



Policy Name:	USSU Experience in Excellence Awards Policy		
Category:	Governance	Policy #	GOV-2

1. Preamble

The University of Saskatchewan Students' Union is committed to celebrating the best that the University of Saskatchewan has to offer in terms of teaching, student involvement, leadership, and bettering the student experience. The Union dedicates itself to continual recognition of excellence, and this commitment is best realized with the annual USSU Excellence Awards.

2. Mission

The University of Saskatchewan Students' Union Excellence Awards are actualised through recognising leadership qualities in an individual that better both the academic and non-academic environment for the undergraduate students of the University of Saskatchewan.

3. Vision

The University of Saskatchewan Students' Union Excellence Awards are a result of students celebrating leadership through outstanding involvement and achievement at the University of Saskatchewan. These awards symbolize the USSU's commitment to excellence in teaching, student involvement, leadership, and bettering the student experience.

4. Staff Spirit Awards

4.1 Each year the Union shall grant one (1) or two (2) awards to staff member(s) of the University of Saskatchewan called the Doug Favell USask Staff Spirit Award and one (1) or two (2) awards to staff members of the University of Saskatchewan Students' Union called the Freda Salikin USSU Staff Spirit Award.

4.2 Each year the President shall put out a call to all USSU staff members to nominate individuals for these awards and to provide a justification for the nomination.

4.3 Staff members are not eligible to receive the award if they have won it in the past (5) years.

- 4.4 These awards shall be granted on the basis of mutual respect, a positive attitude, the additions the individual brings to the organization for which they work, and a strong commitment to students.
- 4.5 The Executive shall review all nominations that come forward and shall, in confidential deliberations, determine the winner of the awards based on the nominations.
- 4.6 If no nominations are received for the award(s), the Executive, in confidential deliberations, may choose a winner for the award(s) or not grant an award.

5. USSU Centre Awards

- 5.1 Each year the Union shall grant three (4) awards to volunteers for the Women's, Pride, Food and Help Centres of the Union. Respectively, the awards are called the Women's Centre Award, the Pride Centre Doug Wilson Award, the Food Centre Award and the Help Centre Award.
- 5.2 The Centre Awards are granted on the basis of commitment and dedication to the mandate of the Centre, initiative to help where needed, and an ability to help and support those who use the services of the Centre.
- 5.3 The Centre Coordinators for the Women's, Pride, Food and Help Centres shall put forward names for each of the awards and a justification for the nominations.
- 5.4 The Executive shall review all names that come forward and shall, in confidential deliberations, determine the winners of these awards.
- 5.5 If no nominations are received for the award(s), the Executive, in confidential deliberations, may choose a winner for the award(s) or not grant an award.

6. Walter Murray Leadership Award

- 6.1 Each year the Union shall grant one (1) award to an undergraduate student who excels in leadership called the Walter Murray Leadership Award.
- 6.2 On an annual basis, the President shall ensure that the Union properly advertises the call for nominations for this award using the Union's usual methods.
- 6.3 The award shall be granted on the basis of such qualifications as leadership effectiveness, actions that benefit current and future students

of the University, and effectiveness in working together. Rubric 1 of Appendix A shall be used to assess this award.

6.4 The Scholarships and Awards committee shall review all nominations that come forward and shall, in confidential deliberations, determine the winner of the award based on the nominations.

6.5 If no nominations are received for the award(s), the Scholarships and Awards committee, in confidential deliberations, may choose a winner for the award(s) or not grant an award.

7. Vera Pezer Awards for Student Enhancement

7.1 Each year the Union shall grant one (1) award to a Member of Student Council called the Vera Pezer Award for Student Enhancement – Member of Student Council.

7.1.1 The President shall ensure that a call for nominations goes out each year and that all Members of the Student Council are made aware of this.

7.1.2 This award is granted on the basis of informed involvement in University Student Council meetings, engagement in the work of committees, quality of liaising with constituents, and a dedication to the work of student government.

7.1.3 The Executive shall review all names that come forward and shall, in confidential deliberations, determine the winners of these awards.

7.1.4 If no nominations are received for the award(s), the Executive, in confidential deliberations, may choose a winner for the award or not grant an award.

7.2 Each year the Union shall grant one (1) award to a USSU Centre Volunteer called the Vera Pezer Award for Student Enhancement – USSU Centre Volunteer.

7.2.1 The President shall ask all Centre Coordinators to put forward a name for this award.

7.2.2 This award is granted on the basis of commitment and dedication to the mandate of the Centres, initiative to help where needed, and an ability to help and support those who use the services of the Centres.

7.2.2.1 The ideal candidate has volunteered at multiple Centres and has been integrally involved in many campaigns, events, and initiatives.

- 7.2.3 The Executive shall review all names that come forward and shall, in confidential deliberations, determine the winner of this award based on the nominations.
 - 7.2.4 If no nominations are received for the award(s), the Executive, in confidential deliberations, may choose a winner for the award(s) or not grant an award.
- 7.3 Each year the Union shall grant one (1) award to a volunteer called the Vera Pezer Award for Student Enhancement – Volunteerism.
- 7.3.1 On an annual basis, the President shall ensure that the Union properly advertises the call for nominations for this award using the Union's usual methods.
 - 7.3.2 This award is granted on the basis of a commitment to volunteerism on and beyond the confines of this campus that actively seeks to better the lives and well-being of others. Rubric 2 of Appendix A shall be used to assess the nomination for this award.
 - 7.3.3 The Scholarships and Awards Committee shall review all names that come forward and shall, in confidential deliberations, determine the winner of this award based on the nominations.
 - 7.3.4 If no nominations are received for the award(s), the Scholarships and Awards committee, in confidential deliberations, may choose a winner for the award(s) or not grant an award.
- 7.4 Each year the Union shall grant one (1) award to a Campus Group called the Vera Pezer Award for Student Enhancement – Campus Group.
- 7.4.1 On an annual basis, the Vice President of Operations and Finance shall ensure that the Union properly advertises the call for nominations for this award using the Union's usual methods.
 - 7.4.2 This award is granted based on the involvement of the group, the group's commitment to enhancing the undergraduate student experience, and the advocacy for a just cause.
 - 7.4.3 The Campus Groups Committee shall review all campus groups that come forward and shall, in confidential deliberations, determine the winner of this award based on the nominations.
 - 7.4.4 If no nominations are received for the award(s), the Campus Groups Committee, in confidential deliberations, may choose a winner for the award(s) or not grant an award.

7.5 All of the award recipients should be following the general vision of improving the undergraduate student experience at the University of Saskatchewan.

8. Barb Yanko Outstanding Citizenship Award

8.1 Each year the Union shall grant one (1) award for excellence in Leadership and Academics called the The Barb Yanko Outstanding Citizenship Award.

8.2 This award recognizes a student who demonstrates leadership within the USask community and is dedicated to promoting equity in education. The recipient actively works to remove barriers for marginalized students, particularly those from low socioeconomic backgrounds, while striving to create more inclusive opportunities on campus. This student serves as a role model, exemplifying strong moral character, integrity, professionalism, kindness, and gratitude.

8.3 The Scholarships and Awards Committee shall review all nominations that come forward and shall, in confidential deliberations, determine the winner of the award based on the nominations. Rubric 3 of Appendix A shall be used to assess the nomination for this award

8.4 If no nominations are received for the award(s), the Scholarships and Awards Committee, in confidential deliberations, may choose a winner for the award(s) or not grant an award.

9. USSU Excellence in Awards Ceremony

9.1 The USSU shall organize an annual awards celebration called the USSU Excellence Awards.

9.2 All of the Awards articulated in clauses 4 through 8 shall be presented at the USSU Excellence Awards.

9.3 The USSU Excellence Awards shall be a closed event with a limited number of attendees for each award recipient.

Appendix A

Rubric 1 - Walter Murray Leadership Award

Criteria/Explanation	Exemplary(5)	Proficient(4)	Decent(3)	Acceptable(1-2)
Leadership effectiveness – How good was student at managing a group/club or an organization or initiative? Give practical examples	Was able to plan huge events very efficiently by spreading out the work amongst everyone and coordinating everyone efficiently	Was able to plan moderately big events decently well and was able to work and lead their executive team okay	Struggled to coordinate their executive team throughout the year and had trouble with delegating tasks for events and in general.	They nearly couldn't coordinate their executive team at all and either did almost all of the work themselves, or put almost all of the work on one executive teammate.
Leadership experience – How big was the group that student managed, for how long, and what were their notable achievements	Someone managed one of the groups on campus, worked in some of the most important centres, and what were some notable achievements Ex) big event organized or many hours spent advocating for mental health	Worked for a campus group and put together some medium sized events throughout the year or volunteered somewhat often with a student centre	Managed a group and put together some small events throughout the year,	Campus group – Managed a group and put on one or no events throughout the year, and the events were very small in scale.
Teamwork – How well did student work with their executive team members?	All of their teammates found them to be very pleasant to work with, very compassionate and understanding, and a great	Some of their teammates found them decently nice to work with, but they were difficult at times.	A few of their teammates found them good to work with but they were difficult to work with quite often.	Almost all of their teammates found them unpleasant to be around and difficult to work with most of the time.

	leader.			
Impact on students (current or future) – How has the student's leadership directly or indirectly benefited current or incoming students? If the student worked in a group, organization or project, what is their legacy at that club, what have they done for it to propel it forward?	They created a legacy at your club almost unlike any other. Ex) Founding a club, putting on tons of huge events and increasing club membership.	Club - They helped out their club/community substantially, they were great but not excellent	Club - They did decent work but it wasn't very impactful for their club/community members	Club - The work they did had minimal impact on the club/community they served

Total (20 pts)

Rubric 2 - Vera Pezer Award for Student Enhancement – Volunteerism.

Criteria	Exemplary(5)	Proficient(4)	Decent(3)	Acceptable(1-2)
<p>Volunteer Experience</p> <p>The student's history of volunteering on and beyond the University of Saskatchewan and the diversity of their volunteer work.</p>	<p>Extensive and consistent volunteer involvement in multiple community service activities, demonstrating a sustained commitment over several years. The activities are diverse, meaningful, and show significant impact on the community.</p>	<p>Regular volunteer involvement in meaningful activities, demonstrating commitment for a period of time. Some variety in volunteer work, with a clear positive community impact.</p>	<p>Some volunteer experience but limited in scope or duration. Volunteer activities show limited involvement or impact on the community.</p>	<p>Very limited volunteer experience or involvement in activities with minimal community impact.</p>
<p>Impact on the Community</p> <p>The significance of volunteer work in improving the lives and well-being of others.</p>	<p>Clear evidence that the volunteer work has led to positive, measurable change in the community or has significantly impacted the lives of individuals in need.</p>	<p>Demonstrates a positive contribution to the community, with evidence of some tangible benefits to those served, but impact may be more localized or less sustained.</p>	<p>Limited evidence of the direct impact of volunteer work on the community or individuals. Contributions may be small in scale.</p>	<p>Little to no evidence of meaningful impact from the volunteer work.</p>

<p>Alignment with Awards Values</p> <p>The student's personal philosophy and commitment to bettering the lives of others, including evidence of passion, empathy, and active pursuit of social change</p>	<p>Strong, clear alignment between the applicant's personal values and the scholarship's mission. Demonstrates a deep passion for volunteerism and social change through personal statements, references, and demonstrated actions.</p>	<p>Clear alignment with scholarship values, showing passion and commitment to improving the well-being of others, but may lack depth or clarity in some areas.</p>	<p>Some alignment with the scholarship's values, but may show limited passion or commitment to broader social change. Could be more specific in demonstrating dedication to community service.</p>	<p>Weak or no clear alignment with the scholarship's values. Limited or unclear understanding of the importance of improving others' lives.</p>
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<p>Initiative and Leadership</p> <p>The student's ability to initiate volunteer activities or take leadership roles in improving others' well-being.</p>	<p>Demonstrates leadership or initiative in creating, organizing, or leading volunteer efforts. Has taken steps to inspire others to engage in service or developed new programs that benefit the community.</p>	<p>Shows leadership in some volunteer roles or has initiated or led small-scale efforts to improve the community.</p>	<p>Participates in volunteer work but does not take on leadership or initiative. Primarily follows others' lead in community service activities.</p>	<p>Little or no evidence of leadership or initiative in volunteerism. Lacks proactive involvement in improving the community.</p>
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<p>Consistency and Reliability</p> <p>The applicant's dedication to maintaining a consistent and reliable volunteer presence in the community.</p>	<p>Volunteer commitment is steady and reliable over an extended period. Applicant has demonstrated dependability and consistently follows through on their service commitments.</p>	<p>Regular volunteer work but may have occasional gaps or inconsistent involvement. Overall, the applicant is dependable.</p>	<p>Volunteer work is sporadic or inconsistent. Evidence of some unreliability or limited commitment to long-term involvement.</p>	<p>Volunteer involvement is infrequent or inconsistent with no clear commitment.</p>
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Total = ____/25

Rubric 3 - Barb Yanko Outstanding Citizenship Award

Criteria	Description	Exemplary(5)	Proficient(4)	Decent(3)	Acceptable(1-2)
Commitment to Equity Enhancement	The student demonstrates a strong and sustained commitment to promoting equity and inclusion on campus, particularly for marginalized students. This includes active participation in initiatives, campaigns, or programs that aim to dismantle inequities and create an inclusive environment.	Actively and consistently leads or participates in multiple initiatives that advance equity, with significant efforts over time.	Shows regular involvement in equity-focused initiatives and actively supports them.	Occasionally participates in equity initiatives, with limited consistent effort.	Little to no involvement in equity initiatives, or effort lacks consistency.
Leadership and Advocacy	The student has demonstrated leadership by initiating or supporting projects, programs, or campaigns advocating equitable opportunities. This	Regularly takes a leadership role in advocating for marginalized groups, initiating projects or policies that create tangible change.	Takes on leadership responsibilities in equity-related projects and advocates for change	Participates in advocacy efforts but is not a leader, contributing in a supporting role.	Does not demonstrate leadership in equity advocacy and rarely contributes to advocacy efforts.

	includes leading efforts to raise awareness about issues affecting marginalized groups, fostering dialogue, and encouraging positive change on campus.		in a consistent manner.		
Innovation in Equity Solutions	The student has shown creativity and innovation in addressing barriers to education and improving access for marginalized students. This could include developing new programs, utilizing technology, or finding other novel solutions to enhance equity.	Developed innovative solutions or programs that address key barriers to education for marginalized students and have been implemented successfully.	Contributes ideas or solutions that improve access for marginalized students, though not entirely new or groundbreaking.	Suggests ideas to improve access for marginalized students but has limited follow-through or impact.	Does not contribute innovative ideas or solutions, and does not address barriers to marginalized students.

<p>Demonstrated Growth and Learning</p>	<p>The student shows evidence of personal growth and learning in relation to equity and inclusion. This includes reflecting on their experiences, seeking feedback, and evolving their approach to advocacy to better serve marginalized communities.</p>	<p>Actively reflects on past experiences, seeks feedback, and makes clear efforts to improve their approach to equity and inclusion.</p>	<p>Shows effort to learn and improve in equity work, though growth may be incremental.</p>	<p>Demonstrates some self-awareness in their equity work but does not actively seek growth opportunities.</p>	<p>Shows little to no growth or self-reflection in their approach to equity advocacy.</p>
<p>Collaboration and Inclusivity</p>	<p>The student works collaboratively with a diverse range of students, faculty, and organizations to advance the cause of equity. This includes building partnerships with other groups to maximize the impact of</p>	<p>Actively fosters collaboration between diverse groups, ensuring all voices are heard and included in decision-making processes.</p>	<p>Works well with others to promote inclusivity and collaboration, but may not always ensure all voices are included.</p>	<p>Works with diverse groups but lacks strong efforts to ensure inclusivity in decision-making.</p>	<p>Does not prioritize collaboration or inclusivity, and may work in isolation or with limited diverse perspectives.</p>

	initiatives and ensuring that marginalized voices are included in decision-making processes.				
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Total = ____/25

Contact Information:	President (306) 966-6965		
Policy Authority:	Governance Committee		
Approvals	Board/Committee	Date	Motion
Created/Adopted	Executive Committee	04/29/2014	EXEC41
Amended	Academic Relations Committee	03/11/2022	ARC008
Amended	Executive Committee	02/13/2023	EXEC104
Amended	Academic Relations Committee	03/10/2025	ARC003