributes to the College of Nursing's research and scholarly mandate by liaising with the Office of the Vice-President Research. Communicates USASK, provincial, national and international research priorities within the College of Nursing to support research and scholarly work.
3. Develops research processes and policies that contribute to the research and scholarly mandate of the College of Nursing. Under this provision, the Committee implements processes to monitor studies conducted with nursing students and assess requests to access nursing students as research participants.

4. Engages faculty, research support staff, undergraduate and graduate students, and post-doctoral fellows in developing and sustaining a strong, supportive culture of research in the College of Nursing.
5. Determines the adjudication and/or peer-review processes for all internal College of Nursing research-related funding competitions.
6. Supports research communications through knowledge translation activities – internally within the College and externally with various College of Nursing stakeholders.
7. Facilitates inclusion of Indigenous relativistic approaches to knowledges and practices within our research methodologies.
8. Works with the Director of Operations and Strategic Planning, makes recommendations regarding the use of technology that may facilitate the College of Nursing research portfolio.
9. Advises Senior Leadership regarding the resource needs of the College of Nursing Research and Scholarly portfolio.
10. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the research strategy and research investments.

Membership

- Dean (ex officio) or the Dean's designate
- Associate Dean Research (**Chairperson**)
- Other Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Three (3) tenured or tenure-track faculty members (**Vice-Chair** selected by the Committee among these faculty members.)
- Up to two (2) nursing students (one from Year 4 and one graduate student)
- Research Facilitator*
- Administrative Support*
- Others invited as required*

***Non-voting members**

Frequency of Meetings

The Research and Scholarship Committee will meet at least 6 times per academic year or by call of the Chair as required. The Research and Scholarship Committee can invite faculty or others to attend meetings.

Quorum

The quorum must be 50% + 1 of the voting members.

Reporting

The Research and Scholarship Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes will be taken according to the rules of University Council. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty. The Chair or Vice-Chair will report to the Faculty Council of the College of Nursing.

F. FACULTY AND STAFF DEVELOPMENT COMMITTEE (FSDC)

The Faculty and Staff Development Committee (FSDC) is a standing committee of the College of Nursing. Its mandate is to plan for and oversee faculty and staff development required for the effective, innovative and high quality delivery of College of Nursing programs and activities. The FSDC plays a key role in establishing the College of Nursing as a vibrant learning organization focused on improving the quality of teaching and learning, educational programs, scholarly activity and professional practice. Policy and resource recommendations of the FSDC will be brought to College of Nursing Faculty for approval.

Terms of Reference

1. Performs ongoing assessment of the learning and development needs of faculty and staff as they relate to changing technologies, teaching and learning pedagogies, and program delivery.
2. Supports initiatives, strategies and events to support faculty and staff to meet their learning needs, including, but not limited to:
 - Providing information on available resources and supports at the University Saskatchewan.
 - Promoting peer consultation and support for teaching-learning strategies.
 - Collaborating with organizations and individuals within the university providing teaching-learning support.
 - Organizing learning opportunities specific to the needs of College faculty and staff.
3. Collaborates with other Standing committees in the College related to fulfilling the mandate, including but not limited to the Undergraduate Education Committee and the Graduate Education and Postdoctoral Committee.

4. Builds relationships with FSDC related university committees in support of fulfilling the committee mandate and playing a leadership role in innovative faculty and staff development at the University of Saskatchewan.

Membership

- Dean (ex officio) or the Dean's designate
- Associate Deans (ex officio)
- Four (4) faculty members with an appropriate representation from sites and programs, with one (1) faculty elected by committee members to serve as Chair.
- Three (3) staff members, with appropriate representation from sites.
- E-learning team representative

Frequency of Meetings

The Faculty and Staff Development Committee (FSDC) will meet at least 3 times per year.

Quorum

The quorum shall be 50% + 1 of the voting members. Decisions will be made by consensus or by a majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Faculty and Staff Development Committee (FSDC) will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

G. PLANNING AND PRIORITIES COMMITTEE

The Planning and Priorities Committee is a standing committee of the College of Nursing. The Planning and Priorities Committee considers the strategic and academic directions of the College in overseeing the management of resources. The Planning and Priorities Committee considers the philosophy, vision, and mission of the College of Nursing to guide the setting and prioritization of academic and fiscal planning. This committee provides leadership in cyclical strategic planning.

Terms of Reference

1. Guides the development, and implementation of the College of Nursing academic and financial priorities.

2. Oversees, evaluates, and refines the plan as deemed necessary.
3. Aligns and advances the College of Nursing's planning and priorities with the University of Saskatchewan's strategy and aspirations, and the University of Saskatchewan's health sciences' strategy.
4. Collaborates with other College of Nursing committees as required.
5. Balances academic ambitions with fiscal realities in forming recommendations.
6. Ensures timely and robust communications (activities and impacts) – internally within the College and externally with various College of Nursing stakeholders.
7. Provides advice on budgetary implications of the operations forecast and report to the Faculty Council.
8. Advises on operating and capital budgetary matters, including infrastructure and space allocation issues. Report on the main elements of the operating budget and the capital budget to the Faculty Council.

Membership

- Dean (ex officio) (***Chairperson***)
- Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Three (3) tenured or tenure-track faculty members (Vice-Chair selected by the Committee from among these faculty members)
- Two (2) current students – One (1) undergraduate student and one (1) graduate student drawn from any College of Nursing programs
- Director of Operations and Strategic Planning*
- Director of Finance and Administration*
- Administrative Support*
- Others invited as required*

*** Non-voting members**

Frequency of Meetings

The Planning and Priorities Committee will meet at least once a semester, or by call of the Chair as required.

Quorum

The quorum must be 50% + 1 of the voting members. Membership will be a 3-year commitment. Decisions will be made by consensus or by a majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Planning and Priorities Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

H. GRADUATE EDUCATION AND POST-DOCTORAL COMMITTEE

The Graduate Education and Postdoctoral Committee provides leadership and advocacy on matters pertaining to graduate studies and the graduate student and postdoctoral fellow experiences within the College of Nursing.

The Graduate Education and Postdoctoral Committee strives to align its activities with the University of Saskatchewan's College of Graduate and Postdoctoral Studies. The College of Nursing is distinguished by interprofessional and interdisciplinary health research, distributive teaching modalities, and outreach and community engagement. Through its graduate programs, the College of Nursing aims to develop advanced practitioners, scholars, and researchers who will advance the scientific and social mandate of nursing and apply evidence/scholarly-informed solutions and innovations to an array of complex issues influencing the health and well-being of diverse populations in a variety of settings. The College of Nursing's key strategies to address global health realities and improve care delivery include *Learn Where You Live*, Indigenization, technology, and community-based approaches. With the use of technology, our research positively impacts the provision of health care to individuals, families, and communities at local, provincial, national and international levels.

Terms of Reference

1. Develops, implements, oversees, evaluates and refines a graduate education and postdoctoral strategy to guide the College of Nursing in expanding graduate education and postdoctoral productivity.
2. Aligns the College of Nursing's graduate education and postdoctoral strategy with the University of Saskatchewan's policies for graduate and postdoctoral studies.
3. Develops, implements, evaluates, and revises graduate program curricula.
4. Develops graduate education and postdoctoral studies processes and policies that contribute to the mandate of the College of Nursing.

5. Reviews and selects graduate students for admission, graduate awards and scholarships (by subcommittee of the faculty and staff).
6. Develops best-practice guidelines for MN and PhD supervision, programs of studies, and advisory committees.
7. Develops processes and provides oversight and support for chairing of defenses, attending PhD committee meetings, chairing qualifying and comprehensive exams, chairing NURS 990 and 997 seminars.
8. Ensures timely and robust graduate education and postdoctoral communications (activities and impacts) – internally with the College and externally with various College of Nursing and University stakeholders.
9. Works with the Director of Operations and Strategic Planning and makes recommendations regarding the use of technology that may facilitate the College of Nursing graduate education and postdoctoral portfolio.
10. Advises College Senior Leadership regarding the resource needs of the College of Nursing Graduate Education and Postdoctoral portfolio.
11. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the graduate programs.

Membership

- Dean (ex-officio) or the Dean's designate
- Graduate Programs Chair (***Chairperson***)
- Other Associate Deans (Ex-officio)
- Six tenured or tenure-track faculty members (***Vice-chair*** selected by the Committee from among these faculty members.). Preference is that faculty representation include members from Saskatoon, Regina and Prince Albert campuses and ranking will include Assistant Professor, Associate Professor and Full Professor.
- Director of the Nurse Practitioner Programs
- Two graduate student representatives
- One international graduate student representative
- One Postdoctoral fellow (PDF) representative
- NP Professional Academic Advisor/Clinical Coordinator*
- Graduate Program Coordinator*
- Administrative Support*
- Others invited as required*

***Non-voting members**

Frequency of Meetings

The Graduate Education and Postdoctoral Committee will meet at least 6 times per academic year or by call of the Chair as required. The members of the Graduate Education and Postdoctoral Committee can invite faculty or others to attend meetings. A Faculty Forum will be held for items that require a larger committee discussion. The minutes will be taken according to the rules of the University Council.

Quorum

The quorum shall be 50% + 1 of the voting members. Decisions will be made by consensus or by a simple majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Chair or a committee member designated by the Chair will report to the Faculty Council of the College of Nursing. The Graduate Education and Post-Doctoral Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

I. GLOBALIZATION COMMITTEE

The Globalization Committee is a standing committee of the College of Nursing. The Globalization Committee leads the development, prioritization, support, implementation and evaluation of the College of Nursing's globalization strategy, policies, procedures, and activities. Globalization within the College of Nursing encompasses teaching, professional practice, research and scholarship, and leadership. The Globalization Committee aligns its purpose with scholarly vision of global health and nursing in the 21st century. As such "the global in global health refers to the scope of problems, not their location" Kaplan et al., 2009, p. 1993). Globalization creates transnational links and economic interdependency that connect all nations which mean that global health issues include an array of health issues that cross borders and cultures (Kaplan et al., 2009).

Global health addresses domestic health disparities and international issues such as infectious diseases, urbanization, social determinants of health, food insecurity, management of chronic diseases, environmental issues, and migration (Nicholas & Breakey, 2015, p. 3). Global health is by nature interdisciplinary and intersectoral, embedding the establishment of partnerships among universities, governmental agencies, non-governmental organizations, community-based organizations, and private institutions to find solutions to health problems affecting low, middle- and high-income countries (Nicholas & Breakey). The College of Nursing contributes to providing sustainable solutions to the global health challenges of the 21st century and beyond through active engagement in the development of global and cultural health competencies among students, faculty and staff, the development of reciprocal, enduring global partnerships

supporting the priorities of the College and global partners, the establishment of global linkages for undergraduate and graduate students and faculty, as well as related activities.

Terms of Reference

1. Develops, implements, oversees, evaluates, and refines, in partnership with the College of Nursing students, faculty, and other stakeholders, the College of Nursing's globalization strategy, focusing on rural, northern and Indigenous populations and global health systems.
2. Aligns the College of Nursing's globalization strategy with the University of Saskatchewan's strategic planning priorities for the institution including internationalization and research.
3. Recommends and supports opportunities and innovations in global collaborations and partnerships for research and knowledge translation to advance student and faculty mobility and linkages.
4. Recognizes, develops and sustains strong strategic relationships across campus, through interdisciplinary and inter-sectoral collaborations, and with our global partners.
5. Advises the College Senior Leadership regarding the resource needs and potentials of the College of Nursing Globalization portfolio and position within the broader University globalization agenda.
6. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative successes, challenges, opportunities and outcomes of the globalization strategy and investments, within the College and the University as a whole.

Membership

- Dean (ex officio) or the Dean's designate
- Other Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Four (4) tenured or tenure-track faculty members (*Chair selected by AoD and Vice-Chair selected by the Committee from among these faculty members*)
- Two (2) current students – drawn from any College of Nursing programs (preferably one graduate and one undergraduate)
- Director of International Research, International Research and Partnerships Office*
- Communications Officer*
- International Student and Study Abroad*
- Administrative Support*

- Others invited as required*

***Non-voting members**

Meetings

The Globalization Committee will aim to meet a minimum of 4 times per academic year or by call of the Chair as required. Decisions will be made by consensus or by a majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie. The members of the Globalization Committee can invite faculty or others to attend meetings.

Quorum

The quorum must be 50% + 1 of the voting members.

Reporting

The Chair or Vice-Chair of the Globalization Committee will provide an annual report to the Faculty Council. The Globalization Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

J. UNDERGRADUATE SCHOLARSHIPS & AWARDS COMMITTEE

The Undergraduate Scholarships and Awards Committee is a standing committee of the College of Nursing. Its mandate is to develop procedures related to awarding scholarships, prizes and other awards.

Terms of Reference

1. Develops the procedures related to the awarding of scholarships, prizes, and other awards and to ensure these procedures are made available in writing as appropriate.
2. Recommends policies related to the awarding of scholarships, prizes, and other awards.
3. Reviews the applications and select the candidates for scholarships, prizes and other awards.
4. Recommends to Faculty Council and other appropriate bodies the candidates for scholarships, prizes, and other awards.

5. Ensures students are informed on the availability of and criteria for relevant scholarships, prizes, and other awards.
6. Explores sources of funds for scholarships, prizes, and other awards.
7. Reviews periodically the College of Nursing's funds and criteria for scholarship and awards.

Membership

Dean (ex-officio) or the Dean's designate
 Associate Deans (ex officio)
 One faculty member representing the Year 2 Committee
 One faculty member representing the Year 3 Committee
 One faculty member representing the Year 4 Committee
 One faculty member representing the Post Degree BSN Committee
 College Relations Officer*
 Administrative support*

- **Non-voting members**

Frequency of Meetings

The Undergraduate Scholarships and Awards Committee shall meet throughout the year as needed.

Quorum

Quorum shall be three (3) voting members of the Committee, including a minimum of one faculty representatives from either Year 2, 3, 4 or the Post Degree BSN Committee.

Reporting

The Chair or Vice-Chair of the Undergraduate Scholarships and Awards Committee will provide an annual report to the Faculty Council. The Undergraduate Scholarships and Awards Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

K. AD HOC COMMITTEES THAT ARE NOT RELATED TO UNIVERSITY COUNCIL

- a. The Social Functions Committee
- b. The Local Safety Committee

a. THE SOCIAL FUNCTIONS COMMITTEE

Terms of Reference

1. Collects membership dues each September for the gift/event fund at each site.
2. Organizes two social events during the year, one in April and one in December:
 - Events will be either luncheons or evening functions (i.e., Marquis Hall, University Club, or external venue either catered or potluck).
 - All faculty, administrative, retired colleagues, graduate students, and support staff will be invited and are required to pay the full cost of the event, at the Christmas function, donations can be collected for a charity.
3. Acknowledges significant events in the lives of FT and PT faculty, administrative, and support staff that have paid their memberships:
 - Death of an immediate family member – a \$50 donation to a charity of the family's choice. Definition of "immediate" will be at the committee/site's discretion
 - Significant illness, hospitalization, or leave due to sickness if absent for 7 working days – \$50 for flowers
 - Minor illnesses or surgical procedures – card
 - First born baby – \$50.00 gift card
 - Second or subsequent child – \$25.00 gift card
 - Marriage – \$50.00 gift card
 - First-time grandparents – card
 - Sabbatical – verbal recognition at the spring social event (we are changing this to be a recognition only as a sabbatical is part of one's appointment at the university and not an award such as a research grant, or professional recognition)
 - Resignation/Retirement – recognize the years of service of all individuals within the College of Nursing at either the April or December event:
 - Less than 2 years – card
 - 2 years or more – card and flowers
 - 5 to 10 years – maximum \$50 to be used for gift, card and/or lunch at the committee/site's discretion
 - 11 to 15 years – maximum \$75 to be used for gift, card and/or lunch at the committee/site's discretion.
 - 16 or more years – maximum \$100 to be used for gift, card, and/or lunch at the committee's discretion. Should there be a desire to purchase a larger gift for

the individual; the responsibilities for such may be assumed by an individual outside the committee

- Non-contributing faculty/staff and leaving takings, no gift monies will be dispensed from the Social Committee fund, but the individual may be presented with a card. Events and gifts may be coordinated by individuals who wish to do so, but the Social Committee is not obligated to assume this responsibility.
- Professor emeriti, retired faculty, and master and doctoral students will be invited to social events but will not be required to contribute to membership fees.
- Relies on faculty members identifying individuals who are deserving of recognition.
- The recognition of individuals will be determined at the discretion of the members of the committee.

Membership

- Three (3) tenured and tenure-track faculty members ideally representative of the geographic sites
- Up to two (2) part-time faculty members or instructors
- Up to two (2) staff members
- The term of office is 3 years for each member and members are nominated by the Dean's office or the Nominations Committee. The Chair is chosen from the members of the committee.

Frequency of Meetings

There are no scheduled meeting dates or times. Meetings are held on a needs basis.

Quorum

The Social Functions Committee does not require quorum and proceeds to decision-making through consensus. Disagreements could be solved through voting if needed.

Reporting

The Social Functions Committee will report to the Faculty Council on June 30th of each academic year.

b. THE LOCAL SAFETY COMMITTEE

The University of Saskatchewan is committed to providing leading edge health and safety programs and services that contribute to the engagement of employees and the success of the university in its education and research goals. The Local Safety Committee (LSC) provides a forum for consultation and engagement between the university and representatives of its employees concerning health and safety at the university.

Terms of Reference

In relation to LSCs, Department Heads and Deans are responsible to:

- a) Provide leadership in health and safety for the college/division.
- b) Ensure that LSC membership fairly represents the work environment and the activities taking place in the college/division.
- c) Ensure the LSC operates in accordance with the terms of reference.
- d) Keep abreast of LSC activities.
- e) Allocate the necessary resources to support LSC activities and health and safety in the work environment.

Membership

The LSC members shall include the following positions:

- One (1) management representative (**Chairperson**)
- Four (4) faculty/staff (minimum)
- One (1) OHC ex-officio member
- Two (2) Safety Resources ex-officio members (Safety Consultant and Safety Specialist)

The LSC management representative position shall be appointed by the Department/Division Head or Dean and acts as the chairperson for the committee.

LSC faculty/staff members are to be appointed by or in consultation with the Department/Division Head, Dean and the committee chairperson. Faculty/staff committee members should be selected to fairly represent the areas and activities taking place in the college/department/division.

While there is no maximum number of faculty/staff members permitted on an LSC, consideration should be given to a workable size to ensure the efficacy of the committee.

One member of the LSC is to be designated as committee secretary.

At the discretion of the LSC, other members of the campus community may be invited to attend committee meetings and activities.

College/department/division staff shall be made aware of current LSC members through internal communication processes.

Frequency of Meetings

Local Safety Committee (LSC) meetings shall be held at least quarterly. Additional meetings may be called as required by the committee.

Quorum

Quorum consists of one half (50%) of the members of the committee and the chairperson.

Reporting

The LSC is responsible to record minutes of each meeting, and to maintain records of all committee activities. Copies of LSC minutes shall be posted at locations within the college/division, and/or available electronically and readily assessable to employees in the college/division. Safety Resources shall maintain copies of LSC records.

L. COLLEGE SUB-COMMITTEES INDIRECTLY ACCOUNTABLE TO FACULTY COUNCIL

a. Curriculum Subcommittee of Undergraduate Education Committee (UEC)

b. Nurse Practitioner Programs Sub-Committee

a. CURRICULUM SUBCOMMITTEE OF UNDERGRADUATE EDUCATION COMMITTEE (UEC)

As a subcommittee of the Undergraduate Education Committee (UEC), this sub-committee provides oversight of the undergraduate curriculum to ensure that it is current and relevant and facilitates achievement of graduate expectations.

Terms of Reference

1. Provides curricular oversight and recommends changes to UEC.
2. Maintains documentation of approved changes to the curriculum.
3. Evaluates recommendations and their anticipated impact on the curriculum.
4. Evaluates the implementation and outcome of changes to the curriculum.
5. Recommends changes based on reviews internal documents including course reports, year reports, and course syllabi.
6. Recommends changes based on reviews of external documents including NCLEX achievement, approval and accreditation reports, and employer opinion survey.
7. Reviews student achievement, progress, and feedback about the curriculum.

8. Develops processes and procedures for recommendations for curricular change.

Membership

- Dean, College of Nursing (ex officio)
- Associate Dean responsible for Undergraduate Education
- Four (4) tenured or tenure-track faculty members
- Administrative Support*
- Others invited as required*
- Chairperson: To be selected from the four (4) faculty members

*** Non-voting members**

Frequency of Meetings

This Committee will meet a minimum of 8 times/year. Membership will be a 3-year commitment.

Quorum

The quorum shall be 50% + 1 of the voting members.

Reporting

This Sub-Committee reports to the Undergraduate Education Committee (UEC) and UEC reports to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th.

b. NURSE PRACTITIONER PROGRAMS SUB-COMMITTEE

The Nurse Practitioner Programs Sub-Committee is a sub-committee of the Graduate Education and Postdoctoral Committee. The Nurse Practitioner Programs Sub-Committee provides leadership and advocacy on matters pertaining to the Nurse Practitioner graduate programs and students' experiences within the College of Nursing. The Graduate and Postdoctoral Sub-Committee strives to align its activities with the University of Saskatchewan's College of Graduate and Postdoctoral Studies. The College of Nursing is distinguished by interprofessional and interdisciplinary health research, distributive teaching modalities, and outreach and community engagement.

Through the graduate programs, the College of Nursing aims to develop advanced practitioners, scholars, and researchers who will advance the scientific and social mandate of nursing and apply evidence/scholarly-informed solutions and innovations to an array of complex issues influencing the health and well-being of diverse populations in a variety of settings. The College of Nursing's key strategies to address global health realities and improve care delivery include Learn Where You Live, Indigenization, technology, and community-based approaches. With the use of technology, our research positively impacts the provision of health care to individuals, families, and communities at local, provincial, national and international levels.

Terms of Reference

1. Develops, implements, oversees, evaluates and refines a graduate nurse practitioner education strategy to guide the College of Nursing in expanding graduate level advanced nursing practice education.
2. Aligns the College of Nursing's graduate level advanced nursing practice education with the University of Saskatchewan's policies for graduate and postdoctoral studies and the SRNA regulatory nurse practitioner program approval framework.
3. Develops, implements, evaluates, and revises graduate nurse practitioner program curricula.
4. Develops graduate level advanced nursing practice education processes and policies that contribute to the mandate of the College of Nursing.
5. Reviews and recommends graduate students for admission to the nurse practitioner programs.
6. Develops an advisory committee policy, process and best-practice guidelines for nurse practitioner student supervision, programs of studies and student academic and non-academic concerns.
7. Communicates (activities and impacts) – internally with the College and externally with various College of Nursing – nurse practitioner program stakeholders.
8. Works with the Director of Operations and Strategic Planning, make recommendations regarding the use of technology that may facilitate the College of Nursing nurse practitioner program graduate education.
9. Advises College Senior Leadership regarding the resource needs of the College of Nursing Advance Nursing Practice and Graduate Nurse Practitioner Education.
10. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the nurse practitioner programs.
11. Collaborates and engages with the Nurse Practitioner Program Advisory Committee members and provide an annual orientation to new members and as needed.
12. Develops the SRNA program annual update and the SRNA regulatory program review self-assessment documents, program review schedule of activities and communication with the SRNA.

Membership

- Dean (ex-officio) or Dean's designate
- Director of the Nurse Practitioner Program (Chairperson)
- All tenured or tenure-track nurse practitioner faculty members (Vice-chair selected by the committee from among these faculty members.)
- Contract nurse practitioner instructor(s)
- One tenured or tenure-track faculty member teaching nurse practitioner students in shared program course offerings of College of Nursing graduate level nursing research or statistics.
- One nurse practitioner graduate student representative* (not involved in admissions process)
- NP Professional Academic Advisor/Clinical Coordinator*
- Grad Program Coordinator*
- Administrative Support*
- Others invited as required*

***Non-voting members**

Frequency of Meetings

The Nurse Practitioner Programs Sub-Committee will meet at least monthly during the academic year or by call of the Chair as required. The committee can invite faculty or others to attend meetings. There will be an annual retreat for the committee in June of each academic year.

Quorum

Quorum is not required for non-decision-making sub-committees.

Reporting

The Chair will report to College of Nursing Graduate Studies Committee and bring forward policy, program changes and other program related concerns for discussion and recommendations to the Faculty Council of the College of Nursing for a decision. The minutes will be taken according to the rules of the University Council.

IV. COMMITTEES GOVERNED BY THE COLLECTIVE AGREEMENT AND/OR RELATED TO COLLEGIAL PROCESSES

In alignment with the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association, these committees are populated by all eligible faculty. Faculty members will be nominated by a call for volunteers or nominations issued by the Nominations Committee. The faculty representation on these committees will be voted by faculty who are members of the USFA and not through the Assignment of Duties.

- i. Renewals and Tenure Committee**
- ii. Promotions Committee**
- iii. Salary Review Committee**
- iv. Faculty Search Committee**
- v. Ad Hoc Advisory Committee on Assignment of Duties**

AD HOC ADVISORY COMMITTEE ON ASSIGNMENT OF DUTIES

The Assignment of Duties Advisory Committee is an ad hoc committee of the College of Nursing. In accordance with the USFA Collective Agreement (*Section 11.1*), as the largest non-departmentalized college, duties shall be assigned by the College of Nursing Dean, following consultation and discussion with faculty. Working with the dean, the Assignment of Duties Advisory Committee helps guide the College of Nursing's faculty assignment of duties in the areas of teaching, leadership/administration, research/scholarship, and professional practice. The Assignment of Duties Advisory Committee is convened for the purpose of promoting equity and transparency in assignment of duties for the College of Nursing, providing input for consideration. The Assignment of Duties Advisory Committee considers the strategic and academic directions of the College in aligning faculty resources. Guiding principles include equity, openness and transparency, empirically based, flexibility, and affordability.

Terms of Reference

1. Consults with faculty to review and further develop the Guidelines for Assignment of Duties.
2. Aligns and advances the College of Nursing's assignment of duties in the areas of teaching, leadership/administration, research/scholarship and professional practice.
3. Reviews, monitors, and makes recommendations on assignment of duties based on the academic priorities of the College of Nursing.
4. Considers academic and fiscal concerns in forming recommendations related to assignment of duties.
5. Recommends and monitors indicators, metrics, and benchmarks to evaluate the ongoing and relative success and outcomes of the assignment of duties in the College of Nursing.

Membership

- Dean (ex officio) (**Chairperson**)
- Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Four (4) tenured or tenure-track faculty members (**Vice-Chair** selected from among these four). Faculty members will ideally represent all the academic ranks in the College (Instructors/Limited Term, Assistant, Associate, and Full professors). Faculty members will be nominated by a call from the Nominations Committee and the process will be open to voting from faculty who are members of the USFA
- Director of Operations and Strategic Planning*
- Administrative Support*
- Others invited as required*

*** Non-voting members**

Frequency of Meetings

The Assignment of Duties Advisory Committee will meet at least 3 times per academic year or by call of the Chair as required. The members of the Assignment of Duties Ad Hoc Advisory Committee can invite faculty or others to attend meetings. Membership will be a 3-year commitment.

The Assignment of Duties Advisory Committee will be piloted for 2 years, at which time, the ad hoc committee will be assessed and evaluated.

Quorum

The quorum shall be 50% + 1 of the voting members.

Reporting

The Ad Hoc Advisory Committee on Assignment of Duties reports to the Faculty Council at the end of the academic year on June 30th.

V. COMMITTEES GOVERNED BY THE UNIVERSITY OF SASKATCHEWAN'S BOARD OF GOVERNORS**Dean Search Committee****Associate Dean Search Committee**

In accordance with the Board of Governors' rules and procedures for the search of senior administrators, the Nominations Committee will seek faculty representatives through volunteers and nominations within all academic ranks. A vote will be organized and conducted across the sites.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Stephen Urquhart, chair, governance committee

DATE OF MEETING: April 16, 2020

SUBJECT: College of Dentistry Faculty Council Membership

DECISION REQUESTED:

It is recommended:

That Council approve the membership changes to the Faculty Council of the College of Dentistry as shown in attachments a and b, effective immediately.

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their Faculty Council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. As changes to Council's Bylaws require a 30-day notice, the change to the membership is first presented as a notice of motion.

DISCUSSION SUMMARY:

At its meeting on June 4, 2019, the College of Dentistry's Faculty Council passed a motion to approve revisions to its Constitution and Committee Bylaws. Revisions to the bylaws include increasing the number of meetings from 2 to 4, notice of meeting period remains one month but one week's notice is required for the presentation of the agenda, adjusted the number of faculty, re-established quorum, created new standing committees and eliminated others, and the document was simplified and content clarified. On February 24, 2020, Dr. Doug Brothwell, dean of the College of Dentistry and Dr. Peter Doig attended the governance committee to provide an overview of and rationale for the proposed revisions to the college's Faculty Council membership. On February 24, 2020 governance committee agreed by consensus to recommend to Council the proposed changes to membership of the college's Faculty Council.

The entirety of the Constitution and Bylaws are provided only for context, not for approval. Only the Faculty Council membership is presented for approval.

ATTACHMENT(S):

- a. Constitution of the Faculty Council of the College of Dentistry – final version including membership for University Council approval
- b. Constitution of the Faculty Council of the College of Dentistry – tracked changes
- c. Old Dentistry Constitution and Bylaws – original

CONSTITUTION OF THE FACULTY COUNCIL

1. The Faculty Council of the College exercises its duties and powers under the provisions of The University of Saskatchewan Act, 1995, as amended, Senate Bylaws (approved April 28, 2001), University of Saskatchewan Council and Council Bylaws (PARTS I and II), Council Regulations, PART III (formerly titled Statutes of U of S Senate).
2. The Faculty Council shall determine its powers through this Constitution, subject to the provisions of The University of Saskatchewan Act, 1995, as amended, and, as required, with the approval of the University Council.
3. The Faculty Council shall pass by-laws establishing:
 - (i) Membership of Faculty Council.
 - (ii) Rules of procedure for the election of members to the Faculty Council.
 - (iii) Rules of procedure of the Faculty Council.
 - (iv) The numbers, composition, function, authority and rules of procedures of standing committees and other college committees.
4. The Faculty Council has responsibilities to:
 - (i) Decide on academic policy and planning matters, subject to the approval of the University Council, where necessary.
 - (ii) Decide on those matters, which may be delegated by Faculty Council; however, all decisions made by any Committees of Faculty Council must be reported to the Faculty Council. Academic policy recommendations shall be referred to Faculty Council for discussion, advice and approval.
 - (iii) Advise the College, University administration, University Council and other bodies in the University or other relevant stakeholders.
5. Determine Teaching Programs as follows:
 - (i) Faculty Council has the ultimate authority for the academic policies of the College, subject to the approval of such policies as required by the University Council. Academic policy sets out the principles for, the general directions of and/or priorities for the teaching and research activities of the College.
 - (ii) Without limiting the generality of the foregoing, among the specific powers, duties and responsibilities of Faculty Council are the following:

- a) Faculty Council shall determine the type, content and requirements of the teaching programs and courses of study which lead to degrees and credits over which the Faculty Council has authority.
 - b) Subject to the provisions of (i) and (ii), Faculty Council may delegate its authority over teaching programs and courses of study to various committees and departments to make minor changes without obtaining the approval of Faculty Council. All such changes shall be reported as information to the Faculty Council. Major changes to any program require the approval of Faculty Council.
 - c) Faculty Council shall award scholarships, bursaries, prizes and other awards of the College and may delegate this responsibility to Committees or officers of the College.
 - d) The Faculty Council shall deal with and decide upon all petitions and appeals by students and others in connection with the teaching programs and courses of study of the College subject to an appeal to the University Council, and may delegate this responsibility to a Committee or Standing Committees of Faculty Council.
6. Faculty Council recognizes that the Dean exercises powers under the authority of The University of Saskatchewan Act, 1995, as amended:
- (i) The Dean is the chief executive officer of the College and has, subject to the authority of the president, general supervision over and direction of the work in the College and of the teaching and training of the students in the College (Article 75).
 - (ii) The Dean of the College reports directly to the Vice-President Academic and Provost or his/her delegate.
 - (iii) The Dean may elect to delegate authority to other academic administrators in the College, however, the Dean retains responsibility for the overall direction of the College and in particular for authority over budget, appointments and promotions.
 - (iv) The Dean of the College is ultimately responsible for all administrative decisions within his/her jurisdiction and authority.
 - (v) The Dean of the College will seek advice of the Faculty Council in developing academic policy for Faculty Council's approval.
7. The Faculty Council recognizes that the Dean has authority for the allocation and management of the College's resources. The Dean shall advise Faculty Council of the resource implications of proposed academic policy decisions. The Dean shall also advise Faculty Council of management proposals that may have a significant impact on the academic programs of the College.

8. Subject to the provisions of The University of Saskatchewan Act, 1995, as amended, Faculty Council shall report on such matters as it may determine to University Council.
9. Membership of the Faculty Council of the College is defined in the By-laws of this Constitution (see Part I).
10. Meetings:
 - (i) There will be a minimum of four (4) meetings of Faculty Council per academic year with the scheduling of meetings as described in the By-Laws.
 - (ii) A quorum shall be twelve (12) members entitled to vote.
11. The Constitution of the Faculty Council may only be amended with the approval of the Faculty Council and the University Council. The process is initiated at the Faculty Council of the College by notice of motion being presented to Faculty Council four weeks before the matter will be considered. After debate on the amendment is complete, an affirmative vote is required by two-thirds of the members present and voting. Following approval of the amendment by the Faculty Council, the amendment is forwarded to University Council for approval.

THE BY-LAWS OF THE FACULTY COUNCIL

PART I - The Membership of Faculty Council (As defined by University Council Bylaws and Regulations – PART III, Section V.1.A (a-o)) (* Indicates non-voting members)

1. The President of the University*
2. The Provost and Vice-president Academic*
3. The Vice-president Research*
4. The Vice-president Finance and Resources*
5. The Vice-president University Relations*
6. The Vice-provost Teaching, Learning and Student Experience*
7. Chief Information Officer and Associate Vice-president, Information and Communications Technology*
8. The Dean of the College of Dentistry
9. The Dean of the College of Graduate and Postdoctoral Studies
10. The Dean, University Library*
11. The University Secretary and Chief Governance Officer *
12. The University Registrar*
13. Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity*
14. In addition, the following shall be members of Faculty Council:
 - (i) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors, and Special Lecturers who, for administrative purposes are assigned to the Dean of the College of Dentistry
 - (ii) Associate Provost of Health
 - (iii) All clinical Professors, clinical Associate Professors, clinical Assistant Professors, clinical Lecturers, Clinical Instructors, and Sessional Lecturers

- (iv) Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics
- (v) The Registrar, or designate, of the College of Dental Surgeons of Saskatchewan
- (vi) President of the Saskatchewan Dental Student Society (SDSS), or designate from the SDSS Executive, who will be entitled to attend and vote on all nonconfidential matters
- (vii) Director, Finance and Administration*
- (viii) Director, Academic and Student Affairs*
- (ix) Executive Officer to the Dean*
- (x) Business Manager, Clinical Affairs*

Note: No alternate is permitted for a member who is absent for the meeting of Faculty Council, unless otherwise indicated.

PART II – STANDING COMMITTEES OF FACULTY COUNCIL

The Standing Committees shall initiate policy relating to and carry out duties described by their functions. General rules applying to all Standing Committees are as follows:

1. Members of Standing Committees are generally drawn from Faculty except where otherwise specified.
2. The Dean (or if so designated by the Dean, the Associate Dean, Academic) shall be an ex officio voting member of all Standing Committees.
3. No faculty member, except the Associate Dean, Academic and the Assistant Dean, Clinical Affairs should be Chair of more than one Standing Committee.
4. Each voting member of a standing committee, except the Chair and co-opted members, has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.
5. The term of office of any elected member of a Standing Committee shall be two years unless otherwise stated. Membership on Standing Committees shall be limited to a maximum of two consecutive terms except for the Associate Dean, Academic and the Assistant Dean, Clinical Affairs.

6. Faculty members will be recommended by the Dean to sit on Standing Committees. Appointments will be made to ensure that:
 - (i) The needs of the College are addressed;
 - (ii) The assignment of duties are equally distributed amongst faculty;
 - (iii) Faculty members will meet Category 6 requirements for promotion and tenure.
7. Faculty Council shall ratify members to all Standing Committees at the final meeting of each academic year.
8. Meetings for all Standing Committees will be held at least twice per year unless otherwise stated in the Committee Terms of Reference.
9. A majority of the members of any Standing Committee meeting shall constitute a quorum of the Committee except where otherwise specified in the Committee Terms of Reference.
10. Student members may not be on more than one committee, unless otherwise specified.
11. Faculty members who are unable to serve on a specific Standing Committee will advise the Dean. The Dean may, at his/her discretion, nominate another faculty member to the Committee in question who will act in that role on a voluntary basis until the next meeting of Faculty Council when their membership can be ratified.
12. Members of Standing Committees shall declare any conflict of interest on an agenda item and must recuse for that item if asked to do so by the Chair or by a majority of the members present.
13. Standing Committees shall be empowered to form subcommittees, co-opt additional non-voting members and to liaise with other committees as necessary.
14. In the absence of the Chair or his/her designate, one of the other members shall be elected by the members present to preside at the specific meeting, except where otherwise provided.
15. The minutes of all transactions of every Standing Committee shall be recorded and approved by the Chair prior to their distribution. At each meeting of the Standing Committee, the minutes of the preceding meeting shall be submitted for confirmation or amendment, and approved by the Standing Committee.
16. The rules of debate in Faculty Council shall be observed in Standing

Committees.

17. All Standing Committees shall submit a year-end summary report of Committee activities to Faculty Council. Recommendations from Standing Committees must be approved by Faculty Council.

18. The following will be the Standing Committees of Faculty Council:

- (i) Admissions Committee
- (ii) Curriculum Committee
- (iii) Progress and Promotion Committee
- (iv) Scholarship Committee
- (v) Clinic Operations and Administration Committee

19. The following is not a Standing Committee of Faculty Council:

- (i) Executive Committee (sub-committee of Faculty Council)

PART III – RULES OF PROCEDURES OF THE FACULTY COUNCIL

1. In all cases not so provided for, Sturgis Standard Code of Parliamentary Procedure (4th Ed.) shall apply:

- (i) At the beginning of each meeting, the chair will appoint a Rules of Order Officer who will advise the Faculty Council on all questions related to procedures.

2. Meeting Schedule:

- (i) Faculty Council shall meet at least four times during the academic year.
- (ii) At least one month's written notice of meetings shall be given to each member of Faculty Council.
- (iii) A meeting agenda and supporting materials will be circulated to each member of Faculty Council no later than one week prior to the meeting.
- (iv) Special meetings can be called at the discretion of the Chair, or upon written notice from no fewer than 10 members.
- (v) Each voting member of Faculty Council except the Chair has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.

- (vi) All meetings shall be open. Faculty Council may, by a simple majority vote, decide to consider any particular issue in camera.
 - (vii) The Chair shall call for members to declare any conflict of interest for specific agenda items. Conflicts of interest shall be as defined in the current University Council By-Laws, PART I, V. Members of Faculty Council who are deemed by the Chair to have a conflict of interest may be asked to withdraw for part of or all of the time that Faculty Council is in camera.
 - (viii) At the discretion of, or by pre-arrangement with the Chair, or on a motion from the floor passed by a majority of members present, a non-member may be invited to address the Faculty Council.
 - (ix) All motions pass with a simple majority unless stated otherwise.
3. Members of Standing Committees shall be ratified by Faculty Council annually. The Dean, or his/her designate, shall inform Faculty Council of the nominations at the final meeting of Faculty Council in the year.
 4. The Faculty Council shall be chaired by the Dean, or in his/her absence, by a Vice-Chair appointed by the Dean, and in the absence of both, by the Dean's nominee.
 5. At all meetings of the Faculty Council, the Chair shall in addition to his/her duties as a member of Faculty Council, maintain order and decorum and exercise such authority as may be necessary to conduct the meeting in conformity with the by-laws of Faculty Council.
 6. The Chair of the meeting may take part in a debate on any subject. The Vice-Chair or the Dean's nominee will then preside over the meeting until the matter has been disposed of.
 7. The Chair shall rule on all points of order. The ruling may be appealed by any member, who may briefly indicate the reason for the appeal, but otherwise the appeal is not subject to amendment or debate. The meeting shall ask the Rules of Order Officer for clarification on the point of order, and will decide the appeal by majority vote. If the Chair considers that a successful appeal of the ruling would constitute a suspension of the rules of order, he/she shall rule that section 24 hereof applies to the appeal. Thus if any member supports the ruling, the appeal shall be deemed to be defeated. A ruling by the Chair that section 24 applies shall be conclusive and not subject to further appeal.
 8. The Dean, Associate Dean, Academic and the Director, Finance and Administration shall set the agenda. The agenda shall set forth items of business to be discussed at the meeting in the following order: Call to Order, Appointment of Rules of Order Officer, Presentation of the Minutes, Business

Arising from the Minutes, Communications, Committee Reports, New Business, Other Business/Enquiries, Closure.

9. The order of business at a meeting shall be the order set out in the agenda unless varied or added according to 10 and 11 below.
10. A motion to vary the order in which items on the agenda are to be taken up will be in order at any time except when another motion is being debated or being voted upon. The mover shall briefly indicate reasons why the order should be varied, but otherwise the motion is not debatable.
11. A matter not on the agenda may not be introduced at a regular meeting unless the introduction thereof is agreed to by a simple majority of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.
12. The by-laws of the College may, after four weeks written notice of motion, be repealed, amended or added to, at any regular meeting of Faculty Council by affirmative vote of two-thirds of the members present and voting. No amendment to by-laws shall be voted upon unless the proposed amendment has been printed in a notice of the meeting.

CONSTITUTION OF THE FACULTY COUNCIL

1. The Faculty Council of the College exercises its duties and powers under the provisions of The University of Saskatchewan Act, 1995, as amended, Senate Bylaws (approved April 28, 2001), University of Saskatchewan Council and Council Bylaws (PARTS I and II), Council Regulations, PART III (formerly titled Statutes of U of S Senate).

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2. The Faculty Council shall determine its powers through this Constitution, subject to the provisions of The University of Saskatchewan Act, 1995, as amended, and, as required, with the approval of the University Council.

3. The Faculty Council shall pass by-laws establishing:

(i) Membership of Faculty Council.

(ii) Rules of procedure for the election of members to the Faculty Council.

(iii) Rules of procedure of the Faculty Council.

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(iv) The numbers, composition, function, authority and rules of procedures of standing committees and other college committees.

4. The Faculty Council has responsibilities to:

(i) Decide on academic policy and planning matters, subject to the approval of the University Council, where necessary.

(ii) Decide on those matters, which may be delegated by Faculty Council; however, all decisions made by any Committees of Faculty Council must be reported to the Faculty Council. Academic policy recommendations shall be referred to Faculty Council for discussion, advice and approval.

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(iii) Advise the College, University administration, University Council and other bodies in the University or other relevant stakeholders.

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5. Determine Teaching Programs as follows:

(i) Faculty Council has the ultimate authority for the academic policies of the College, subject to the approval of such policies, as required, by the University Council. Academic policy sets out the principles for, the general directions of and/or priorities for the teaching and research activities of the College.

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(ii) Without limiting the generality of the foregoing, among the specific powers, duties and responsibilities of Faculty Council are the following:

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a) Faculty Council shall determine the type, content and requirements of the teaching programs and courses of study which lead to degrees and credits over which the Faculty Council has authority.

b) Subject to the provisions of (i) and (ii), Faculty Council may delegate its authority over teaching programs and courses of study to various committees and departments to make minor changes without obtaining the approval of Faculty Council. All such changes shall be reported as information to the Faculty Council. Major changes to any program require the approval of Faculty Council.

c) Faculty Council shall award scholarships, bursaries, prizes and other awards of the College and may delegate this responsibility to Committees or officers of the College.

d) The Faculty Council shall deal with and decide upon all petitions and appeals by students and others in connection with the teaching programs and courses of study of the College subject to an appeal to the University Council, and may delegate this responsibility to a Committee or Standing Committees of Faculty Council.

6. Faculty Council recognizes that the Dean exercises powers under the authority of The University of Saskatchewan Act, 1995, as amended:

(i) The Dean is the chief executive officer of the College and has, subject to the authority of the president, general supervision over and direction of the work in the College and of the teaching and training of the students in the College (Article 75).

(ii) The Dean of the College reports directly to the Vice-President Academic and Provost or his/her delegate.

(iii) The Dean may elect to delegate authority to other academic administrators in the College, however, the Dean retains responsibility for the overall direction of the College and in particular for authority over budget, appointments and promotions.

(iv) The Dean of the College is ultimately responsible for all administrative decisions within his/her jurisdiction and authority.

(v) The Dean of the College will seek advice of the Faculty Council in developing academic policy for Faculty Council's approval.

7. The Faculty Council recognizes that the Dean has authority for the allocation and management of the College's resources. The Dean shall advise Faculty Council of the resource implications of proposed academic policy decisions. The Dean shall also advise Faculty Council of management proposals that may have a significant impact on the academic programs of the College.

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8. Subject to the provisions of The University of Saskatchewan Act, 1995, as amended, Faculty Council shall report on such matters as it may determine to University Council.

9. Membership of the Faculty Council of the College is defined in the By-laws of this Constitution (see Part I).

10. Meetings:

(i) There will be a minimum of four (4) meetings of Faculty Council per academic year with the scheduling of meetings as described in the By-Laws.

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(ii) A quorum shall be twelve (12) members entitled to vote.

11. The Constitution of the Faculty Council may only be amended with the approval of the Faculty Council and the University Council. The process is initiated at the Faculty Council of the College by notice of motion being presented to Faculty Council four weeks before the matter will be considered. After debate on the amendment is complete, an affirmative vote is required by two-thirds of the members present and voting. Following approval of the amendment by the Faculty Council, the amendment is forwarded to University Council for approval.

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THE BY-LAWS OF THE FACULTY COUNCIL

PART I - The Membership of Faculty Council (As defined by University Council Bylaws and Regulations – PART III, Section V.1.A (a-o)) (* Indicates non-voting members)

1. The President of the University*
2. The Provost and Vice-President Academic*
3. The Vice-president Research*
4. The Vice-president Finance and Resources*
5. The Vice-president University Relations*
6. The Vice-provost Teaching, Learning and Student Experience*
7. Chief Information Officer and Associate Vice-president, Information and Communications Technology*
8. The Dean of the College of Dentistry
9. The Dean of Graduate and Postdoctoral Studies
10. The Dean, University Library*
11. The University Secretary and Chief Governance Officer *
12. The University Registrar*
13. Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity*
14. In addition, the following shall be members of Faculty Council:
 - (i) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors, and Special Lecturers who, for administrative purposes are assigned to the Dean of the College of Dentistry
 - (ii) Associate Provost of Health
 - (iii) All clinical Professors, clinical Associate Professors, clinical Assistant Professors, clinical Lecturers, Clinical Instructors, and Sessional Lecturers

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The Associate

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Deleted: <#>The Associate Vice-President (president, Student Affairs and Services)*

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Deleted: <#>Those Professors, Associate Professors, Assistant Professors, full time lecturers and lecturers in charge of departments, who are members of the College.

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<#>Instructors and special lecturers

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Deleted: Dean of Medicine, one representative from each of the following departments of the College of Medicine: Anatomy, Biochemistry, Microbiology, Pathology, Pharmacology, Physiology; Dean of the Western College of Veterinary Medicine (or representative); Dean of Pharmacy and Nutrition (or representative); Dean of Nursing (or representative); all part time dental staff with the rank

(iv) Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics

(v) The Registrar, or designate, of the College of Dental Surgeons of Saskatchewan,

(vi) President of the Saskatchewan Dental Student Society (SDSS), or designate from the SDSS Executive, who will be entitled to attend and vote on all nonconfidential matters,

(vii) Director, Finance and Administration*

(viii) Director, Academic and Student Affairs*

(ix) Executive Officer to the Dean*

(x) Business Manager, Clinical Affairs*

Note: No alternate is permitted for a member who is absent for the meeting of Faculty Council, unless otherwise indicated.

PART II – STANDING COMMITTEES OF FACULTY COUNCIL

The Standing Committees shall initiate policy relating to and carry out duties described by their functions. General rules applying to all Standing Committees are as follows:

1. Members of Standing Committees are generally drawn from Faculty except where otherwise specified.
2. The Dean (or if so designated by the Dean, the Associate Dean, Academic) shall be an ex officio voting member of all Standing Committees.
3. No faculty member, except the Associate Dean, Academic and the Assistant Dean, Clinical Affairs should be Chair of more than one Standing Committee.
4. Each voting member of a standing committee, except the Chair and co-opted members, has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.
5. The term of office of any elected member of a Standing Committee shall be two years unless otherwise stated. Membership on Standing Committees shall be limited to a maximum of two consecutive terms except for the Associate Dean, Academic and the Assistant Dean, Clinical Affairs.

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¶ Administrative Assistant to

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¶ The University Secretary, or an assigned deputy, shall act as Secretary

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Note: Article 14 – (I) to (vi): the College can select

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PART

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6. Faculty members will be recommended by the Dean to sit on Standing Committees. Appointments will be made to ensure that:

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15. The minutes of all transactions of every Standing Committee shall be recorded and approved by the Chair prior to their distribution. At each meeting of the Standing Committee, the minutes of the preceding meeting shall be submitted for confirmation or amendment, and approved by the Standing Committee.

16. The rules of debate in Faculty Council shall be observed in Standing

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<#>Administrative Assistant to the Dean, as required (non-voting).¶
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<#>Administrative Assistant to the Associate Dean, Academic, as required (non-voting).¶
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<#>Administrative Assistant to the Assistant Dean, Clinical Affairs, as required (non-voting).¶
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2. – Faculty Committee shall

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Committees.

17. All Standing Committees shall submit a year-end summary report of Committee activities to Faculty Council. Recommendations from Standing Committees must be approved by Faculty Council.

18. The following will be the Standing Committees of Faculty Council:

- (i) Admissions Committee
- (ii) Curriculum Committee
- (iii) Progress and Promotion Committee
- (iv) Scholarship Committee
- (v) Clinic Operations and Administration Committee

19. The following is not a Standing Committee of Faculty Council:

- (i) Executive Committee (sub-committee of Faculty Council)

PART III – RULES OF PROCEDURES OF THE FACULTY COUNCIL

1. In all cases not so provided for, Sturgis Standard Code of Parliamentary Procedure (4th Ed.) shall apply:

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- (iv) Special meetings can be called at the discretion of the Chair, or upon written notice from no fewer than 10 members.
- (v) Each voting member of Faculty Council except the Chair has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.

Deleted: its deliberations and decisions at the Spring and Fall meetings.

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Part II – RULES OF PROCEDURE FOR THE ELECTION OF MEMBERS TO THE FACULTY COUNCIL ¶

1. ~~–TIMING OF ELECTIONS/NOMINATIONS~~ ¶
Elections for

Deleted: for student representatives will be completed before the end of September

Deleted: each year.

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2. ~~–ELIGIBILITY~~ ¶
Students – student members will be those students formally registered with the University of Saskatchewan through the College of Dentistry, and ¶ who are enrolled in a program of study with the College. ¶

3. ~~–ELECTORAL PROCEDURE~~ ¶
Students Representatives – The Associate Dean, Academic or ¶ the Administrative Assistant to the Dean will ask the President of the Students Dental Society to forward the names of those students elected by their society to represent them on Faculty Council each year. ¶

¶ **LENGTH OF TERM** ¶
The length of term for student members will be one year. Members may be acclaimed or elected consecutive terms. Members may not serve more than two consecutive terms. ¶
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(vi) All meetings shall be open. Faculty Council may, by a simple majority vote, decide to consider any particular issue in camera.

(vii) The Chair shall call for members to declare any conflict of interest for specific agenda items. Conflicts of interest shall be as defined in the current University Council By-Laws, PART I, V. Members of Faculty Council who are deemed by the Chair to have a conflict of interest may be asked to withdraw for part of or all of the time that Faculty Council is in camera.

(viii) At the discretion of, or by pre-arrangement with the Chair, or on a motion from the floor passed by a majority of members present, a non-member may be invited to address the Faculty Council.

(ix) All motions pass with a simple majority unless stated otherwise.

3. Members of Standing Committees shall be ratified by Faculty Council annually. The Dean, or his/her designate, shall inform Faculty Council of the nominations at the final meeting of Faculty Council in the year.

4. The Faculty Council shall be chaired by the Dean, or in his/her absence, by a Vice-Chair appointed by the Dean, and in the absence of both, by the Dean's nominee.

5. At all meetings of the Faculty Council, the Chair shall in addition to his/her duties as a member of Faculty Council, maintain order and decorum and exercise such authority as may be necessary to conduct the meeting in conformity with the by-laws of Faculty Council.

6. The Chair of the meeting may take part in a debate on any subject. The Vice-Chair or the Dean's nominee will then preside over the meeting until the matter has been disposed of.

7. The Chair shall rule on all points of order. The ruling may be appealed by any member, who may briefly indicate the reason for the appeal, but otherwise the appeal is not subject to amendment or debate. The meeting shall ask the Rules of Order Officer for clarification on the point of order, and will decide the appeal by majority vote. If the Chair considers that a successful appeal of the ruling would constitute a suspension of the rules of order, he/she shall rule that section 24 hereof applies to the appeal. Thus if any member supports the ruling, the appeal shall be deemed to be defeated. A ruling by the Chair that section 24 applies shall be conclusive and not subject to further appeal.

8. The Dean, Associate Dean, Academic and the Director, Finance and Administration shall set the agenda. The agenda shall set forth items of business to be discussed at the meeting in the following order: Call to Order, Appointment of Rules of Order Officer, Presentation of the Minutes, Business

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accordance with the functions of the Constitution and Nominations Committee.

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-(Executive Committee – November 1, 2000) ¶

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Arising from the Minutes, Communications, Committee Reports, New Business, Other Business/Enquiries, Closure.

9. The order of business at a meeting shall be the order set out in the agenda unless varied or added according to 10 and 11 below.

10. A motion to vary the order in which items on the agenda are to be taken up will be in order at any time except when another motion is being debated or being voted upon. The mover shall briefly indicate reasons why the order should be varied, but otherwise the motion is not debatable.

11. A matter not on the agenda may not be introduced at a regular meeting unless the introduction thereof is agreed to by a simple majority of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.

12. The by-laws of the College may, after four weeks written notice of motion, be repealed, amended or added to, at any regular meeting of Faculty Council by affirmative vote of two-thirds of the members present and voting. No amendment to by-laws shall be voted upon unless the proposed amendment has been printed in a notice of the meeting.

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12. —Except in the case of special meetings, notice of motion shall be forwarded to those who set the agenda four weeks before a meeting of Faculty Council for consideration to be included on the agenda. A notice of motion is a request by a member to have an item included in the agenda of the meeting. Additional motions may be introduced in Faculty Council in relation to agenda items only.¶

13. —Any member desiring to speak during the meeting of the Faculty Council shall signify his/her intention to the Chair. No member shall speak until recognized by the Chair, and when so recognized, shall stand and address the Chair.¶

14. —The Chair may at any time call to order any member, including the member who is speaking, but otherwise, no member shall interrupt any other member. A member called to order by the Chair shall sit down.¶

15. —A member is entitled to speak only once to a motion but at the discretion of the Chair may be permitted to speak again on the same motion.¶

16. —No member or other person invited to address the Faculty Council shall speak for more than five minutes at any one time. At the discretion of the Chair, this rule may be waived if in his/her opinion the matter is complex enough that further time should be allotted.¶

17. —Any member may require the question under discussion to be stated at any time during the debate, but not so as to interrupt a member.¶

18. —No member shall speak to a question after the Chair has put it to a vote.¶

19. —All motions shall be seconded before being debated or put by the Chair. The Chair may at his/her discretion require that a motion be put in writing before being debated or put by the Chair.¶

20. —After the mover and seconder have spoken to a motion presented to the Faculty Council for debate, the Chair may at his/her discretion, allow members to ask questions to obtain information regarding the motion. Such questions shall be directed to the Chair who may request an answer from any member or person present. The Chair shall determine and declare when the period of questioning is over.¶

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CONSTITUTION OF THE FACULTY COUNCIL

1. *The Faculty Council of the College exercises its duties and powers under the provisions of The University of Saskatchewan Act, 1995, as amended, Senate Bylaws (approved April 28, 2001), University of Saskatchewan Council and Council Bylaws (PARTS I and II). Council Regulations, PART III (formerly titled Statutes of U of S Senate).*
2. *The Faculty Council shall determine its powers through this Constitution, subject to the provisions of The University of Saskatchewan Act, 1995, as amended, and, as required, with the approval of the University Council.*
3. *The Faculty Council shall pass by-laws establishing:*
 - (i) *Membership of Faculty Council.*
 - (ii) *Rules of procedure for the election of members to the Faculty Council.*
 - (iii) *Rules of procedure of the Faculty Council of the College.*
 - (iv) *The numbers, composition, function, authority and rules of procedures of standing committees and other college committees.*
4. *The Faculty Council has responsibilities to:*
 - (i) *Decide on academic policy and planning matters, subject to the approval of the University Council, where necessary.*
 - (ii) *Decide on those matters, which may be delegated by Faculty Council; however, all decisions made by any Committees of Faculty Council, must be reported to the Faculty Council. Academic policy recommendations shall be referred to Faculty Council for discussion, advice and approval.*
 - (iii) *Advise the College, University administration, University Council and other bodies in the University or other external bodies.*
5. *Determine Teaching Programs as follows:*
 - (i) *Council has the ultimate authority for the academic policies of the College, subject to the approval of such policies, as required, by the University Council. Academic policy sets out the principles for, the general directions of and/or priorities for the teaching and research activities of the College.*
 - (ii) *Without limiting the generality of the foregoing, among the specific powers, duties and responsibilities of Faculty Council are the following:*
 - a) *Faculty Council shall determine the type, content and*

requirements of the teaching programs and courses of study which lead to degrees and credits over which the Faculty Council has authority.

- b) Subject to the provisions of (i) and (ii), Faculty Council may delegate its authority over teaching programs and courses of study to various committees and departments to make minor changes without obtaining the approval of Faculty Council. All such changes shall be reported for information to the Faculty Council. Major changes to any program require the approval of Faculty Council.*
 - c) Faculty Council shall award scholarships, bursaries, prizes and other awards of the College and may delegate this responsibility to Committees or officers of the College.*
 - d) The Faculty Council shall deal with and decide upon all petitions and appeals by students and others in connection with the teaching programs and courses of study of the College subject to an appeal to the University Council, and may delegate this responsibility to a Committee or Standing Committees of Faculty Council.*
- 6. Faculty Council recognizes that the Dean exercises powers under the authority of The University of Saskatchewan Act, 1995, as amended.*
- (i) The Dean is the chief executive officer of the College and has, subject to the authority of the president, general supervision over and direction of the work in the College and of the teaching and training of the students in the College. (Article 75).*
 - (ii) The Dean of the College reports directly to the Vice-President Academic and Provost or his/her delegate.*
 - (iii) The Dean may elect to delegate authority to other academic administrators in the College, however the Dean retains responsibility for the overall direction of the College and in particular for authority over budget, appointments and promotions.*
 - (iv) The Dean of the College is ultimately responsible for all administrative decisions within his/her jurisdiction and authority.*
 - (v) The Dean of the College will seek advice of the Faculty Council in developing academic policy for Faculty Council's approval.*
- 7. The Faculty Council recognizes that the Dean has authority for the allocation and management of the College's resources. The Dean shall advise Faculty Council of the resource implications of proposed academic policy decisions.*

The Dean shall also advise Faculty Council of major management proposals that may have a significant impact on the academic programs of the College.

- 8. Subject to the provisions of The University of Saskatchewan Act, 1995, as amended, Faculty Council shall report on such matters as it may determine to University Council.*
- 9. Membership of the Faculty Council of the College is defined in the By-laws of this Constitution (see Part I).*

10. Meetings

- (i) There will be a minimum of two (2) meetings of Faculty Council per academic year with the scheduling meetings as described in the By-Laws.*
 - (ii) A quorum shall be twelve (12) members entitled to vote.*
- 11. The Constitution of the Faculty Council may only be amended with the approval of the Faculty Council and the University Council. The process is initiated at the Faculty Council of the College by notice of motion being presented to Faculty Council four weeks before the matter will be considered. After debate on the amendment is complete, an affirmative vote is required by two-thirds of the members present and voting. Following approval of the amendment by the Faculty Council, the amendment is forwarded to University Council for approval.*

THE BY-LAWS OF THE FACULTY COUNCIL

PART I - The Membership of Faculty Council (Council Regulations – PART III)

1. The President of the University
2. The Vice-Presidents
3. The Associate Vice-President (Academic)
4. The Associate Vice-President (Student Affairs and Services)
5. The Associate Vice-President (Information and Communications Technology)
6. The Dean of the College
7. The Dean of Graduate Studies and Research
8. The Director of Libraries or designate
9. The University Secretary
10. The Registrar (***Note: The title of this position may change***)
11. Those Professors, Associate Professors, Assistant Professors, full time lecturers and lecturers in charge of departments, who are members of the College.
12. Instructors and special lecturers
13. Such other persons as [University] Council may, from time to time, appoint.
14. In addition, the following shall be members of Faculty Council:
 - (i) Dean of Medicine, one representative from each of the following departments of the College of Medicine: Anatomy, Biochemistry, Microbiology, Pathology, Pharmacology, Physiology; Dean of *the Western College of Veterinary Medicine* (or representative); Dean of Pharmacy and Nutrition (or representative); Dean of Nursing (or representative); all part time dental staff with the rank of Clinical Professor, Clinical Associate Professor, *Clinical Assistant Professor, Clinical Lecturer, Clinical Instructor and Sessional Lecturer.*
 - (ii) *The Registrar-Secretary of the College of Dental Surgeons of Saskatchewan.*

- (iii) *Three full-time undergraduate students who will be entitled to attend and vote on all nonconfidential matters at meetings of the Faculty Council; the six students to be selected by the Students Dental Society from among all full-time students registered in the College.*
- (iv) *Administrative Assistant to the Dean (or his/her delegate) and shall act as the Secretary of Faculty Council as a non-voting member.*
- (v) *Administrative Assistant to the Associate Dean, Academic as a non-voting member.*
- (vi) *Administrative Assistant to the Assistant Dean, Clinical Affairs as a non-voting member*

The University Secretary, or an assigned deputy, shall act as Secretary of the Faculty. *(The Administrative Assistant to the Dean or his/her designate is the College's assigned deputy).*

Note: Article 14 – (I) to (vi): the College can select members for Faculty Council. The College must advise the University Secretary's Office accordingly and that office will in turn submit to Council for approval.

PART I (A) – The Membership of Faculty Committee

1. *The Dean – Chair.*
2. *The Associate Dean, Academic and secretary to the committee.*
3. *The Assistant Dean, Clinical Affairs.*
4. *Full-time Professors, Associate Professors, Assistant Professors and Lecturers.*
5. *Administrative Assistant to the Dean, as required (non-voting).*
6. *Administrative Assistant to the Associate Dean, Academic, as required (non-voting).*
7. *Administrative Assistant to the Assistant Dean, Clinical Affairs, as required (non-voting).*

Functions:

1. *The Faculty Committee exercises its duties pursuant to the Constitution of*

Faculty Council and PART III – Rules of Procedures of the Faculty Council.

2. *Faculty Committee shall meet as required during the academic year.*
3. *To report to Faculty Council its deliberations and decisions at the Spring and Fall meetings.*

Part II – RULES OF PROCEDURE FOR THE ELECTION OF MEMBERS TO THE FACULTY COUNCIL

1. **TIMING OF ELECTIONS/NOMINATIONS**
Elections for Faculty Council for student representatives will be completed before the end of September of each year.
2. **ELIGIBILITY**
Students – *student members will be those students formally registered with the University of Saskatchewan through the College of Dentistry, and who are enrolled in a program of study with the College.*
3. **ELECTORAL PROCEDURE**
Students Representatives – *The Associate Dean, Academic or the Administrative Assistant to the Dean will ask the President of the Students Dental Society to forward the names of those students elected by their society to represent them on Faculty Council each year.*
4. **LENGTH OF TERM**
The length of term for student members will be one year. Members may be acclaimed or elected consecutive terms. Members may not serve more than two consecutive terms.
5. **VACANCIES**
In the case of ineligibility, retirement, resignation, or death of any elected members of the Faculty Council, the person responsible for the conduct of the election in the member's constituency will name a pro tem representative for the remainder of the electoral year. The seat will be declared open for election at the next electoral period.
6. **ALTERNATES**
No alternate is permitted for a member who is absent for the meeting of Faculty Council.

PART III – RULES OF PROCEDURES OF THE FACULTY COUNCIL

1. *Meeting Schedule*

- (i) *Faculty Council shall meet at least once in the Fall term and at least once during the Spring term. The first regular meeting in the Fall term shall be the inaugural meeting of the new Faculty Council.*
 - (ii) *At least one month's written notice with an agenda shall be given to each member of Faculty Council at the place designated by him/her for receipt of notice.*
 - (iii) *The Chair in either of the following circumstances shall convene special meetings:*
 - a) *Upon written notice of no fewer than 10 members, or*
 - b) *Upon the call of the Chair.*
 - (iv) *At all regular meetings, 50% plus one of those entitled to vote shall form a quorum.*
 - (v) *Each member of Faculty Council except the Chair has one vote on any question. The Chair does not have a vote on any question.*
 - (vi) *The Chair shall call for members to declare any conflict of interest for specific agenda items. Conflicts of interest shall be as defined in the current University Council By-Laws, PART I, V.*
 - (vii) *All meetings shall be open. Faculty Council may, by a simple majority vote, decide to consider any particular issue in camera. Members of Faculty Council who are deemed by the Chair to have a conflict of interest may be asked to withdraw for part of or all of the time that Faculty Council is in camera.*
 - (viii) *At the discretion of, or by pre-arrangement with the Chair, or on a motion from the floor passed by a majority of members present, a non-member may be invited to address the Faculty Council.*
 - (ix) *All motions pass with a simple majority unless stated otherwise.*
2. *Members of Standing Committees shall be elected annually in accordance with the functions of the Constitution and Nominations Committee. The Report of the Constitution and Nominations Committee shall inform Faculty Council of the nominations at the final meeting of Faculty Council in the year. The terms of office of such standing committees shall commence on the first day of the Fall term.*
 3. *The Faculty Council shall be chaired by the Dean, or in his/her absence,*

by a Vice-Chair appointed by the Dean, and in the absence of both, by the Dean's nominee.

- 4. At all meetings of the Faculty Council of the College, the Chair shall in addition to his/her duties as a member of Faculty Council, maintain order and decorum and exercise such authority as may be necessary to conduct the meeting in conformity with the by-laws of Faculty Council.*
- 5. The Chair of the meeting may take part in a debate on any subject. The Vice Chair or the Dean's nominee will then preside over the meeting until the matter has been disposed of.*
- 6. In all cases not so provided for, Sturgis Rules of Order shall govern. (Executive Committee – November 1, 2000)*
- 7. The Chair shall rule on all points of order. The ruling may be appealed by any member, who may briefly indicate the reason for the appeal, but otherwise the appeal is not subject to amendment or debate. The meeting shall decide the appeal by majority vote. If the Chair considers that a successful appeal of the ruling would constitute a suspension of the rules of order, he/she shall rule that section 24 hereof applies to the appeal. Thus if any member supports the ruling, the appeal shall be deemed to be defeated. A ruling by the Chair that section 24 applies shall be conclusive and not subject to further appeal.*
- 8. The Dean, Associate Dean, Academic and the Faculty Secretary shall set the agenda. The agenda shall set forth Items of business to be discussed at the meeting in the following order: Call to Order, Presentation of the Minutes, Business Arising from the Minutes, Communications, Committee Reports, New Business, Other Business/Enquiries, Closure.*
- 9. The order of business at a meeting shall be the order set out in agenda unless varied or added according to 10 and 11 below.*
- 10. A motion to vary the order in which items on the agenda are to be taken up will be in order at any time except when another motion is being debated or being voted upon. The mover shall briefly indicate reasons why the order should be varied, but otherwise the motion is not debatable.*
- 11. A matter not on the agenda may not be introduced at a regular meeting unless the introduction thereof is agreed to by two-thirds of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.*
- 12. Except in the case of special meetings, notice of motion shall be forwarded to those who set the agenda four weeks before a meeting of Faculty Council for consideration to be included on the agenda. A notice*

of motion is a request by a member to have an item included in the agenda of the meeting. Additional motions may be introduced in Faculty Council in relation to agenda items only.

13. *Any member desiring to speak during the meeting of the Faculty Council shall signify his/her intention to the Chair. No member shall speak until recognized by the Chair, and when so recognized, shall stand and address the Chair.*
14. *The Chair may at any time call to order any member, including the member who is speaking, but otherwise, no member shall interrupt any other member. A member called to order by the Chair shall sit down.*
15. *A member is entitled to speak only once to a motion but at the discretion of the Chair may be permitted to speak again on the same motion.*
16. *No member or other person invited to address the Faculty Council shall speak for more than five minutes at any one time. At the discretion of the Chair, this rule may be waived if in his/her opinion the matter is complex enough that further time should be allotted.*
17. *Any member may require the question under discussion to be stated at any time during the debate, but not so as to interrupt a member.*
18. *No member shall speak to a question after the Chair has put it to a vote.*
19. *All motions shall be seconded before being debated or put by the Chair. The Chair may at his/her discretion require that a motion be put in writing before being debated or put by the Chair.*
20. *After the mover and seconder have spoken to a motion presented to the Faculty Council for debate, the Chair may at his/her discretion, allow members to ask questions to obtain information regarding the motion. Such questions shall be directed to the Chair who may request an answer from any member or person present. The Chair shall determine and declare when the period of questioning is ended and upon such declaration shall call for further formal debate on the motion.*
21. *When a question is under debate, no motion shall be received by the Chair except for one of the following purposes, and the order of precedence of these motions shall be as indicated below:*
 - (i) **To adjourn the meeting.** *This motion is not debatable and is always in order except when a member is speaking.*
 - (ii) **To recess the meeting.** *This motion is not debatable except concerning the duration of the recess.*

- (iii) **To adjourn the debate** (“Table the motion”). This motion is not debatable and the adjourned item shall appear on the agenda for the next regular meeting unless otherwise agreed to.
- (iv) **To put the question.** This motion is not debatable and requires an affirmative vote or two-thirds of the members present and voting. If the vote is affirmative, the debate shall be forthwith terminated and the question put without further delay.
- (v) **To withdraw the motion.** This motion is not debatable but at the request of the mover and seconder and with the consent of the meeting the original motion may be withdrawn. In such case, consent shall be understood if no objection is made, the Chair shall put the question “that this motion be withdrawn” which shall be decided without debate by a majority of the members present and voting.
- (vi) **To refer or commit.** This motion is debatable. The motion is to refer or commit a question to a standing or ad hoc committee for consideration, report and/or action.
- (vii) **To amend.** A motion to amend the motion under consideration is always in order except that the amendment may not contravene the sense of the motion to which it is proposed. In no case may more than two amendments be before the meeting at one time. One of these amendments may be to amend the previous amendment.

When two amendments are before a meeting, debate will proceed on the last amendment, which must be disposed of before any other amendments may be considered. When no further amendments remain to be disposed of, the motion (as amended) shall be put.

- (viii) **To divide.** This motion is not debatable and is used to divide the question under consideration into parts that can be considered and voted on separately. It may not be introduced while an amendment to the question is being considered. The motion is not debatable but the mover may briefly explain reasons why the question should be divided.

- 22. When the Chair puts a question to vote, members shall indicate their vote in such manner as the Chair may direct. If any member wishes to record his/her abstention from voting on any question, the members must do so immediately before declaration by the Chair. The Chair shall declare the result of the vote and such declaration shall be conclusive. In a case of equality of votes, the decision on the question shall be deemed to be decided in the negative. If, prior to the time when the Chair has undertaken to determine the vote, any member requires that the count of

votes be recorded, then the number of votes for and against the question shall be counted and this count recorded in the minutes of the meeting.

- 23. No matter, once disposed of by the Faculty Council, shall be reconsidered before the inaugural meeting of the following academic session, except by affirmative vote of two-thirds of the members present and voting.*
- 24. None of the foregoing rules of order contained in sections 1 to 23 inclusive shall be suspended at any meeting if any member present expresses objection to such suspension.*
- 25. The by-laws of the College may, after four weeks written notice of motion, be repealed, amended or added to, at any regular meeting of Faculty Council by affirmative vote of two-thirds of the members present and voting. No amendment to by-laws shall be voted upon unless the proposed amendment shall have been printed in a notice of the meeting.*