



**SENATE AGENDA – APRIL 22, 2023 - 9:00 AM - 3:00 PM HELD IN MARQUIS
HALL AND VIA ZOOM - Non Confidential**

Please note the agenda has allotted times for each item, but the agenda will proceed if the item is finished before the time indicated. Guests – please leave the meeting during confidential items.

TIME	AGENDA ITEM	ACTION	SPEAKER	PAGE #
1. WELCOME				
9:00-9:05 am	1.1 Chair's Opening Remarks		Grit McCreath	
2. CONSENT AGENDA				
The following items are presented by consent agenda. At a member's request, an item may be extracted from the consent agenda for further discussion.				
9:05-9:10 am	2.1 Adoption of the agenda	Decision	Grit McCreath	
	2.2 Approval of the minutes of October 29 2022			p. 4
	2.3 Business arising from the minutes			
3. PRESIDENT'S REPORT				
9:10-9:30 am	3.1. President's statement Questions and answers for President	Information	Peter Stoicheff	
4. STANDING REPORTS				
9:30-9:35 am	4.1 Report on undergraduate student activities	Information	Abhineet Goswami	p. 9
9:35-9:40 am	4.2 Report on graduate student activities	Information	Mostofa Kamal	p. 31
9:40-9:45 am	4.3 Report on Board of Governors activities	Information	Joy Crawford	p. 39
9:45-9:50 am	4.4 Report on University Council activities	Information	Zsuzsa Papp	p. 41
5. SENATE BUSINESS				
9:50-10:00 am	5.1 Establishment of a Department of Indigenous Health and Wellness	Decision	Airini	p. 43
10:00-10:10 am	5.2 Indigenous Land Management Institute name change to the kihci-okâwîmâw askiy (Mother Earth) Knowledge Centre	Information	Airini	p. 77
10:10-10:20 am	5.3 Toxicology Centre – changes to reporting structure	Decision	Airini	p. 95
10:20-10:30 am	5.4 Name change of the Canadian Centre for Health and Safety in Agriculture to "The Canadian Centre for Rural and Agricultural Health	Information	Baljit Singh	p. 114
6. SENATE COMMITTEE REPORTS				
10:30-10:40 am	6.1 Senate Executive Committee			
	6.1.1 Report on activities	Information	Peter Stoicheff	p. 116
	6.1.2 Update on standards for student conduct in non-academic matters	Information	Julian Demkiw	p. 118

	6.1.3 Nominations to the Senate Nominations committee	Decision	Peter Stoicheff	p. 121
10:40-10:45 am	6.2 Nominations Committee			
	6.2.1 Nominations for Senate committees 2023-2024	Decision	Grant McKercher	p. 124
10:45-10:50 am	6.3 Membership committee			
	6.3.1 Report on activities	Information	Tamara Buckwold	p. 128
10:50-10:55 am	6.4 Education Committee			
	6.4.1 Report on activities	Information	Kathy Gable	p. 129
	6.4.2 Academic admission changes	Information	Kathy Gable	p. 131
10:55-11:05 am	6.5 CONFIDENTIAL (Guests please exit the room)			
	6.5.1 Report on activities	Decision	Peter Stoicheff	p. 133
	6.5.2 Honorary degree - nominee	Decision	Peter Stoicheff	p. 148
7. SENATE EDUCATION SESSION				
11:05 am -12:00 pm	7.1 Senate Education Topic: Micro-credentials	Workshop	Nancy Turner Liz Kuley	
LUNCH BREAK 12-1 PM				
8. SENATE BUSINESS CONTINUED				
1:00-1:10 pm	8.1 Huskies Athletics – Equitable allocation of resources What are the resource allocations to Huskies Women’s Athletics and Huskies Men’s Athletics? Are the human resources and budgets equitable?	Information	Shannon Chinn Cheryl Hamelin	p. 154
1:10-1:40 pm	8.2 Comprehensive Campaign	Workshop	Cheryl Hamelin	p. 161
1:40-2:10 pm	8.3 A University for Everyone – Equity, Diversity, and Inclusion Framework for Action	Decision	Kelly McInnes	p. 174
2:10-2:20 pm	8.4 Student Enrolment report	Information	Russ Isinger	p. 187
2:20-2:30 pm	8.5 Senate Engagement Plan verbal update	Information	Julian Demkiw	
2:30-2:35 pm	8.6 Senate election update	Information	Julian Demkiw	p. 189
9. CLOSING				
2:35-3:00 pm	9.1 Other Business			
	9.2 Question Period			
3:00 pm	9.3 Adjournment - Convocation dates – June 5-9; November 8, 2023 Fall meeting of Senate – October 28, 2023			

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/93968757681?pwd=R004Vm9tTTlZL1Nna2p5WGlrVThOUT09>

Join by Video Conferencing Device (SIP):

93968757681@zoomcrc.com

Meeting ID: 939 6875 7681

Passcode: 53810596

Telephone Passcode: 53810596

1. Chair's Opening Remarks

Chancellor McCreath, chair of Senate welcomed senators attending via Zoom and those in-person to the fall meeting of Senate. She acknowledged that Senate 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.

The Chancellor explained the procedures for the hybrid meeting. Quorum was confirmed and the meeting commenced at 9:05 am.

2. Consent agenda

The adoption of the agenda

MacDonald/Bratvold: That the agenda items be approved by Senate.

CARRIED

3. Approval of the minutes

Gough/McKercher: That the minutes of April 23, 2022 be approved by Senate distributed.

CARRIED

4. Business arising from the minutes.

There was none.

5. President's report

President Peter Stoicheff invited questions of the written report distributed with the agenda materials. No questions were received on this item.

6. Report on undergraduate student activities

University of Saskatchewan Students' Union (USSU) president, Abhineet Goswami invited questions of the written report distributed with the agenda materials. No questions were received on this item.

The chancellor thanked Abhineet for the report.

7. Report on graduate student activities

The chancellor invited Graduate Student Association (GSA) president, Mostofa Kamal, to present the report.

Mostofa Kamal invited questions of the written report distributed with the agenda materials. No questions were received.

8. Report on Board of Governors

Joy Crawford, one of two Senate-elected members to the Board of Governors, invited questions of the written report distributed with the agenda materials. No questions were received.

9. Report on non-academic student discipline

The written report was provided for information by Julian Demkiw, university secretary.

10. Usask Equity, Diversity, and Inclusion (EDI) action plan, update, and advice

Presentation by Kelly McInnes

11. Senate committee reports

The chancellor invited the president to the podium to present the written executive committee report.

11.1. Executive committee report

The president commented that the executive committee met twice since the spring meeting and discussed some very important and complex items.

He commented that members considered the format and delivery of the fall meeting and that he was pleased to see a hybrid meeting could be offered to accommodate all senators.

The executive committee agreed to establishing a working group to enact the recommendations of the Senate engagement plan. The governance office will draft a term of reference for the group and the committee will be ready to report back at the spring 2023 meeting.

The president added that a recommendation was made to establish an ad-hoc committee to review the regulations and procedures for managing student conduct in non-academic matters.

11.1.2 Nominations committee report

Grant McKercher, chair of the nominations committee was invited to the podium to present the report.

The committee chair referred senators to the written report and the nominations slate included in the agenda package. He thanked committee members for their service and contributions to the committee's work. The material indicates what is taken into consideration when choosing members to service and who has been proposed to serve on each committee for 2022-2023. The positions require the approval of Senate.

Hamilton/Doig: That Senate approve the appointments of the following individuals to university council, the board of student discipline and appeal board, and to the membership committee effective immediately.

Zsuzsa Papp – university council

Cathy Wheaton, Tracy Muggli, Walter Smith – roster for board for student discipline and appeal board

Tamara Buckwold – membership committee

CARRIED

11.1.3 Senate education committee report on Admissions Qualifications Change confirmations

A written report was submitted by Larry Wagner, chair of the education committee. No questions were received for this information item.

11.1.4 CONFIDENTIAL – item removed

11.1.5 Senate Education Committee Topic

Larry Wagner introduced Dr. Jay Wilson, vice-provost teaching, learning and student experience. Dr. Wilson's presentation explored the dramatic changes that the university experience has undergone since the pandemic began in March of 2020. Senators were invited to explore the changes discuss what is needed to shape the student experience in the future.

12. Presentations and discussions

12.1 Research in action

Véronique Mathieu, the first holder of the David L. Kaplan Chair in Music, provided senators with insight into her research, scholarly and artistic work. She shared the history of the Amati instruments and the story of the Amati family who were pioneers in the practice of constructing bowed stringed instruments in the Italian city of Cremona. For centuries their creations have been highly sought after and USask is proud to own the only complete collection of Amati Quartet instruments in Canada and one of the few in the world. Senators were treated to a sampling of music from the Amati quartet and Véronique Mathieu.

12.2 deybwewin | taaowaywin | tapwewin: Indigenous truth policy

The chancellor welcomed Dr. Angela Jaime, vice provost Indigenous engagement, and invited her to speak to USask's new Indigenous membership/citizenship verification policy and procedures. Dr. Jaime explained the process and consultation that USask conducted with community members across the province and the challenges and successes that the taskforce experienced.

13. Other business - none

14. Question Period

Senator Jack Walton raised a concern about Senate membership, noting that the membership is limited to only elected members; therefore, only elected members have a say in defining the membership of the wider body. He requested that at a future meeting of the Membership Committee, consideration be given to allow non-senate elected members to also participate. He added that the membership of the roundtable on outreach and engagement is limited to four district senators and requested that the membership of that committee also be reviewed, suggesting that community representation and non-district representation may be of value to the work of the roundtable. process. The university secretary acknowledged the concerns and

noted that his office will collaborate with the committee to review the terms of reference and will follow-up at the next meeting of Senate.

Senator Eric Wilmot asked the President to expand on his comments presented in his report pertaining to the Kenderdine Campus.

The president offered a brief history of the Emma Lake Kenderdine Campus, noting it has been part of Usask since 1936. It was overseen at the university by the Extension Division up until the dissolution of that unit several years ago. At that time, it became unclear who would then have the authority and overall responsibility of the Kenderdine campus. The campus was temporarily closed in 2012. A revitalization of the campus is a priority of the President and the university. The university's [Emma Lake Kenderdine Campus website](#) speaks to the aspirations and envisioned opportunities for the campus. An architectural plan is in place for the new campus, and the university is resolved to raising funding for the revitalization through the comprehensive campaign, officially launching in April 2023.

Vice-president Cheryl Hamelin echoed the president's comments. Kenderdine campus is envisioned to be a place that not only includes but goes beyond the arts and cultural realm it once was, to become a place of thought leadership and critical dialogue, with deep connections to our Indigenous communities. The Emma Lake Kenderdine Campus is part of the comprehensive campaign and funding is actively being sought for the refurbishment and relaunch of the campus.

Senator Rhonda Gough approached the podium and requested that meeting materials be provided as far in advance of the meeting as possible. It is difficult to read the material off the projection screen. She also requested that public minutes of the Board be made available in a timelier manner. Regarding the academic snapshot presented, it was requested that more detail and transparency be provided to the April 2023 meeting of Senate.

Senator Gough then commented on the powerful and well done ohpahotân | oohpaahotaan Fall Symposium, held on October 28 and noted the very moving presentation by Michelle Good, author of 5 little Indians, who spoke to her experiences.

Senator Aaron Genest requested the use of technology to assist in engaging senators in between the Spring and Fall meetings of Senate.

In closing, the Chancellor thanked Senators for their questions and comments, and ongoing contribution to Senate.

Adjournment 2:54 pm.

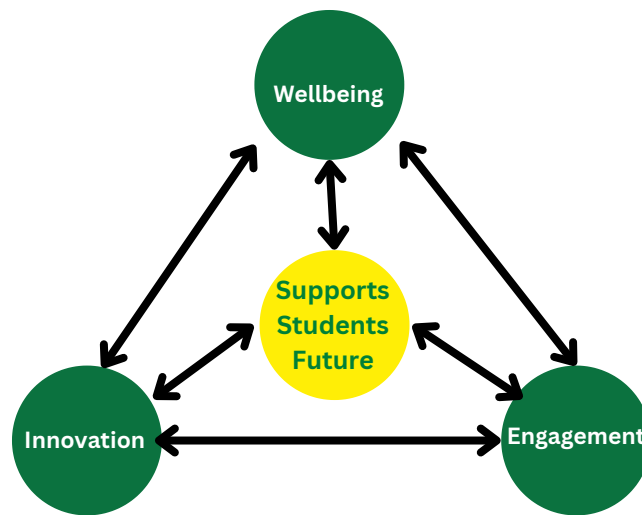
Senate Attendance October 2022

Appendix 1

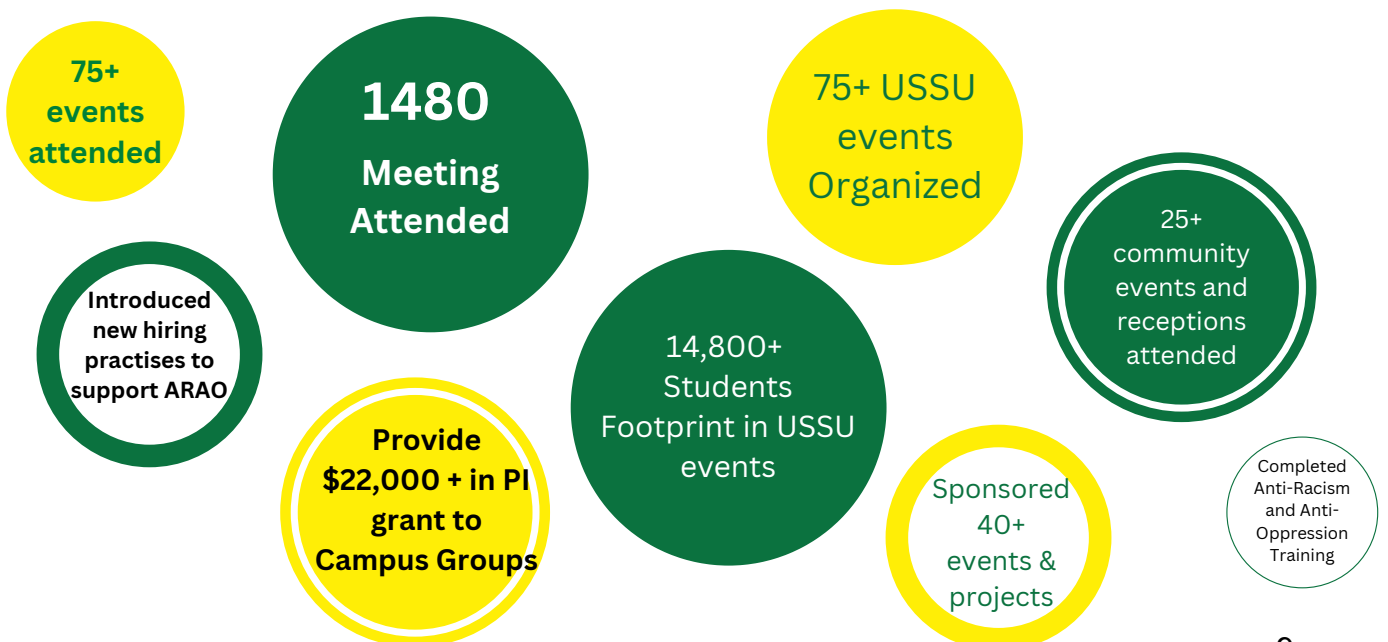
APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Amaya, Rod	R	Wilmot, Eric	P	Airini	P
Balaski, Beverley	R	Hainstock, Wade	P	Alconr, Jane	P
Banks, Donna	Z	Beach, Alicia	P	Bedard-Haughn, Angela	Z
Bergerman, Johanna	P	Clarke, Darlene	P	Bilson, Beth	P
Bergstrom, Twyla	R	MacDonald, Michelle	P	Bonham-Smith, Peta	R
Bilson, Max	Z	Hermiston, Lisa	R	Siqueira, Walter	P
Bratvold, Robert	P	Martens, Dion	R	Buhr, Mary	P
Caplette, Keisha	R	Nash, Faith	P	Burshtyn, Debbie	P
Claypool, Tim	Z	Hnatiuk, Garfield	P	Favel, Blaine	R
Cooley, Carol	Z	Wheaton, Cathy	P	Fowler, Greg	P
Côté, Richard	P	Gustafson, Barb	R	Hamelin, Cheryl	Z
Crook, Lindsey	Z	Smith, Walter	P	Harasmuchuk, Robert	Z
Dick, Bethany	P	Doig, Anne	P	Harrison, Bill	Z
Digney-Davis, Lynn	Z	Matthews, Colleen	Z	Isinger, Russell	P
Dubois, Bev	Z	ELECTED MEMBERS-AT-LARGE		Jaime, Angela	P
Gable, Kathy	P	Atanasova, Nathalie	P	Just, Melissa	P
Das, Shankar	P	Buckwold, Tamara	P	Kresta, Suzanne	R
Grimard, Helene	Z	Brooks, DeCillia	Z	Just, Melissa	P
Gabruch, Laurianne	Z	Drever, Kyle	P	Lanovaz, Joel	P
Hamilton, Don	P	Genest, Aaron	P	Luke, Iain	R
Harwood, Judy	Z	Gough, Rhonda	P	Macza, Denise	R
Jones, Michael	Z	Henderson, Robert	Z	Manley-Tannis, Richard	R
Loken, Andrew	P	Kelly, David	Z	Martini, Jeromey	R
MacLeod, Jane	P	Kobes, Brent	Z	McCaffery, Gordie	R
McKercher, Grant	P	Maguire, Rob	P	McCreath, Grit (chair)	P
Michalishen, Doria	R	Moore, Kelly	Z	McKercher, Peggy	R
Mugglie, Tracy	P	Papp, Zsuzsa	P	Muir, Gillian	Z
Mirosovsky, Jodie	R	Robertson, Jordan	P	Pawelke, Michael	R
Peterson, Kent	R	Wesolowski, Fred	Z	Pezer, Vera	R
Pilat-Burns, Charlotte	Z	STUDENTS		Phillipson, Martin	P
Sharma, Sandeep	R	Jaisee, Tasnim	R	Ramaswamy, Megh;na	Z
Wagner, Larry	P	Kamal, Mostofa, GSA	P	Richter Solina	R
Walton, Jack	P	Choski, Kathan	R	Romanow, Roy	R
Weninger, Dean	P	Perrault, Levi	R	Singh, Baljit	R
White, Bernie	P	Chayda, Krunal	P	Smith, Preston	R
		McKeown, Shnleigh	P	Still, Carl	R
		Medina, Kingsley	P	Stoicheff, Peter	P
		P=present		Willoughby, Keith	P
		R=regrets		Wilson, Jay	P
		A=absent		Wyant, Gordon	R
		Z =Zoom		NON-VOTING	
				Demkiw, Julian	P

University of Saskatchewan Students' Union's Report to Senate April 2023

This University of Saskatchewan Students' Union executive team developed annual priorities that align with the changes in education, the needs of our students, and, most importantly, our future. Through consultation and guidance, we identified key priorities that can help our students.



This report aims to inform the campus community about the progress made by USSU during the year 2022-2023. You can check our website or reach out to our executives - they're always happy to speak with students and the community. www.ussu.ca



Events

The USSU hosts numerous events throughout the year to engage students and create a vibrant campus community. One such event is Academic Awareness Week, which is aimed at promoting academic success by highlighting the various academic resources available to students. The event includes activities such as a quiz designed to gauge the academic experience of students, experience-sharing sessions where senior students share their academic journey, and a fun and interactive tie-and-dye activity for students to network with each other. Academic Awareness Week was well-attended and provided valuable insights and resources to help students succeed academically.

Another engagement initiative by the USSU is the De-Stress Initiative, which includes the sponsorship of climbing orientations and encourages students to try rock climbing at the Physical Activity Complex (PAC). This initiative promotes the facilities available on campus and encourages a healthy lifestyle among students. The USSU also hosts the Women in Leadership Gala, which celebrates and promotes women in leadership roles at the university, Campus Clubs Week, which showcases the diverse clubs and student groups on campus, and USSU Excellence Awards, which recognize outstanding contributions by students to the campus community. Additionally, the USSU Research Symposium provides a platform for students to showcase their research projects and engage in scholarly discussions.



Advocacy

Advocacy is a key pillar of USSU's mandate, and the union actively works to represent the concerns and interests of students to the university administration, faculty, and other stakeholders. Through various channels, including meetings, consultations, and lobbying efforts, the USSU advocates for improvements in areas such as tuition fees, mental health services, campus safety, and accessibility. The USSU also engages in collaborative efforts with other student organizations to amplify the collective voice of students at the university.

USSU's various projects and initiatives are included in the report in the form of the matrix.

University Students Council (USC) & Association of Presidency of Constituency (AOCP)

USC and AOCP members are the bridge between USSU and the student community, and collaboratively, they advocate for student support and services.

President Goswami welcomed USSU Knowledge Keeper Joseph Naytowhow and Elder Sharon O'Keewehow to University Students' Council during the first USC meeting of the year. They shared their knowledge and their stories with us. Joseph also helped the USC to understand the meaning of a land acknowledgment and its significance. With this guidance, the USSU wrote its land acknowledgment to reflect the truth and history of the land we are located.



Undergraduates of Canadian Research-Intensive Universities (UCRU)

USSU is an active member of the Undergraduates of Canadian Research-Intensive Universities (UCRU). President Abhineet Goswami and VP Operation and Finance Lia Storey-Gamble are the members representing the USSU in UCRU. UCRU is an informal coalition of student associations whose mandate is to advocate the Canadian Federal Government for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research. We collectively represent over 225,000 university students across Canada.

This year UCRU is putting forward four priorities to develop a federal lobbying campaign that will be conducted between November 24 to December 2 in Ottawa. All UCRU members are looking forward to meeting with Members of Parliament to support UCRU's advocacy goals.

The USSU and other U-15 Universities will be in Ottawa from November 25 to December 2 as part of our lobbying efforts.

Priorities:

1. **Financial Aid,**
2. **Mental Health,**
3. **Indigenous Student Education,**
4. **and Employment**

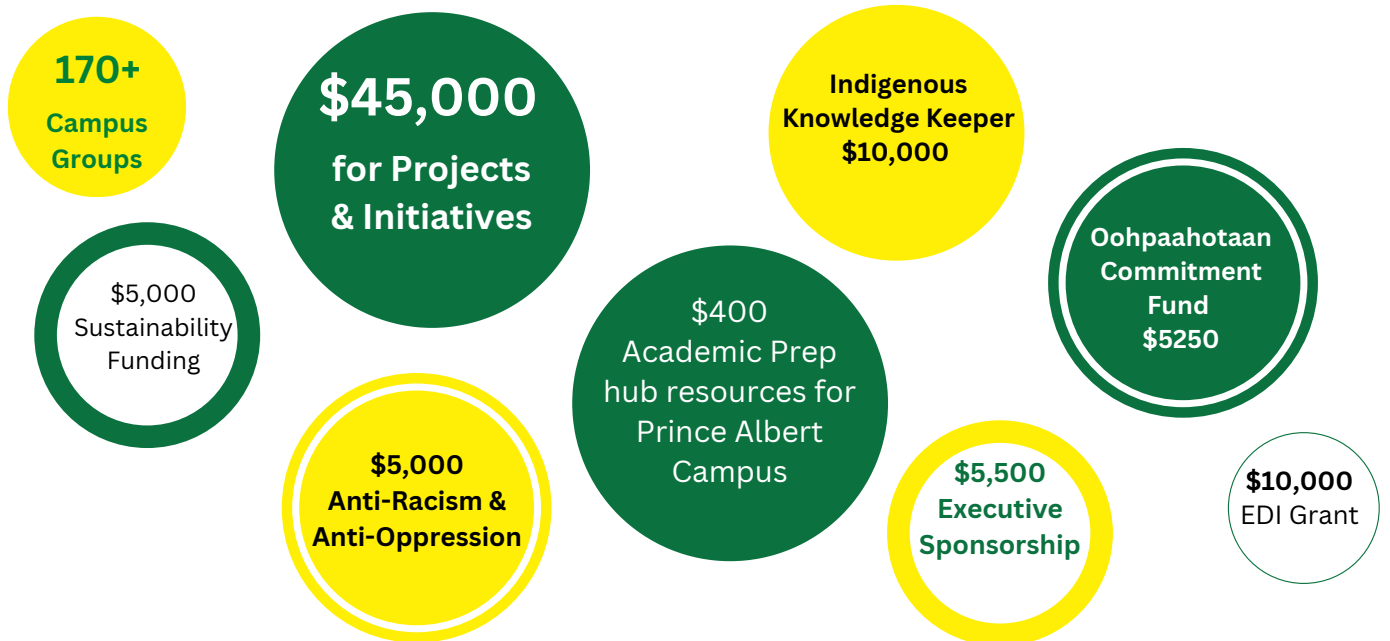


Support & Services

The USSU devotes significant resources each year to ensure that undergraduate students have the best possible experience on campus. We offer a wide range of services, programs, and funding, host events, provide student leadership development opportunities, and support student initiatives. For the full list of everything we do for students, visit our website.

Campus Groups

Campus Groups (CG) are an integral part of the services that USSU provides. We support our student-led activities on campus through our USSUHub portal. CG who ratifies with the USSU has free access to space, funding, and various other kinds of assistance throughout the year. Whether you are interested in sports, politics, improv, or painting, there is a CG for everyone!



Health & Dental Care Plan

USSU in partnership with Studentcare operates extended health and dental coverage that fills the gaps in provincial health care and other basic healthcare programs. Through negotiation, USSU executives were able to extend the plan support. The new plan covers:



Health \$1000

Prescription drugs
Vaccinations
Psychologists
Physiotherapists
Chiropractors
and more...



Dental Upto \$600

Checkups
Cleanings
Fillings
Root canals
and more...



Vision Upto \$350

Eye exam
Eyeglasses
and contact lenses
Laser eye surgery



Travel Upto 5,000,000

Travel care abroad (120 days per trip, upto \$5,000,000 per lifetime)
NEW: Increased Trip cancellation and trip interruption coverage in the event of a medical emergency 12
NEW: COVID-19 coverage

U-PASS

Through building relationships with the city and continuous negotiations, USSU and the City of Saskatoon Transit Services have developed a contract that not only supports students' needs but also creates a sustainable travel option for our students. Through U-PASS, USSU is supporting sustainability goals.

U-PASS costs one-fourth of the regular transit pass.

USSU Centres

The USSU operates various centres and services that provide support and resources to students. These include the Food Centre, which offers affordable and healthy food options to students, the Help Centre, which provides academic and financial assistance, and the Pride Centre, which offers support and advocacy for the LGBTQ2S+ community on campus.

Incoming USSU Executive 2023-2024 & Transition

USSU also conducted its 2023-2024 USSU executive elections and the incoming executives are going through a transition phase with the current USSU executives. The Incoming executives are President- Ishita Mann, VP Operations and Finance - Nishtha Mehta, VP Students Affairs - Elisabeth Bauman, and VP Student Affairs - Gurbaz Singh.

The University of Saskatchewan Students' Union strives to be the recognized leader in enhancing the student experience.

USSU executives are always ready to learn from our community members that can help us grow and support our students. Please feel to reach out to us to give feedback.

Sincere regards, from the USSU team. Kindly reach out to Abhineet Goswami at president@ussu.ca or (306) 966-6965 for any questions or suggestions.

With respect,

Abhineet Goswami, President
Sharon Jacob, VP Academic Affairs
Lia Storey-Gamble, VP Operations and Finance
Punya Miglani, VP Student Affairs

Projects, Initiatives and Advocacy Efforts

USSU 2022-2023

#	Project Name	Description	Goals	USask's Contribution	USSU's Contribution
1.	International Student Visa	International Students continuously face challenges in visa processing through IRCC. But to support the international student USSU reached out to Minister Wyant's office, Minister of Advance Education, and requested they speak to the federal government regarding the issue. USSU also wrote a support letter to the federal government regarding this. the issue in collaboration with the UCRU. Through these continuous advocacy efforts, the USSU is looking to support our students.	1. Support incoming internal students on the USask campus	1. Not Relevant	1. USSU wrote a support letter to the federal government regarding this issue in collaboration with the UCRU.

<p>2.</p>	<p>Anti-Racism & Anti-Oppression</p>	<p>The University of Saskatchewan Students' Union (USSU) works to dismantle institutional structures, policies and processes that contribute to inequalities faced by marginalized groups. This involves challenging oppressive and systemic racism at all levels across the University of Saskatchewan campuses as it affects our greater community.</p>	<p>1. Support the ARAO initiative on campus through a learning and relearning approach.</p>	<p>The President's office has provided \$5,000 towards the Anti-Racism and Anti-Oppression Initiative per the MOU.</p>	<p>USSU staff and USSU executives took Anti-Racism and Anti-Oppression, sexual violence and prevention and mental first aid certification. training in the summer of 2022.</p> <p>Changes are made in the hiring practices of employees within USSU. Including questions around the ARAO lens.</p> <p>USSU has allocated \$6,900 towards Anti-racism and Anti-Oppression initiatives for the upcoming year.</p>
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3.	Equity, Diversity and Inclusion	<p>The USSU recognizes the importance of promoting equity, diversity, and inclusion among its staff, volunteers, and members. It strives to create an inclusive and welcoming environment that respects and celebrates diversity and actively works toward eliminating discrimination, harassment, and systemic biases. This includes developing inclusive policies, programs, and initiatives, providing diversity and inclusion training, creating safe spaces for marginalized groups, and promoting representation and inclusivity in leadership positions.</p> <p>USSU is committed to fostering a campus culture that promotes equity, diversity, and inclusion and recognizes that these principles are essential for creating a vibrant, inclusive, and supportive community where everyone can thrive and succeed.</p>	<ol style="list-style-type: none"> 1. Engaging individuals from diverse backgrounds and making them feel welcome and included in all aspects of campus life, including decision-making processes, policies, and activities. 2. Supporting the marginalized community with funding to enhance EDI programming. 	<ol style="list-style-type: none"> 1. USask's EDI strategy is in the development phase, and USSU has contributed to it by giving feedback. 	<ol style="list-style-type: none"> 1. USSU has allocated \$10,000 towards EDI for the 2023-2024 budget year.
4.	Ramadan	<p>Ramadan is the Arabic name for the ninth month of the Islamic calendar. It is considered one of the holiest months for Muslims and is marked by a fasting period, considered one of the Five Pillars of Islam. Students have requested the university to put forward a standard Ramadan accommodation procedure that allows students to request for exam accommodation during their fasting time. Additionally, temporary prayer spaces were requested to support the spiritual needs of students</p>	<ol style="list-style-type: none"> 1. Exam accommodations during Ramada. 2. Temporary prayer spaces in different USask buildings. 	<ol style="list-style-type: none"> 1. Provost Office and Access & Equity Services have worked with Muslim students on campus to develop a procedure for exam accommodation during Ramadan. 2. Currently, there are <u>two permanent and eight temporary prayer spaces</u> for students across the campus, including 	<ol style="list-style-type: none"> 1. USSU has worked with Provost's Office, and the Muslim Students' Association to address their needs.

		during exams.		Engineering, Edwards, Murray, PAC, Health Sciences, Arts and WCVM.	
5.	Indigenization efforts	The University of Saskatchewan Students' Union (USSU) is dedicated to promoting indigenization efforts on the USask campus, recognizing the importance of incorporating Indigenous knowledge, culture, and perspectives into all aspects of university life. As the official representative body of undergraduate students at USask, the USSU works to ensure that Indigenous students feel supported and empowered within the campus community.	<ol style="list-style-type: none"> 1. Actively supports indigenization efforts through various initiatives and programs. 2. Work towards building relationships with Indigenous organizations and communities to promote cultural exchange and understanding. 	<ol style="list-style-type: none"> 1. Various events and projects are led by the office of the VP of Indigenous engagement. 2. All these projects are bringing transformative change to USask and student life. 	<ol style="list-style-type: none"> 1. USSU has allocated \$5250 towards Oohpaahotaan Commitment Fund that will support different projects and initiatives across campus. 2. During the week of Truth and Reconciliation, the USSU collaborated with the office of the Vice-Provost of Indigenous Engagement to screen Home from School: The Children of Carlisle (2021). They also participated in various events across campus during that week. 3. President Goswami and VP Storey-Gamble worked with the office of Vice-Provost Indigenous Engagement, Kathy Walker, Elder Sharon O'Keewehow, Racheal Fidler, Susan, and Darylen to organize a forum for "Walking with Domestic Violence Survivors: Stories, Prevention and Healing."

					4.
6.	Provost Budget recommendations	<p>Abhineet Goswami, President of the University of Saskatchewan Students' Union, writes to the Provost and Vice President Academic, Dr. Airini, on behalf of undergraduate students regarding the 2023-2024 USask Operating Budget. The report includes recommendations for student priorities in three main areas: Safety, Accessibility, and Affordability.</p> <p>Under Safety, the recommendations include conducting safety audits across campus over the next five years to address lighting, hedge heights, and blind spots, with specific attention to certain buildings. The letter also suggests expanding resources for protective services, including cameras in tunnels, increasing diversity among protective service staff, and including them in USask's Anti-racism and Anti-Oppression training.</p> <p>Under Accessibility, the recommendations include a budget allocation for exercise equipment for students with disabilities in the Physical Activity Centre (PAC), continuous funding for accessibility resources and audits on campus, investigating more collaborative learning spaces across campus with a focus on neurodiverse learners, and providing indigenous student housing with space for prayer and smudging.</p>	<p>A. Safety</p> <ol style="list-style-type: none"> 1. Safety audit to be conducted across campus over the next five years with a strategic budget allocation to address lighting, hedge heights and blindspots. We want you to give specific attention to the Education, Agriculture, and Engineering exits as these buildings are a bit distant from the core campus. 2. We thank you for the 0.5 FTS increase in the protective service staff. But due to the past sexual violence case on our campus. We should investigate expanding the resources available for protective services. Looking into cameras in tunnels, specifically arts and science and open areas towards parking. 3. Protective service is the backbone of campus security. But as we are more towards a more inclusive and diverse environment on campus, students want to see protective service staff having more diversity that can allow students 	<ol style="list-style-type: none"> 1. Currently, Arts and Science have conducted a safety audit. The university plans to conduct an audit to examine the lighting and other safety components. 2. Protective hired 0.5 FTE. They also have hired indigenous staff. Protective Service offers diverse training to make its staff well-equipped. 3. Training options are being explored. 	<ol style="list-style-type: none"> 1. USSU conducts regular safety and accessibility audits within its physical spaces. 2. USSU has allocated \$29,456 for Safewalk & Student Crew. Safewalk volunteers walk people safely to their destination on or near campus from Sunday to Thursday, 8:30 pm to 11:30 pm. 3. USSU Volunteers go through different pieces of training that include- Sexual violence prevention, LGBT2S+, and other training. More word is underway to address EDI and

		<p>Under Affordability, the recommendation includes creating a committee to review student wages across campus to address wage discrepancies.</p> <p>USSU also expresses gratitude for the university's engagement with the Students' Union and acknowledges the university's support for students. The letter also highlights that these priorities are in conjugation with USask's strategic priorities, mission and values.</p> <p><i>"Together we can make a difference and make university education more accessible, affordable and equitable."</i></p>	<p>to feel connected with them. Additionally, we would like protective services staff is included in USask's Anti-racism and Anti-Oppression training.</p>		<p>ARAO training.</p>
		<p>Link to the letter: https://ussu.ca/wp-content/uploads/2023/03/Provost-Budget-Recommendation-2023-2024.pdf</p>	<p>B. Accessibility</p> <ol style="list-style-type: none"> 1. Budget allocation to fund Exercise equipment for students with disabilities in the Physical Activity Centre "PAC". Currently, PAC has very limited options to address the needs of students with disabilities. This funding allocation will not only support students' physical health but will also make the space inclusive. Currently, many students are left out due to a lack of accessible equipment. 	<ol style="list-style-type: none"> 1. PAC invested in diverse equipment to make the gym more inclusive and accessible for students with physical accessibility needs. <ol style="list-style-type: none"> a. Accessible Strength Equipment – 2 @ \$8500 – Total \$17,000 b. Treadmills – 2 @ \$15,000 Total \$30,000 c. Stairmasters – 2@ \$8000 Total \$16,000 <p>College of Kinesiology also has</p>	<ol style="list-style-type: none"> 1. Not relevant

			<p>2. Continuous budget allocation for accessibility resources and audits on campus. Your funding of \$200,000 during 2022-2023 has laid the foundation to start the accessibility committee and some great projects. This continuous allocation of funds in the next few years will make the campus inclusive, safe and welcoming for all students.</p> <p>3. USask is home to 13 interdisciplinary colleges, three graduate schools and six affiliated or federated colleges with a student population of +26K. We also have six library locations across campus, with one learning space in the engineering building. Various research has shown that collaborative spaces positively impact students' education. We want to recommend investigating more collaborative learning spaces across campus, specifically in some of the bigger colleges like the College of Arts and Science. During the investigation, we also want you to focus on <u>neurodiverse learner spaces</u>.</p>	<p>formed an accessibility committee.</p> <p>2. Provost office has allocated \$200,000 towards accessibility for the 2023-2024 fiscal year.</p> <p>3. USask Library is currently developing Collaborative learning spaces - low sensory and neurodiverse learning space in the North wing, first floor of Murray Library.</p>	<p>2. Regular maintenance is conducted through USSU facilities.</p> <p>3. USSU has campus groups space located in Place Riel to bring campus groups together. USSU provides free space booking in Louis' and Louis' Loft to support campus life. USSU has \$49,622 towards in-kind for campus groups.</p>
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			<p>4. Indigenous Housing, smudging spaces in residence: Indigenous Housing functions as a home away from home for Indigenous students by providing a spacious and welcoming residence for undergraduate and graduate students (McGill, 2022). Providing indigenous students with a residence that allows them to live with other indigenous students creates a culturally sensitive and inclusive environment where students can build a strong support system rooted in common experiences. Indigenous student housing must include space and capacity for prayer and smudging. We see this model at McGill University, where they offered a 10-room residence specifically for indigenous students known as The First Peoples' House. The USSU proposes that one floor of the campus quarter could be converted into indigenous student housing.</p>	<p>4. Ongoing project, University is also updating the policy to include a smudging ceremony.</p>	<p>4. USSU has one smudging space in Place Riel to conduct ceremonies.</p>
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			<p>C. Affordability</p> <ol style="list-style-type: none"> 1. Student wages across campus: creating a committee to review wages to address the wage discrepancy. 2. Scholarships and Bursaries: Scholarships are an incredible source of financial assistance for our university students. Unlike loans, scholarships are free money that helps students who would otherwise take out student loans, adding to their debt. Many of these student loans carry high-interest rates and create a severe financial burden for students when they graduate. In contrast, scholarship programs can help students afford post-secondary education. As a result, scholarship recipients can pay off loans more quickly and use their extra income to start saving for the future. The University of Saskatchewan continues to experience significant budget cuts. Generally, these costs are passed along to students. The 	<ol style="list-style-type: none"> 1. More information is available in the student wages project. 2. There is a \$1M allocation towards scholarships for international students in the upcoming budget 2023-2024. <p>Resource allocation for Student Financial Aid is \$ for the upcoming fiscal year 2023-2024</p>	<ol style="list-style-type: none"> 1. USSU provides competitive student wages on campus, with 4% to 7% higher wages than the province minimum wage. In addition, USSU offers various other benefits to keep its employees and help students develop their skills. 2. Not Available
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			<p>result is an increase in tuition fees and the rising cost of pursuing a post-secondary education that many students have noticed over the past few years. Increased scholarship opportunities can help fill the gap for students. More scholarship opportunities could address Indigenous and International students' vast financial challenges while seeking post-secondary education. While the challenges imposed on Indigenous and International students are distinct from one another, it is still essential to recognize that these challenges stem from institutional barriers to their identities.</p> <p>3. Students contribute a significant amount towards their education. And in return, they expected the institution to be transparent with their money. After the conversation with several student leaders across campus, we heard, "Our institution needs to be more transparent with our money." We believe this <u>transparency</u> will help get more trust in the institute. We want to recommend that the number of bursaries and scholarships given specifically to international students,</p>	<p>3. University has provided data for undergraduate scholarships & Bursaries</p> <ul style="list-style-type: none"> - International Students=\$1,005,593 - Indigenous Students=\$2,587,83 	<p>3. All USSU Financials are available on the USSU website</p>
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			indigenous students, and other marginalized communities should be transparent with the dollar value.		
7.	Prayer & Wellness Spaces	<p>The Muslim student community at the University of Saskatchewan (USask) and has significantly contributed to the institution's mission through academics and community-based initiatives. USask is seen as a place where Muslim students can work, study, and grow as they embark on a new chapter in their lives. Salah, or prayer, is a fundamental pillar of Islam and plays a crucial role in Muslim students' mental, spiritual, emotional, and physical well-being. Research has shown that religious beliefs, such as prayer, positively influence students' mental health. However, challenges in finding suitable spaces for prayer create barriers for Muslim students to excel in their studies. Although USask has allocated a Musallah for Muslim students, the current space in Saskatchewan Hall is inaccessible and does not meet the standards of other U15 universities. Additionally, there is a need for improved engagement and communication between the university and the Muslim Students' Association to address the needs of Muslim students and foster inclusivity. The university needs to establish a strong relationship with the Muslim Students' Association, engage in open dialogue, and find ways to support</p>	<ol style="list-style-type: none"> 1. Students require quiet, and private spaces to perform their daily prayers, and the current facility on campus is often inadequate, overcrowded, and inaccessible. 2. This creates difficulties for students who have to leave their classes, offices or study spaces and travel to pray, causing stress and distractions from their studies and other activities. 3. USask's standards to operate current prayer spaces on campus compared to other U15 Universities. 4. The current Musallah is not well-furnished or equipped enough to handle the rapidly-growing Muslim population on campus. 	<ol style="list-style-type: none"> 1. Provost's office is creating an analysis of operations of wellness spaces across U-15 universities. 2. Temporarily Provost's office has worked with other Colleges and Deans to accommodate students during Ramadan. 3. A space analysis is conducted in the college to allocate wellness space. 	<ol style="list-style-type: none"> 1. USSU has worked with the Muslim student association and their members to write the Prayer & Wellness Spaces On Campus letter highlighting current challenges. The letter also recommends addressing the needs. <p><i>Link of the letter:</i> https://ussu.ca/wp-content/uploads/2023/03/Prayer-Wellness-Spaces-On-Campus.pdf</p>

		Muslim students in their spiritual needs.			
8.	Federal lobby	USSU is an active member of the Undergraduates of Canadian Research-Intensive Universities (UCRU).UCRU is an informal coalition of student associations whose mandate is to advocate the Canadian Federal Government for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research. We collectively represent over 225,000 university students across Canada.	<u>Student Financial Aid</u> <ol style="list-style-type: none"> 1. Invest in the Canada Student Grants such that the maximum receivable is permanently increased from \$3,000 to \$6,000. 2. Increase the Repayment Assistance Plan threshold from \$40,000 to \$50,000. <u>Student Employment</u> <ol style="list-style-type: none"> 1. Develop specialized skill categories for international students within the Youth Employment and Skills Strategy framework, the Student Work Placement Program, and the Canada Summer Jobs program. 2. Amend the Canadian Experience Class (Express Entry) program such that international students are able to count part-time employment experience (while they are full-time students) towards fast-tracked permanent residency. 3. Permanently lift the cap on working hours for international students. <u>Mental Health</u> <ol style="list-style-type: none"> 1. Make targeted investments into digital mental health resources for students and young people by providing the provinces with 	Not Relevant	<p>Through USSU's advocacy with UCRU, and we supported the students with the following wins.</p> <ol style="list-style-type: none"> 1. Canada Student Loan limits increased to \$300/week from \$210 2. Eligible students can now receive up to \$4,200 from their Canada Student Grant 3. \$197.7M investment in Student Work Placement Program for more work-integrated opportunities 4. Student grants increased by 40% 5. Mature students (22+) no longer need credit screening for federal grants/loans 6. Permanent removal of student loan interest from the Federal Government 7. Expansion of repayment Assistance Plan. Students do not have to pay loans if they make \$40,000/year.

			<p>matched investments.</p> <p>2. Invest in Canada’s federal mental health transfer.</p> <p><u>Indigenous Student Education</u></p> <p>1. Increase the federal budgeted amount for Indigenous student education to 512 million a year.</p> <p>Lobby document link: https://ussu.ca/wp-content/uploads/2023/03/UCRU-Lobby-Briefing-Package.pdf</p>		<p>8. Temporary removal of limits to off-campus working hours for international students.</p>
9.	Provincial Lobby	<p>Saskatchewan’s future is in the hands of post-secondary students. Supporting higher education in Saskatchewan is the greatest way to achieve impactful research, economic development, and dynamic employment sectors. All students in this province need a pathway to affordable and accessible education. We are presenting these recommendations to the Ministry of Advanced Education in order to encourage the prioritization of Advanced Education and for ongoing collaboration with Saskatchewan undergraduate students to address and alleviate systemic challenges. Investing in students means investing in Saskatchewan.</p>	<p>1. Eliminate Saskatchewan Student Loan Interests.</p> <p>2. One Year Student Loan Repayment Grace Period.</p> <p>3. Increase Scholarships, Grants and Bursaries for Indigenous and International Students.</p> <p>4. Policies to Expand Reviews of Sexual Violence Preventative Measures at Post-Secondary Institutions Every Three Years.</p> <p>5. Increased Support and Funding for Student Wellness and Mental Health Resources for Northern Communities.</p> <p>6. Career Development.</p> <p>Lobby document link: https://ussu.ca/wp-content/uploads/2023/03/USSU-2022-23-Lobbying-Document.pdf</p>	Not Relevant	<p>1. This budget includes \$764.8 million for the post-secondary education sector this year, an increase of \$24.5 million or 3.3 percent. It includes \$47 million for student support, a 24 percent increase from last year due to the growing use of the Student Aid Fund and the Saskatchewan Advantage Scholarship. Students.</p> <p>2. \$518 million into mental health and addictions programs and services</p>

<p>10.</p>	<p>Residence</p>	<p>The University of Saskatchewan Students' Union (USSU) expresses gratitude and appreciation for the collaboration with Residence in addressing various issues affecting students in residence. They highlight achievements in accessibility, mental health support, communication channels, and EDI training. They also offer recommendations for improvements, including Indigenous housing and wellness spaces. USSU is looking forward to this great collaboration this year, and we hope that our continuous work can support the students and make the residence the place that students choose as their first home and a home away from home.</p>	<ol style="list-style-type: none"> 1. Introduce Indigenous housing within the residence, including a designated floor or wing for Indigenous students to promote inclusivity and cultural diversity. 2. Create smudging and wellness spaces for students to practice their spiritual beliefs and engage in wellness practices, promoting mental health and well-being. 3. Establish a community engagement space for students to promote socialization and community building within the residence. 4. Conduct a comparative analysis of residence assistance salaries to ensure fair compensation and attract qualified candidates. 5. Conduct regular accessibility and safety audits in residence to ensure inclusivity and equality, including pathways from the residence to the university on Cumberland Ave. 6. Build a culture and tradition in the residence through various activities throughout the year and merchandise specific to the residence, fostering a sense of community and pride. 	<ol style="list-style-type: none"> 1. Residence is working on reevaluating its infrastructure policy to allow smudging in residences. 2. A team is investigating to understand the operations and resources required for indigenous housing. 3. Residence office is creating a wellness space and theatre to enhance the student wellness and experience in residence. 4. A comparative analysis is conducted that will be brought forward next year. 5. Measures are taken to address the upcoming Accessibility challenges in residence through a continuous conversation with the student body. 6. Residence is currently working on Residence specific merchandise to develop a culture on campus. 7. New training is put in place for Residence Assistance for the 2023 and onward years to strengthen the 	<ol style="list-style-type: none"> 1. USSU has strengthened the relationship with the residence office by creating a communication channel with USSU and regular follow-up meetings. 2. USSU wrote the USask Residence letter in 2023. 3. Link of the letter: <i>https://ussu.ca/wp-content/uploads/2023/03/USask-Residence-Letter-2023.pdf</i>
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				<p>understanding of EDI and Anti-Racism and Anti-Oppression amongst staff members.</p> <p>8. New mental health councillor (FTE) has been hired in residence.</p>	
11.	IT services	<p>USSU has expressed appreciation for the University of Saskatchewan's IT initiatives that have supported hybrid learning and student success. They make several recommendations to enhance the student experience, including introducing a student engagement portal within the IT infrastructure, standardization of portals across all colleges, investment in a more accessible scholarship portal, creation of a campus-wide Wi-Fi strength map, and strengthening Wi-Fi in student gathering places. And USSU believes these recommendations will improve the student experience and enhance the university's reputation.</p>	<ol style="list-style-type: none"> 1. Introduce a student engagement portal within the IT infrastructure called PAWS, which would enable students to engage in co-curricular activities, access academic resources, and connect with other students and faculty. 2. Standardize the portal across all colleges to streamline enrollment, registration, degree work, and GPA calculations, providing students with a consistent experience and reducing confusion and errors. 3. Invest in a more accessible and supportive scholarship portal to simplify the scholarship application process and enable more students to access financial aid opportunities. 4. Create a campus-wide Wi-Fi strength map to identify areas with weak Wi-Fi signals and improve connectivity across campus. 	<ol style="list-style-type: none"> 1. USask IT department is planning to do an engagement session with students. 2. IT steering committee is working on this, and USSU President is a member of this committee 3. Currently, the work is under process to make a Wi-Fi strength map. 4. New routers are being installed across the campus. The work is delayed due to a supply chain issue. 	<ol style="list-style-type: none"> 1. USSU has written a letter about IT achievements and a recommendation letter for 2023. <p><i>Link of the letter:</i> https://ussu.ca/wp-content/uploads/2023/03/IT-Achievements-and-Recommendations-Letter-2023.pdf</p>

			<ol style="list-style-type: none"> 5. Strengthen Wi-Fi in student lounges and gathering places on campus to support studying, collaborating, and socializing. 		
12.	Student Central	<p>The University of Saskatchewan (USask) recognized the increased needs of students on campus after the COVID-19 pandemic and took proactive measures to address them. USask implemented a one-time resource allocation by hiring student employees to support its Student Central. This centralized hub assists with financial aid, scholarships, admission, and loans, making the process smoother and more efficient.</p>	<p>Student Central is the frontline for student support regarding class registration, finances, academic life, and referrals, and then we believe it should be easily accessible to students. With this in mind, we've included a list of priorities we want our university to consider.</p> <ol style="list-style-type: none"> 1. Student Central should be open for of drop-ins starting the Term (Spring, Summer, Fall, and Winter) 2. Video resources to resolve concerns for frequently asked questions like how to apply for loans, USask student scholarships, and procedures for credit transfer 3. Increase in financial support for Student Central in the next budget 4. Increase in student support staff (student ambassador programs) 5. Adequate staffing for peak times 	<ol style="list-style-type: none"> 1. Provost provided strategic funding \$40,000 for 2022-2023 to Student Central to hire student assistants. 2. Repurposing the student Finance Awards staff to Student Finance Officer to support the Student Central. 3. Student Central has changed its model based on appointments. This provides different service opportunities for Students to accommodate diverse needs (in-person, online and international). 	<p>USSU sent the recommendation letter to the Provost's Office to address this challenge.</p> <p>Lobby document link:</p>

<p>13.</p>	<p>Work bike station</p>	<p>The Bike workstations have been envisioned as a long-term project to enhance students' physical and mental well-being and serve as a new learning and de-stressing pathway. These workstations have received great numbers daily, and their usage has increased exponentially. The USSU has three work bike stations, and after conversations with the library, they are looking into purchasing some for the main floor.</p>	<p>1. Install work-bike stations across campus to enhance active learning.</p>	<p>1. University Library has purchased three work bike stations. And these are installed on the first the floor of Murray Library</p>	<p>1. USSU purchased 3 work bike stations, and they have been installed in Place Riel.</p>



University of Saskatchewan Graduate Students' Association Report to Senate, April 2023

Dear Senate Members,

The Graduate Students' Association (GSA) welcomes all the members of the University Senate. Since October 2022 senate meeting, the GSA has organized many important events and participated in many advocacies works. The GSA leadership team of 2022-2023 included a list of events it managed. The GSA includes a list of advocacy and priority works and requests respected senate members' support to achieve these advocacy works. The GSA team firmly believes that successfully implementing the advocacy works would positively change graduate students' life and well-being, which will help the University of Saskatchewan's academic excellence. The executives look forward to working with our colleagues on and outside the campus.

GSA-led services improvement:

One of the principal election platforms of the current executive team was Health and Dental Plan coverage expansion. The GSA is pleased to inform the senate members that the GSA, in partnership with Studentcare, extended health, and dental coverage. Through negotiation, GSA executives were able to extend both Health and Dental plan support. The new plan will start in Fall 2023 when graduate students receive a \$40 reimbursement per paramedical practitioner visit from the current \$20 (100% increment). The GSA is also enhancing the dental annual maximum coverage to \$1000 from \$750 (25% coverage expansion).

GSA organized events:

1. GSA-CGPS Need-Based Bursary

Although graduate students comprise about 20% of the total student population, approximately 75% of the food bank assistance receiver belongs to the graduate student class. These statistics provide the dire financial need of University of Saskatchewan graduate students and offer need-based bursaries for graduate students each term. During the 2022-2023 GSA Fiscal year, the GSA awarded 102 GSA-CGPS bursaries (split equally in three semesters). Each bursary is worth \$1000. Of the 102 bursaries, 68 bursaries are awarded from GSA's funding. The College of Graduate and Postdoctoral Studies (CGPS) funded 32 bursaries. The GSA has received approximately 300 bursary applications and was awarded 102 bursaries (~1/3 of the total applicants).

2. Graduate Research Conference 2023 (January 17, 2023)

The GSA organized the 2023 Graduate Research Conference Poster Presentation on January 17, 2023, from 12:00 pm to 5:00 pm at the GSA Commons. The graduate research conference brings University of Saskatchewan graduate students of all disciplines under one roof and gives them a platform to discuss their research with fellow graduate students. In 2023, the highest number of graduate students participated in the graduate research conference's recorded history. The GSA is grateful to the College of Graduate and Postdoctoral Studies (CGPS) for its financial support for the Graduate Research Conference 2023.



Picture 1: Graduate Research Conference 2023 post-presentation group picture



Picture 2: Different moments of the Graduate Research Conference 2023

3. Holiday Hangout Events (December 28, 2022)

The GSA organized a very successful holiday hangout event on December 28, 2022. The goal was to allow the graduate students to meet and greet at the GSA commons during Christmas break. The event was attended by 250 graduate students. Breakfast, lunch, snacks, and dinner were provided for all graduate students. Students participated in many indoor games, including Uno, monopoly, dart board, carom, etc. Students highly appreciate the event and sincerely requested to continue organizing the Holiday Hangout event during the extended Christmas and New Year holiday break.



Picture 3: Graduate Students' Networking During Holiday Hangout Event



Picture 4: Graduate students participated in different indoor games during Holiday Hangout Event



Picture 5: The GSA served Breakfast, Lunch, and Dinner during the Holiday Hangout Events

4. GSA Organized Free Tax Clinic for Graduate Students

The GSA organized two free tax clinic sessions: a) March 15, 2023 (5:00 pm to 7:00 pm) for graduate students with no spouse and kids, and b) March 16, 2023 (5:00 pm to 7:00 pm) for graduate students with spouse and kids. In these tax clinic sessions, GSA executives provided hands-on demonstrations to graduate students to help them file their taxes using **UFile software**.

5. GSA Annual Award

The GSA recognizes outstanding graduate student researchers and faculty members through an annual award. The purpose of the GSA Awards is to celebrate graduate students as well as honor faculty that have generously supported graduate students in research, scholarly and artistic pursuits.



CALL FOR NOMINATIONS



2023 GSA ANNUAL AWARDS

- ADVISING EXCELLENCE
- EXCELLENCE IN COMMUNITY SERVICE
- MARK KROEKER EXCEPTIONAL STUDENT LEADERSHIP AWARD
- PROFESSIONAL EXCELLENCE
- RESEARCH EXCELLENCE IN HUMANITIES, ARTS, SOCIAL SCIENCES, LAW OR EDUCATION
- RESEARCH EXCELLENCE IN INDIGENOUS STUDIES
- RESEARCH EXCELLENCE IN INTERDISCIPLINARY STUDIES
- RESEARCH EXCELLENCE IN STEM**
 - STEM MEDICAL SCIENCE AND PUBLIC HEALTH
 - STEM NATURAL SCIENCES
 - STEM TECHNOLOGY AND ENGINEERING

DEADLINE
MONDAY, MARCH 06, 2023 @ 11:59 PM.

ENROLL NOW



GSA Advocacy Priorities:

1. To advocate for a minimum guaranteed funding for all thesis-based graduate students not less than the equivalent amount of Saskatchewan's minimum wage salary.
2. To advocate to ensure a university-wide minimum guaranteed scholarship/stipend for thesis-based graduate students for a duration that is compatible with the median degree completion time of the University of Saskatchewan graduates.
3. Work with various colleges to help bring down the University of Saskatchewan's median graduation timeline under the U15 median.
4. Advocacy for the introduction of part-time study opportunities coupled with part-time tuition fee options for part-time students.
5. Advocacy for the reduction/removal of international tuition differential for master's students.
6. A mandatory graduate evaluation committee report following each meeting for all thesis-based programs.
7. Advocacy for service improvement at the Student Wellness Centre, including an introduction of walk-in clinic service for all University of Saskatchewan students.
8. Advocacy for broader and faster adoption of Equity, Diversity, and Inclusion (EDI) principles across the university. Expanding the anti-racism and anti-oppression training beyond top-level university leaders, especially for faculty members, managers, and directors of different university services.
9. Advocacy for the introduction of paid maternity leave for graduate students (currently, a limited number of colleges offer such benefits at USASK).
10. Advocacy for the introduction of a university-wide emergency graduate childcare bursary.
11. Advocacy for a seat on the University of Saskatchewan Board of Governors.

With regards,

Mostofa Kamal, President
Ehsan Moradi, Vice-President Finance and Operations
Sristy Sumana Nath, Vice-President Academic and Student Affairs
Ozra Mohammadi, Vice-President External Affairs
Avery Kewistep, Vice-President Indigenous Engagement

Board of Governors**Report to Senate****April 02, 2023****Submitted by Joy Crawford, Senate-elected member of the Board of Governors**

As I committed to when first elected by Senate and subsequently re-elected, here is an update on the activities of the Board of Governors. Please feel free to contact me at joy.crawford@usask.ca with questions and comments.

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

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

BOARD COMPOSITION

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

- Chancellor Grit McCreath
- President Peter Stoicheff
- Lieutenant-Governor-in-Council appointees - Shelley Brown, Grant Devine, Ritu Malhotra, Keith Martell and Marty Seymour.
- Senate elected members – Louise Simard and Joy Crawford
- Student member – Abhineet Goswami, USSU President
- Faculty member – Nadeem Jamali

Shelley Brown serves as chair of the board, and I am vice chair. I am also the chairperson of the Governance & Executive committee. Louise Simard chairs the Human Resources committee; Keith Martell chairs the Audit and Finance Committee; and Ritu Malhotra chairs the Land & Facilities committee.

Of note, public minutes of the board meetings are now be posted on the University Secretary web page. This is something that was requested for quite some time, and I am delighted to announce that as of July 2019, this was put in place. Currently, the most recent minutes published are from October 2022.

BOARD HIGHLIGHTS

The University of Saskatchewan Board of Governors held two board meetings – December 12 & 13, April 17 & 18. As this report was prepared prior to the April meeting, this report covers the December meeting.

Special Guest

At the December meeting, the board met with special guest, Saskatoon Mayor, Charlie Clark.

Meeting with Representatives of the Provincial Auditor

The Provincial Auditor serves as the external auditor of the University of Saskatchewan. There are 2 meetings a year with representatives from the Provincial Auditor's office. The focus of the December meeting is in planning for the upcoming audit while the focus of the July meeting is the results of the most recently completed fiscal year.

deybwewin | taapwaywin | tapwewin: Indigenous Truth

The board received an update on the deybwewin | taapwaywin | tapwewin: Indigenous truth policy. This policy aligns with the University of Saskatchewan vision to be "an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities." USask recognizes the inherent rights of self-determination and self-governance of Indigenous peoples and acknowledges that the dialogue around Indigenous membership verification with documentation is important and complex. With this policy, USask will implement Indigenous membership/citizenship verification with documentation, under the terms described in the policy.

University Risk Management

The board receives regular updates on the progress being made by management with respect to the university risk management (URM) program. On a regular basis, the university conducts environmental scans to identify and assess potential risk exposures that may impact the university. Senior management evaluates and ranks risks and prepares appropriate mitigation strategies. The role of the board is to confirm the risk ranking and mitigation strategies.

PERSONAL ENGAGEMENT

In addition to serving as vice-chair of the board and chairing the Governance & Executive committee, I also have been appointed by the board to sit on the following committees:

- The presidential review committee – complete
- The campaign advisory committee – complete
- The review committee for the Dean of Kinesiology - complete
- The joint committee for the conflict-of-interest policy review – complete
- The search committee for the executive director of SENS – complete
- The joint committee for the Chancellor - complete
- The review committee for the Dean of Edwards School of Business – complete
- The search committee for the Dean of Kinesiology – starting soon

In 2019, I joined the executive of the Canadian University Boards Association (CUBA). After a year as interim president, I was elected in April 2021 to the president role for 2 years. This is a doubly exciting role as the University of Saskatchewan has been awarded the host role for the annual CUBA convention May 4 to 6, 2023. I represent the University of Saskatchewan in this way, with thanks to Senate and their confidence in me, as Senate-elected board of governor.

In closing, I wish all of you the best of health and I look forward to meeting with you this spring.

Respectfully submitted,
Joy Crawford

Report of University Council Activities

FOR INFORMATION

PRESENTED BY: Zsuzsa Papp and Larry Wagner, Senate representatives on University Council

DATE OF MEETING: April 22, 2023

SUBJECT: **University Council activities**

It has been an honour to represent Senate on University Council. As one of three governing bodies of the University of Saskatchewan, Council is responsible for overseeing and directing the university's academic affairs. They meet the third Thursday of every month between September and June. Virtual attendance is accommodated. Agenda and minutes of the meetings are public and are posted on the USask website. Council minutes between Feb-April 2023 were not available before this report's due date.

- Council comprises elected representatives of all colleges, members at large, students, the president and provost. Meetings are open and guests are welcome. Dr. Susan Detmer is Chair.
- Councils' responsibilities include, e.g., granting academic degrees, approving programs, academic Chairs, prescribe qualifications for admission, methods for evaluating student performance, make recommendations on physical and budgetary plans
- Council has standing reports and updates from the President, the Provost, student societies (USSU and GSA) and the Pandemic Response and Recovery Team (PRT)
- Council receives reports, requests for decision and notices of motion from their committees: Academic Programs, Governance, Executive, Nominations, Planning and Priorities, Research, Scholarly and Artistic Work, Scholarships and Awards, Teaching, Learning and Academic Resources
- Council is also informed of and invited to comment on Strategic Planning
- Council provides representatives on major search committees for the University

Council receives Reports for information: 2021-22 Report of Allegations and Breaches under the Responsible Conduct of Research and the Annual Reports from the Research Ethics Boards, the Mid-Year Report of the Research, Scholarly, and Artistic Work Committee of Council

Some of the topics discussed and voted on for approval from September 2022 through March 2023 were:

Change to Admissions Qualifications for the

- Master of Arts and Doctor of Philosophy programs in Psychology
- degree-level certificates in Technical Innovation–New Product Market and in Technical Innovation – Leading Innovative Teams
- International Dental Degree Program
- graduate programs in the School of Environment and Sustainability
- Certificates in Professional Communication
- Doctor of Veterinary Medicine Program

- Master of Arts programs in Archaeology and Anthropology

Program Changes – Combined Juris Doctor/Master of Business Administration and Combined Doctor of Pharmacy/Master of Business Administration

Change to grade descriptors for the Doctor of Pharmacy program in the College of Pharmacy and Nutrition

Program Name Changes – Bachelor of Arts Archaeology and Anthropology to Bachelor of Arts Anthropology and Bachelor of Science in Archaeology to Bachelor of Science in Anthropology

Name change for the Aboriginal Business Administration Certificate to the Indigenous Business Administration Certificate

Changes to Academic Courses Policy

Bachelor of Science in Dental Therapy

Graduate Degree-level certificate in Foundations for Registered Nurse Specialty Practice

Council has updated a Peer Review of Teaching Policy

Recent Proposals: to establish a Department of Indigenous Health and Wellness in the College of Medicine and to move the reporting of the Toxicology Centre from the Office of the Vice President Research to the School of Environment and Sustainability (SENS)

Note: Many of the above items were forwarded to the Senate Education Committee for review and approval

Council's parallel function to Senate's Education committee is to review and approve Academic policy changes at the University. Hearing the discussions around these proposals was beneficial in Larry Wagner's role on the Senate Education Committee. Where appropriate, the Senate Education Committee receives a request for a decision on many of the items listed below after approved by Council.

Overall, it has been a pleasure to attend these meetings and affirm that our university is active in keeping its member involved and informed.

FOR DECISION

- PRESENTED BY:** Airini, Provost and Vice-President Academic
- DATE OF MEETING:** April 22, 2023
- SUBJECT:** Proposal to establish a Department of Indigenous Health and Wellness in the College of Medicine.
- PROPOSED MOTION:** Pending approval of University Council and the Board of Governors, Senate recommends the establishment of a Department of Indigenous Health and Wellness in the College of Medicine.

BACKGROUND/RATIONALE:

The establishment of the Department of Indigenous Health and Wellness (DIHW) directly supports the vision and mission articulated in the College of Medicine's Strategic Plan 2017-2025. The proposed Indigenous-led department has an exceptionally high degree of linkages to institutional plans and strategies including the University Plan 2025; *ohpahotân / oohpaahotaan* – The Indigenous Strategy; the USask Strategic Research Plan and the USask Learning, Teaching and Student Experience Plan.

Through the academic, scholarly, and administrative work of the department, along with a foundational and enduring commitment to authentic community engagement, the goals of this Indigenous-led department will be to meaningfully address: existing health inequities; the scarcity of strength-based Indigenous health research; knowledge translation in community; and systemic racism in the health system and health education system.

Creating the DIHW provides the College of Medicine with the space to position Indigenous Peoples to lead this work. Indigenous and non-Indigenous faculty alike will undertake the comprehensive engagement, coordination, facilitation, and mentorship that will be required to foster an environment that can meaningfully improve Indigenous community health outcomes by advancing pedagogy, creating new clinical tools and frameworks that will strengthen the training of medical learners, augment the resources for faculty and ultimately serve the communities. Focusing the department's education, research and service activities in this way will serve to advance the college's social accountability mandate.

Through, the support of areas including, but not limited to, admissions, curriculum, administration, recruitment, retention, mentorship, relationship, faculty development, undergraduate and postgraduate programming and most critically Indigenous health scholarship, the department will effectively respond to the TRC Calls to Action. The department will influence how medical education and scholarship incorporates Indigenous Knowledges and systems to equip practitioners to provide informed and appropriate medical services to Indigenous communities. It will foster an environment where physicians and scholars are prepared to practice in the Saskatchewan health system through high-quality learning opportunities and research with the goal of providing safe, equitable, ethical, and relational care to community.

The creation of the DIHW will serve as a permanent and formal structure that contributes to a sense of place, both an ethical and relational space, for faculty, staff, learners, and community, best suited to support the work required within our college, university, and health system. The uniqueness and expertise of this unit will reside in its' respectful connection to Indigenous community voices.

The department will work to holistically contribute to aspects of medical education, research, and engagement that touch upon Indigenous Health and Wellness in a manner that aligns with Indigenous ideology and methodology and in so doing will demonstrate the unique value proposition offered by the department.

It is anticipated that this department will be heavily engaged in the co-creation of materials for academic programs across the College of Medicine and in transdisciplinary partnerships across the health sciences, the campus, and the nation. Academic programs from across the college anticipate calling upon or partnering with the faculty of the DIHW to consult on curricular content and deliver parts of their programming. As the department grows and builds capacity there are many future-state opportunities for new post-graduate programming including a Family Medicine Enhanced skills training program, and a new Indigenous Health stream within the Health Science Graduate Program.

The department will be wide in scope and interdisciplinary in nature. It will be a nexus point where community, researchers, learners and educators come together. The goals and objectives of the proposed department will require broad-ranging collaborations and linkages to varied departments within the college, university, and beyond. Robust consultations with stakeholders have underscored the importance of this wide-ranging and inclusive approach to partnerships.

The DIHW creates the space to establish a transdisciplinary research hub. The research hub will be a place for those who share a passion for strengths-based, community-engaged Indigenous health and wellness work to converge, share ideas, coordinate community engagement approaches and develop partnerships that can help to create new tools for clinicians and scholars that incorporate Indigenous Knowledges and systems. The research hub may serve as a catalyst for action related to the signature research areas as there are many opportunities for the faculty to engage with these areas of research and scholarship.

For more than 20 years faculty and staff serving on the College of Medicine’s Indigenous Health Committee have been working to strengthen culturally based linkages between Indigenous world views and the medical community. Building upon the decades of dedicated “work done in good ways” the Vice-Dean Indigenous Health has engaged in significant stakeholder engagement and established a working group comprised of Indigenous and non-Indigenous faculty and staff to scope the work of the department and prepare the proposal for its establishment. Broad stakeholder engagement has been undertaken since mid-May 2022 and more than 80 stakeholders or groups of stakeholders have been engaged.

CONSULTATION AND GOVERNANCE TIMELINE:

Governing Body	Request for Input	Notice of Motion	Request for Decision/Confirmation
College of Medicine Faculty Council		September 28, 2022	January 25, 2023
Planning and Priorities Committee	February 8, 2023		
Academic Programs Committee	March 8, 2023		
University Council		March 16, 2023	April 20, 2023
Board of Governors			April 18, 2023
Senate		March 23, 2023	April 22, 2023

ATTACHMENTS:

- 1. Proposal**

Proposal to Establish the Department of Indigenous Health and Wellness

March 2023

1. Name of Department

The proposed name for the department is the Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan.

The name for the department was carefully considered and importantly incorporates the word, “*wellness*”. The use of the term wellness stems from the utilization of the word by Indigenous communitiesⁱ, Health Canada, and scholars. Wellness is used to replace, or in addition to the words, “*Indigenous health*”, to signify a shift away from the deficit-based understanding of Indigenous health in publications. The working group members felt well advised to include wellness, in the name of the new department. The term Indigenous is used in recognition of the diversity of Indigenous groups and is inclusive of First Nations, Métis and Inuit Peoples. The name provides clarity to the broader college and university membership, regarding the department’s, form and function.

2. Academic Rationale

2.1. Terms of Reference

2.1.1. GOALS OF THE DEPARTMENT

Through the academic, scholarly, and administrative work of the department, along with a foundational and enduring commitment to *authentic community engagement*ⁱⁱ, the goals of this *Indigenous-led*ⁱⁱⁱ department will be to meaningfully address:

- existing health inequities (Public Health Agency of Canada, 2018);
- the scarcity of strength-based Indigenous health research (Lafontaine, 2018);
- knowledge translation in community; and
- systemic racism in the health system and health education system.

The establishment of this department and the articulation of its goals have been many years in the making. Establishing an administrative home for Indigenous Health in the College of Medicine was identified as a priority in the [Strategic Plan \(2017-2025\)](#). The plan speaks to establishing a structure that ensures Indigenous voices are included and heard; increasing the number of Indigenous people in senior leadership positions across the College of Medicine; and investing in the development of Indigenous faculty, learners, residents and staff. To honour, the College of Medicine’s [Indigenous Health Committee](#)’s (IHC) vision and the commitments made in the College Plan, the Office of the Vice-Dean Indigenous Health (OVDIH) was established in May 2022. The Vice-Dean position is an integral member of the senior leadership team, responsible for work on strategic objectives and accountable for positioning the College of Medicine in a place of prominence to achieve its long-term Indigenous strategies. Through deliberation with IHC members, senior leaders, and university officials the OVDIH determined that a **department structure** is best suited to meet the Indigenous health goals of the college (to establish an administrative home). A department will facilitate the building of capacity that is necessary to effectively respond to the [Truth and Reconciliation Commission of Canada \(TRC\): Calls to Action](#).

Through, the support of areas including, but not limited to, admissions, curriculum, administration, recruitment, retention, mentorship, relationship, faculty development, undergraduate and postgraduate programming and most critically Indigenous health scholarship, the department will effectively respond to the TRC Calls to Action.

The department will influence how medical education and scholarship incorporates Indigenous Knowledges and systems to equip practitioners to provide informed and appropriate medical services to Indigenous communities. It will foster an environment where physicians and scholars are prepared to practice in the Saskatchewan health system through high-quality learning opportunities and research with the goal of providing safe, equitable, ethical, and relational care to community.

2.1.2. STRATEGIC LINKS TO UNIVERSITY AND COLLEGE PLANS

The proposed Department of Indigenous Health and Wellness will be the first of its kind in Canada^{iv} and will serve as a sentinel and advisory structure for the College of Medicine to identify opportunities to operationalize, support, and integrate or *weave* the [University Plan 2025](#) Aspirations of Transformative Decolonization, Productive Collaboration, and Meaningful Impact through the fabric of the college and beyond. The department will create space to make the aspirations articulated in “Transformative Decolonization” real – this will be the everyday work of the department. The DIHW is intended to be wide in scope and interdisciplinary in nature. Addressing the goals of the department will require a *community-first perspective*. The department’s commitment to authentic community engagement will allow it to be a hub for “productive collaboration” and “meaningful impact”.

***Transformative Decolonization leading to Reconciliation:** The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement*

***Productive Collaboration:** The world needs a university in which research and innovation are inspired by and accountable to community partners.*

***Meaningful Impact:** The world needs a university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves. (University of Saskatchewan, 2018)*

The department will ground itself in the fundamental commitments articulated in [ohpahotân I oohpaahotaan – The Indigenous Strategy](#). The strategy was gifted to USask on behalf of the Indigenous people who created it and by accepting this gift, USask committed to working to uplift the seven fundamental commitments articulated in the plan. These commitments are mutually reinforcing and core to Indigenous ways of knowing and being. As outlined within section 2.1.3, the department objectives will link to each of these commitments and will be working in an especially purposeful way to move forward while acknowledging past harms to create an environment of:

***Safety:** Creating and realizing inviting, welcoming and safe spaces for Indigenous Peoples, free from racism and oppression.*

***Wellness:** Integrating wholistic healing supports for the University’s Indigenous community, including students, staff, faculty and leaders.*

***Stewardship:** Preserving and amplifying Indigenous cultures, languages and protocol learnings.*

***Representation:** Uplifting Indigenous Peoples in University spaces and places.*

***Right Relations:** Supporting active and respectful partnerships and engagement with Indigenous Peoples—ethical and relational spaces.*

***Creation:** Acknowledging, resourcing and investing in wise practices and activities—conjuring the creative spirit that inspires innovation.*

***Renewal:** Strengthening and sustaining pathways of access and success—connecting with Indigenous youth. (University of Saskatchewan, 2021)*

Establishing the DIHW contributes to the strategic priorities and directions of the College of Medicine. The College of Medicine [Strategic Plan \(2017-2025\)](#) specifically addresses the College's plans to Respond to the Calls to Action and meet our social accountability mandate from the World Health Organization^v (1995).

Indigenous Health: Respond to the Calls to Action in Canada's Truth and Reconciliation report, and work in a mutually beneficial and collaborative manner with the Indigenous Peoples of Saskatchewan to define and address the present and emerging health needs in their communities. Promote wellness, balance and teachings that will lead to positive and improved outcomes in communities.

Social Accountability: Address the priority health concerns of the communities the college is mandated to serve, incorporating authentic community engagement and mutually beneficial partnerships. Focus on equity and community engagement by interweaving social accountability throughout the college's operations.

The [Truth and Reconciliation Commission of Canada: Calls to Action](#) most directly related to the College of Medicine and the DIHW are those calls related to Health (calls 18, 19, 20, 21, 22, 23, 24). While many initiatives to address the TRC Calls to Action are underway the Indigenous Physicians Association of Canada (IPAC) published a [Medical School Report Card: Summary of 2020-2021](#) and results indicate that significant work remains. The findings of this type of report will be important considerations for the department, and college.

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

19. We call upon the federal government, in consultation with Aboriginal Peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.

22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

23. We call upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the health-care field.
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
- iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

The USask [Strategic Research Plan](#) speaks to tackling five pivotal commitments deemed essential for strengthening the research enterprise at USask these are: build institutional fortitude, uplift

Indigenization, invigorate our health cluster, embolden our strengths and put our knowledge to work. The Department of Indigenous Health and Wellness has the potential to support each of these commitments but importantly it will serve as an opportunity to show progress against the guideposts of the Uplift Indigenization and Invigorate our Health Cluster commitments as these concepts are integral to the proposed department.

***Uplift Indigenization:** We will support flourishing Indigenous scholarship rooted in reciprocal, respectful and relational academic and community partnerships to guide our journey of transformative decolonization and reconciliation.*

***Invigorate our Health Cluster:** We will unlock the creativity, innovation and community potential of interdisciplinary health and wellness research.*

The department anticipates vibrant and robust interconnections with many of the USask [Signature Areas of Research](#). These “areas of research and scholarship ... bring the University of Saskatchewan distinct recognition and help to position USask among the most distinguished universities in Canada and among the very best in the world.” The department can provide infrastructure and a home for scholars, learners and academic programs that will enable signature research area growth. It is anticipated that the faculty of the department will have especially important connections to the following signature areas.



***Health and Wellness:** Combining the Arts, Social Sciences, Biomedical Sciences, and Medicine to Make Humans Healthier. Research that combines aspects of the arts, population health, public health, biomedical, clinical, Indigenous, social and political science has the potential to increase the effectiveness of health care, health promotion and disease prevention in society.*



***Indigenous Peoples:** Engagement and Scholarship. By 2050, half of Saskatchewan's population may be of Indigenous ancestry, a demographic shift that creates challenge and opportunity. Our shared journey will help advance Indigenous and non-Indigenous ways of knowing and prepare a new generation of Indigenous youth for the global knowledge economy.*



***Communities and Sustainability:** Exploring the Interrelatedness of Human Communities and Natural Ecologies. Understanding the relationships among different peoples and the natural world and ensuring that they are maintained in a good way — a philosophy embodied in the Cree/Saulteaux concept of wahkohtowin — is crucial to overcoming urgent environmental, social, and political hurdles.*

The USask [Learning, Teaching and Student Experience Plan](#) addresses “walking the talk” of reconciliation and “co-creating a climate of inclusion, empowerment and support”. The plan describes aligned pursuits as measurably enhancing feelings of engagement and safety, enhancing recruitment and retention and academic programming grounded in Indigenous worldviews.

The proposed Indigenous-led department has an exceptionally high degree of linkages to institutional and college strategies, these plans articulate numerous aspirations, commitments, and priorities regarding Indigenization at USask. The goals of the department, resonate with numerous colleges, schools, units, groups and individuals across campus (see section 2.2 Impact and Relationships). It is envisioned that the department will serve as a hub to unite those on our campus who wish to work towards the goals of the department. These shared goals and plans remind us that “we are all in this together” (University of Saskatchewan, 2021, p. 21). Significant work lies ahead and establishing the Department of Indigenous Health and Wellness provides the College of Medicine with the space to position Indigenous Peoples to lead this work, Indigenous and non-Indigenous faculty alike will undertake the comprehensive engagement, coordination, facilitation, and mentorship that will be required to foster an environment that can meaningfully improve Indigenous community health outcomes by advancing pedagogy, creating new clinical tools and frameworks that will strengthen the training of medical learners, augment the resources for faculty and **ultimately serve the communities**.

2.1.3. THE DEPARTMENT – OBJECTIVES, EXPERTISE, DEMAND AND UNIQUENESS

The creation of the Department of Indigenous Health and Wellness will serve as a permanent and formal structure that contributes to a sense of place, both an ethical and relational space (Ermine, 2000) for faculty, staff, learners, and community, best suited to support the work required within our college, university, and health system. The uniqueness and expertise of this unit will reside in its' respectful connection to Indigenous community voices. Community in this context refers to Indigenous Peoples, Knowledge Holders, Elders, and/or Healers. The launch of this new department will begin a cascade of outputs that will, be reflective of department capacity and priority and demonstrate the new department's other distinctive elements. Specific academic objectives are addressed in sections 2.1.4, 2.2.2, and 2.2.3.



Figure 1: Members of the Department of Indigenous Health and Wellness will serve in many ways

The members of the Department of Indigenous Health and Wellness will be called upon to serve in many roles; Figure 1 identifies some of the types of roles they will serve in, they will be educators and learners, community members, and mentors, facilitators, partners and researchers. Pre-launch and during phase one of implementation, faculty, community, learner, and staff recruitment, retention, mentorship and support will be mission critical. Phase one will also need to support work in admissions and creating respectful engagement processes for authentic community engagement. The establishment of dedicated faculty, community, and staff to provide leadership, coordination, facilitation, and subject matter expertise is essential capacity building to address the ever-increasing demands related to Indigenous Health and Wellness, as the demands span the full spectrum of college activities. *(Safety, Wellness, Representation, Right Relations and Renewal – ohpahotân I oohpaahotaan)*

Phase two and three of establishment will see continued capacity building through successful recruitment of dedicated faculty, community, and staff to work on advanced objectives of the department including but not limited to understanding and incorporating Indigenous knowledge systems, designing models with community to improve knowledge mobilization, advancing the TRC calls to action, developing, and delivering on academic programs. The phased development of the department and its' people will result in new learnings for the College, that shared through publications, will position USask as a courageously curious innovator, uplifting Indigenization. *(Creation, Stewardship, and Right Relations – ohpahotân I oohpaahotaan and University Plan 2025)*

“Indigenous People[s] face systemic issues, including racism, discrimination, and bias within institutions (e.g, hospitals and health-care facilities) related to [the Canadian] historical context” (Durand-Moreau,

Lafontaine, & Ward, 2022). Tragic occurrences, linked to systemic racism, happen all too frequently in our health system. The death of Joyce Echaquan on September 28, 2020, sparked the establishment of [Joyce's Principle](#), a brief presented by the Council of the Atikamekw of Manawan to the Government of Canada (2020). The brief provides specific recommendations regarding the relationship between Indigenous People and teaching institutions in the fields of health and social services. Addressing systemic racism in the health system is a complex, multifaceted and monumental task that becomes out of reach without dedicated resourcing. By pursuing the DIHW, the College of Medicine is building essential capacity to effectively respond, when Indigenous communities so clearly articulate the changes needed for equitable health as is the case with Joyce's Principle. The new department's role is to support the College of Medicine in its' efforts to understand and continue addressing systemic racism. A DIHW facilitated, proactive implementation of recommendations arising from Joyce's Principle is one example of how this new department will support the college and its' aspirations. (*Safety – ohpahotân I oohpaahotaan*)

Dedicated interdisciplinary faculty connected to community voice offer multiple avenues for the collaborative enhancement of the department's objectives. Building a unit that allows for the participation of Indigenous scholars, Knowledge Holders, and Elders as valued members of the department would serve to support the continued development and implementation of new and innovative programming that meets learner and provincial needs and accreditation standards while ensuring that all programming continues to support our equity, diversity, and social accountability mandate.

Embracing Mentorship

Academic achievement often comes as the result of structured mentorship. Mentorship activities in the department will have a strong focus on being in-relationship, a focus on recognizing the unique talents and skills of individuals regardless of their positional power and taking a capacity-building approach. It is envisioned that alumni of the department would be encouraged to see themselves as having a kinship-type tie to the department and to see themselves as having long-term opportunities to serve as role models and mentors.

- **Community members** will be encouraged to see themselves and their children as potentially having a future in healthcare and as authentic partners in research projects. Opportunities will be established for them to develop relationships with members of the department, to help break down barriers and make the university environment more welcoming.
- **Learners** are currently mentored from the time they demonstrate an interest in a career in healthcare. There are opportunities to build on the existing learner peer mentorship events and to engage a wider array of faculty and staff in learner mentorship.
- **Members** of the department will work to establish a structured approach to mentorship for learners, early career researchers and faculty. This will include introductions to influential research networks and people, opportunities for co-applicant status on grants, and exposure to the project management and leadership elements of research projects. Members of the department will also provide trust-based mentorship related to career progression including workshop-type support for how to: become published, write a successful research grant and prepare files for tenure, and promotion.

Creating Safe Spaces

The physical spaces of the department, alongside the Office of Vice-Dean Indigenous Health, and the CFI-funded Indigenous Wellness Space called *miyo maskikhēwiyiniwak* (Good Medicine People) will serve as a welcoming safe space for Indigenous faculty, staff, learners, and community. Lessons on creating safe spaces can be drawn from patient-oriented research and will include a philosophical orientation geared towards safety, right relations, and away from unnecessary competition. Support offices and cultural coordinators will be integrated into or co-located near the department, contributing to a wellness

environment to support Indigenous learners, residents, physicians, faculty and staff success, fostering commitment and satisfaction.

Being in Relationship

Great attention will be paid to establishing and maintaining relationships as part of a continual effort to create and maintain truly safe, ethical and relational spaces. Core values statements may include concepts like valuing the guidance of the Seven Sacred Grandfather teachings: Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth in conduct towards others. These values will exist alongside philosophical agreements about wise practices that can be used to help members of the department engage in respectful, insightful and critical dialogue as they work together to address challenging topics related to Indigenous Health and Wellness.

Using Restorative Processes

From time to time every workplace and every partnership encounters conflict and too often disagreements become entrenched. The academic environment often encourages a climate of internal competition, but the work of this department is of tremendous importance to the community and members of the department will use restorative processes to address and manage these differences in pursuit of the greater good.

Research

Scholars working with community will develop “new” and innovative approaches to this pedagogical area and in so doing they will bring Indigenous community-identified health priorities to the forefront of their scholarly work and teaching and focus on knowledge translation and knowledge mobilization that is of value to community members.

Unique Value Proposition

The Department of Indigenous Health and Wellness, based in the College of Medicine at the University of Saskatchewan has a unique opportunity to meaningfully improve health outcomes and reduce health disparities experienced by Indigenous Peoples. While this is a bold statement and will take some time to achieve - it is feasible - in part because of the clinical dimensions of the college’s work and its unique integration with the health system. The faculty of the department and those who engage in the research hub supported by the department will be the subject matter experts called upon by the academic programs of the college to contribute to curriculum in service of improved health outcomes for patients.

The primacy of this work means that it cannot be confined to one college, one student body or one type of healthcare professional but the work must start, the community cannot wait, and the College of Medicine has made this work a strategic and financial priority. The DIHW will create a formal academic structure to further uplift and enrich work that has been underway in the College of Medicine for at least the last 20 years. It has always been the case that the best of the Indigenous initiatives at USask come from the collaborative efforts of many people committed to working with community in good ways and this department will continue in that tradition – it will fund and formalize a collaborative space where we can work together in culturally appropriate ways for the greater good.

The department will work to holistically contribute to aspects of medical education, research, and engagement that touch upon Indigenous Health and Wellness in a manner that aligns with Indigenous ideology and methodology and in so doing will demonstrate the unique value proposition offered by the department. The department will work to respectfully and authentically integrate Indigenous and Western frameworks for the ways in which the department conducts itself. In some ways, the department will be very much like other departments – it will manage institutional processes; provide a home for subject matter expertise and faculty of the department will be called upon to share their expertise with

academic programs. What will make this department different/unique is that it will place a high value on and seek to operate using Indigenous frameworks and models of relational accountability like the 4Rs: respect, relevance, reciprocity and responsibility (Kirkness & Barnhardt, 1991). Essential institutional matters like faculty career progression and the development of academic programming will be addressed in an environment that respectfully weaves in and uplifts Indigenous approaches like being in relationship, using restorative processes, sharing, creating safe spaces and embracing mentorship.

2.1.4. A BRIEF DISCUSSION OF PROGRAMS THAT WILL BE DEVELOPED AND DELIVERED BY THE DEPARTMENT

It is anticipated that this department will be heavily engaged in the co-creation of materials for academic programs across the College of Medicine and in transdisciplinary partnerships across the health sciences, the campus, and the nation. Academic programs from across the college anticipate calling upon or partnering with the faculty of the DIHW to consult on curricular content and deliver parts of their programming.

Undergraduate Medicinal Education (UGME):

*“We anticipate that the department will serve as a key resource for medical program curriculum, providing consultation on curriculum content, and teaching by department members including on critical topics such as Indigenous [perspectives on] health and wellness, ..., cultural safety, colonization and decolonization, and truth and reconciliation. The department will also support engagement with communities for curricular opportunities, such as pre-clerkship learning experiences within Indigenous organizations and communities and electives for both Indigenous and non-Indigenous students)”.
Dr Meredith McKague, Associate Dean Undergraduate Medical Education, College of Medicine*

Postgraduate Medical Education (PGME):

“The PGME ... would certainly benefit from collaborations with the new department for curricular changes (incorporating Indigenous perspectives, learning from Elders and Knowledge Keepers, and integrative medicine), developing new sites of training and recruitment and retention.” Dr. Anurag Saxena, Associate Dean, Postgraduate Medical Education, College of Medicine

The Department will create the space for experts in the field to design and deliver other programming. In the future, as the department grows and builds capacity there are many future-state opportunities for new post-graduate programming including a Family Medicine Enhanced skills training program, and a new Indigenous Health stream within the Health Science Graduate Program.

***New* Enhanced Skills Program^{vi} – Indigenous Health and Wellness through the Department of Academic Family Medicine.** This enhanced skill year is a comprehensive learning experience for family medicine physicians focusing on Indigenous health and wellness. The Residency Program would adhere to the goals and objectives articulated in [CanMEDS Family Medicine Indigenous Health Supplement](#). Residents would enter the program via the Canadian Resident Matching Service (CaRMS^{vii}), meaning residents would apply specifically for this program.

Master of Science (M.Sc.) or Doctor of Philosophy (Ph.D.) in Health Sciences – Indigenous Health and Wellness (new stream). The [Health Sciences Graduate Program](#) (HSGP) is a unique research-based program open to all departments in the College of Medicine. The M.Sc. and Ph.D. programs in Health Sciences are thesis-based graduate programs for graduate students performing intensive research within the College of Medicine. Research projects primarily investigate translational and/or clinical aspects of human disease, health, healthy living, and/or translational research but may also include more biomedical research projects with clinical translation. Areas of research are dependent on the research interests and expertise of the student and their research supervisor. The HSGP offers relevant, centrally managed programs that provide research skills, and knowledge necessary for any life and health science graduate.

Other programming opportunities that have been discussed during the creation of this proposal include:

- Collaborating with the Royal College of Physicians and Surgeons of Canada on a certificate in Indigenous Health and Wellness
- Collaborating with the [Clinician Investigator Program \(CIP\)](#) to contribute to academic programming specific to Indigenous health, wellness and healing practices.

2.2. Impact and Relationships

2.2.1. RELATIONSHIPS WITH OTHER DEPARTMENTS OR ACTIVITIES IN THE COLLEGE

The department will be a nexus point where community, researchers, learners and educators come together (see Figure 2). The goals and objectives of the proposed department will require broad-ranging collaborations and linkages to varied departments within the college and university, and beyond. Robust consultations with stakeholders have underscored the importance of this wide ranging and inclusive approach to partnerships. Like many elements of this department, relationships will take shape as department leadership and operations evolve. The forecasted collaborators of the department are depicted in the centre of Figure 4: Proposed CoM Indigenous Health Relational Organization Chart, as mentors, advisors, partners, and collaborators. Details regarding the opportunities for impactful collaboration with other units cannot be captured concisely, nor is it fully known at this stage of the process. For these reasons we have chosen to highlight impacts relating to the OVDIH, FD, CME and UGME areas, the departments of Obstetrics and Gynecology, Community Health and Epidemiology, and the Division of Social Accountability as well as colleagues, learners, and external partners, to provide insight into the anticipated impacts foreseeable by stakeholders and the project team. It is assumed that the department will have many more connections with local, provincial and national level organizations dedicated to the promotion of Indigenous Health and Wellness concepts.

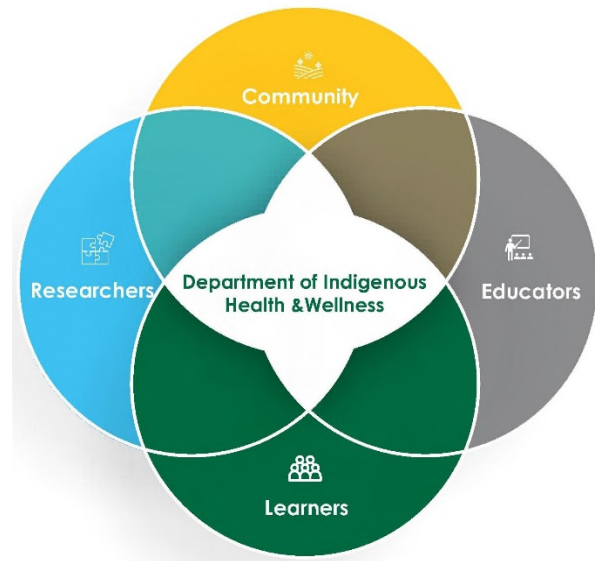


Figure 2: the Department of Indigenous Health and Wellness is a place where community, researchers, educators, and learners will collaborate

Links to Office of the Vice-Dean Indigenous Health (OVDIH) and Community

Being *in relationship* is of fundamental importance in Indigenous culture and the department will have a wide array of linkages and impacts. A relationship deemed to be of high importance by the working group is the one between the Department of Indigenous Health and Wellness (DIHW) and the Office of the Vice-Dean Indigenous Health (OVDIH). The relationship needs to be close, to ensure that high level aspirations of the college and objectives of the department, related to Indigenous health, are met. In many cases, the vice-dean will be a conduit for the DIHW to become engaged in new partnerships and opportunities. Relational ties will also exist through staff, the cultural coordinator, and the community advisors, with many roles being shared positions in the early phase of development. The OVDIH, will support a coordinated approach to community engagement for priority projects of the department and college. Community links will be made and/or recognized in a wide array of ways including recognition that Indigenous faculty, staff and learners are our *internal Indigenous community* and that in many cases they will be uniquely positioned to reflect on the work of the department. Individual researchers, faculty, staff and learners have pre-existing professional relationships and kinship ties to *external Indigenous*

communities and those ties may lead to more formal community engagement arrangements like community-led research partnerships, and/or community placements for learners.

A fundamental initial step in achieving authentic community engagement is creating safe, ethical and relational spaces within the college. Once the space is established, safe respectful community engagement can commence on a broader scale. Both the OVDIH and DIHW will work with others internally and externally to uplift Indigenous concepts, methodologies, and pedagogies. Indigenous and non-Indigenous clinicians and scholars must partner with members of Indigenous communities to be gifted the knowledge required, to achieve this. Such a framework is foundational to the DIHW and in keeping with [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans: Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#) (TCPS 2-Chapter 9). Indigenous-led establishment of partnerships through, respectful Indigenous community engagement protocols that reflect the diversity of the population, building access to networks of community partners, and determining respectful sustainable resource strategies, will be the distinctive work of the OVDIH and DIHW.

“The building of relationships with the community is integral to engaging in research with the community ... this has the potential to engage Indigenous Elders, Knowledge Keepers and communities in co-creating questions with researchers that will work with them to answer the questions in a meaningful way.” Dr. Vivian R Ramsden, Professor, Research Director, Department of Family Medicine, University of Saskatchewan.

Links to Other Departments/Units/Portfolios of the College

The College of Medicine is large and complex with many parts including: clinical departments where Provincial Department Heads provide fundamental links to and leadership within the Saskatchewan Health Authority (SHA); academic departments; the School of Rehabilitation Sciences and cross-cutting portfolios like rural health. The following section articulates some of the ways that the proposed new department will link to other units in the college.

Leaders from many clinical departments including Medicine, Surgery, Obstetrics and Gynecology, Psychiatry, and Family Medicine identify that the DIHW offers much-needed complimentary support to their department’s clinical work and research. Provincial Department Heads^{viii} relay an eagerness and impatience for the DIHW to launch. The prospect of learning from Indigenous-developed processes and employing authentic community engagement approaches excites clinical scholars; many see this as an opportunity to move closer to improved clinical outcomes for Indigenous Peoples.

“The Department of Obstetrics and Gynecology would welcome the opportunity to learn from and work alongside partners in Indigenous health. Indigenous communities in Saskatchewan are seeking to revitalize and promote traditional birth practices. As a system, we need to explore opportunities to support this work, ensuring culturally safe and respectful processes and alliances.” Dr. Joanne Sivertson, Provincial Department Head, Obstetrics and Gynecology, College of Medicine/SHA.

Similarly, there is an opportunity for the faculty of the DIHW to partner with other academic departments such as Community Health and Epidemiology known for its community-engaged research, social justice lens and collaborative approaches and the Division of Social Accountability (DSA). The DSA is a unit with the vision of inspiring transformative learning, research, and action to achieve health equity. These relationships would build and amplify existing sector-leading practices or to co-create new ways of conveying Indigenous health and wellness practices in educational and clinical settings using Indigenous community-led innovations as a foundation. The DSA notes the critical need for Indigenous-led medical education, both as a necessary response to calls such as the TRC Calls to Actions, and as an innovative and paradigm-shifting solution to many of the challenges currently plaguing Canada’s healthcare systems.

“The Division of Social Accountability is pleased to support the establishment of a Department of Indigenous Health and Wellness at the University of Saskatchewan, in the interest of advancing health equity and justice in the province of Saskatchewan. As a resource unit made of non-Indigenous staff, we strive to practice responsibility and allyship towards interrupting the harms of colonialism and racism in the health outcomes of Indigenous Peoples, and we recognize that there must be dedicated and focused resources to advance the research and academic development of Indigenous faculty in ways that are culturally safe and guided by the knowledge and values of Indigenous Peoples.” Dr. Manuela Valle-Castro, Division of Social Accountability.

Beyond the department’s enduring commitment to respectful community relations, Heads of departments also note that a department designed to be welcoming of Indigenous faculty and complementary to other departments would aid in the recruitment and retention of Indigenous faculty in all departments.

“I see needs in the [School of Rehabilitation Science] that would be supported and guided by this department in improving the culture and supports for Indigenous students, attracting Indigenous faculty to the school, and increasing opportunities for innovative education and research in Indigenous health and wellness for the betterment of rehabilitation in the province and beyond.” Teresa Paslawski, Associate Dean, School of Rehabilitation Science, College of Medicine, USask

It is anticipated that the future DIHW will have many points of common interest and will collaborate frequently with the Rural Medicine portfolio. Like the DIHW the Rural Medicine portfolio has a province-wide mandate, working to address topics that transcend disciplinary boundaries with a goal of improving healthcare delivery in rural communities, including rural Indigenous communities. The Associate Dean, Rural Medicine, identifies the establishment of a Department of Indigenous Health and Wellness with scholars who have dedicated time to engage in the co-creation of new value-added programming as a tremendous asset to the rural portfolio, and the academic programs of the college. New co-created programming may include opportunities for: a new Longitudinal Integrated Clerkship (LIC) experience based in a rural, remote Indigenous community; or new community experience offerings for the Undergraduate Medical Education Program.

2.2.2. LINKS TO ACADEMIC PROGRAMS OF THE COLLEGE

Links to Undergraduate Medical Education Admissions

Starting in the 2022 application cycle, the College of Medicine, Undergraduate Medical Education (UGME) program introduced a new process to evaluate Indigenous applicants called the Indigenous Admissions Circle (IAC). The IAC supports Indigenous applicants, who meet all posted admission requirements, by reviewing and evaluating applicants through an Indigenous lens. The IAC process, established in part to address *TRC Call to action 23(i)* is designed to support self-declared First Nations, Métis, and Inuit learners to gain admission to medicine. The UGME admissions team anticipates the new DIHW will be a tremendous resource for the UGME and the IAC in part due to the expanded internal capacity as currently, the demand for services exceeds the available resource on topics related to learner supports, programming and quality improvement projects. Mentorship is central to the work of the DIHW and there will be opportunities to support and mentor Indigenous learners from the time that they are interested in a career in medicine and throughout their medical school application, to acceptance to medical school. These mentorship opportunities are extremely important in building relationships and trust. The director of admissions for the UGME program explains that:

“Having a culturally-safe space that is Indigenous-led and focused on Indigenous Peoples demonstrates to our future and current applicants that the College of Medicine fosters a supportive and learner-friendly environment. Not only is this helpful from an Indigenous student recruitment perspective, but improving the learning environment to make it culturally and psychologically safe for our Indigenous students is absolutely critical for their development as future physicians.” Dr. Trustin Domes, Admissions Director, College of Medicine.

Links to UGME Curriculum

As required by the Committee on Accreditation of Canadian Medical Schools (CACMS), the College of Medicine is committed to addressing the priority health concerns of the Indigenous population it has identified as its responsibility to serve. The Curriculum Committee (CC) for the UGME program recognized the importance of Indigenous health and therefore have supported the inclusion of a vertical theme throughout the four-year program with a dedicated faculty vertical theme lead, who is responsible for overseeing the vertical integration of Indigenous health into the curriculum. The department will add to the existing Indigenous health expertise and collaborate with existing medical education leaders to support this vital work. As it becomes established the department will build capacity for and facilitate the delivery of medical education courses. This facilitation and design will be guided by Indigenous community knowledge through inclusion of community members with lived experience, Elders, Knowledge Holders, Indigenous practitioners and scholars ensuring the work is grounded in Indigenous ways of knowing and doing. It is anticipated that the department will be engaged in and facilitate aspects of curricular content related to: *Clinical Integration, Clinical Skills, Medicine and Society, Foundations, Selected Topics in Medicine, Core Clinical Rotations, and Preparation for residency.*

Indigenous health is embedded in the UGME curriculum through a variety of types of learning experiences including guest lectures from leading experts, case studies, community service-learning projects, group work, panels, and clinical experiences (College of Medicine, Indigenous Health Roadmap, 2018). These learning opportunities that take place in a variety of locations throughout the province would be examples of where the department would help the UGME coordinate and make connections with community.

Links to Faculty Development and Continuing Medical Education

The DIHW will nurture a strong connection to both the Faculty Development (FD) and Continuing Medical Education (CME) units; both units have articulated strong support for the department and will be important partners for the DIHW.

The FD unit is a community of practice of staff, faculty including physicians and other providers, educators and learners around the province who are interested in supporting and facilitating medical education, using best practices and evidence for work in all domains - clinical, administrative, teaching and learning, research and leadership. The FD unit works in the area of quality improvement, and they are key change agents within the medical school. The DIHW objective to establish processes for authentic community engagement will directly support the work of Faculty Development.

"Increasingly the demands on faculty development require a strong understanding of the needs of our First Nations and Métis communities and how to engage and support all faculty in this work." Dr. Cathy MacLean, Faculty Development Director, College of Medicine.

The CME unit is committed to providing high-quality education to support the professional lives of physicians and other healthcare providers on a provincial scale with the mission to enhance healthcare outcomes. CME is home to award-winning cultural safety courses that serve as an important example of the college's commitment to addressing TRC Call to Action 23(iii) to "...Provide cultural competency training for all health-care professionals". In the spirit of the expression, "a rising tide lifts all boats" it is anticipated, that the DIHW will bolster existing Indigenous CME content through collaboration with community and contribute to new and existing Indigenous Health and Wellness programs and courses offered by CME. Faculty are an essential piece of advancing pedagogical changes and CME provides an avenue for the DIHW to reach out to medical faculty enabling them to be a key part of the knowledge mobilization efforts undertaken by the DIHW.

2.2.3. IMPACT ON COLLEAGUES, ON LEARNERS AND ON OTHER DEPARTMENTS OR COLLEGES OUTSIDE OF THE SPONSORING COLLEGE

Impacts on Colleagues and Learners

Perhaps the greatest internal impact of the DIHW will be experienced by colleagues, learners, and staff. The need to focus on recruitment and retention; mentorship and the establishment of a truly welcoming and inclusive space - a home - has long been recognized as important and is specifically addressed in the college plan. Former faculty report that creating a safe supportive mentoring environment for Indigenous clinicians, scholars, learners, and staff within the College of Medicine would be a key recruitment and retention driver to advance the academic and research agenda of the college through the development of its people.

Advancing Indigenous Knowledges and stretching epistemology^{ix} will be foundational to the work of the department and permeate every level of the department. Academic programs, faculty, leaders and learners are dedicated to moving curriculum forward and to supporting and responding to student advocacy efforts. Together they grapple with ways to weave topics like the complexity of mental health care and the articulation of diverse and powerful Indigenous healing practices into curricula. Medical learners are advocating for a continuous improvement approach to the topic recognizing that while much has been done, more work remains (Student Medical Society of Saskatchewan (SMSS) Governance and Advocacy Affairs Committee, 2022). There is an opportunity to learn from the *mind, body and spirit* approaches of Integrative Medicine^x and *Indigenous ways of knowing and doing* to support improved health outcomes for communities. Faculty and scholars in the department will become integral extra resources to guide this work.

Links to the Other Departments, Colleges and Schools outside of the College of Medicine

The topic of Indigenous Health and Wellness transcends disciplinary boundaries. There are currently many productive partnerships across the full spectrum of the health sciences and numerous departments in the College of Arts and Sciences, especially with the Department of Indigenous Studies. The work of Indigenous Health and Wellness encompasses many other areas across campus including education, law, and policy. As such, the department will benefit from establishing extensive networks and partnerships and generally being in relationship with scholars from across campus and the nation. It is anticipated that the Department Head of the future Department of Indigenous Health and Wellness will invite/nominate a number of associate members^{xi} and adjunct professors^{xii} to contribute their expertise to the department (see Figure 6).

The health sciences colleges, schools, and administrative units represented on the [Health Sciences Deans Committee](#) work to foster collaboration — and to help educate health professionals through a team-centered approach. They have long sought ways to collaborate on Indigenous initiatives. It is anticipated that the capacity building that comes from the DIHW will add more points of connection and more robustness to networks that have spanned our campus and energized many initiatives over the past two or three decades.

“Establishment of the DIHW has significant implications for the health sciences. We have ... striven to improve our listening to Indigenous voices and perspectives in our practices, policies, and spaces in the health sciences. Much of the guidance and wisdom towards these efforts has come from the College of Medicines Indigenous Health Committee ... Future collaborations will hopefully include but not be limited to, consultation on health science spaces, infrastructure, and art installations, planning and producing The Gathering event for Indigenous health research, collaborating on the Life and Health Sciences Expo, and contributing to the development of a shared vision and strategic goals for the health sciences.” Dr. Adam Baxter-Jones, Interim Associate Provost, Health USask Health Sciences

2.2.4. ANTICIPATED LINKS TO INDIVIDUALS, GROUPS OR ORGANIZATIONS AT OTHER INSTITUTIONS OR OUTSIDE THE UNIVERSITY

Links to Community

Sustainable, foundational, and authentic community engagement will be essential for the department. The department will collaborate with the Office of the Vice-Dean Indigenous Health to build and sustain these partnerships. The OVDIH will establish an Indigenous Community Advisory Council with Elders, Knowledge Keepers, and Advisors etc. for representation from communities across the province.

Links to Important National Discussions on Indigenous Medical Education and beyond

The department presents an opportunity to support an increased focus on building internal capacity. The college has relied heavily on a few highly skilled and dedicated individuals to support, advise, and lead Indigenization efforts. There is a desire to share this work enabling more people to use their individual gifts and talents. An expanded capacity means more fulsome and sustainable engagement at local, provincial and national levels. There is a need to more fully engage in and learn from groups like the [National Consortium for Indigenous Medical Education](#) (NCIME). The NCIME was formed to advance Indigenous medical education and leadership in health care; this Indigenous-led work will transform Indigenous medical education and contribute to the delivery of culturally safe care. The NCIME has established working groups covering topics that are highly aligned with the strategic directions of the college, topics like Indigenous learner admissions and transitions; Indigenous faculty recruitment and retention; improving cultural safety in curriculum; and anti-racism, policies, processes, and implementation support. All of these topics are essential to deliver on the strategic directions of the college, and the work of the department and will help to ensure that the work done locally is linked to national best practices. Opportunities also exist to share learnings with and learn from international groups like the [Leaders in Indigenous Medical Education Network](#) (LIME Network).

Links to Indigenous Governance Groups and Indigenous-led Educational Institutions

Leaders from Indigenous governance groups like the Federation of Sovereign Indigenous Nations (FSIN) are calling on the University and the College to do more to support *TRC Call to action 23(i) to increase the number of Aboriginal professionals working in the health-care field*. They highlight the importance of productive partnerships with institutions like the Saskatchewan Indian Institute of Technologies (SIIT) and First Nations University of Canada (FNU) in forging new paths and creating the necessary space for those wishing to pursue medicine.

2.3. Consultation

For more than 20 years faculty and staff serving on the College of Medicine's Indigenous Health Committee have been working to strengthen culturally-based linkages between Indigenous world views and the medical community. The committee was also integral in ensuring that Indigenous Health priorities were embedded into the College of Medicine's strategic plan. As a result of the college's commitment to increase the number of Indigenous People in senior leadership positions, the inaugural Vice-Dean Indigenous Health was appointed on an interim basis in May 2022. One of the vice-dean's primary accountabilities has been to lead the establishment of a home for Indigenous Health. Building upon the decades of dedicated "*work done in good ways*" the vice-dean has engaged in significant stakeholder engagement and established a working group comprised of Indigenous and non-Indigenous faculty and staff to scope the work of the department and draft this proposal.

Those working group members include:

- Valerie Arnault-Pelletier, Senior Lead, Indigenous Initiatives and Program, College of Medicine
- Marianne Bell, Manager, Office of the Vice-Dean Indigenous Health, College of Medicine
- Dr. Holly Graham, Indigenous Research Chair in Nursing, College of Nursing

- Dr. Robert (Bobby) Henry, Executive Director and Principal Investigator of natawihowin and mamawiikikiyaahk Research Networks (SK-NEIHR) and CRC Tier II in Indigenous Justice and Wellbeing. Faculty Member in the Department of Indigenous Studies, College of Arts and Science
- Dr. Malcolm King, Scientific Director of Saskatchewan Centre for Patient-Oriented Research
- Dr. Anne Leis, Department Head, Community Health and Epidemiology, College of Medicine
- Fleur Macqueen Smith, Manager, natawihowin (First Nations) and mamawiikikayaahk (Métis) Research, Training and Mentorship Networks, Saskatchewan NEIHR (Network Environments for Indigenous Health Research)
- Crystal Maslin, Director, Planning and Projects, College of Medicine
- Dr. Veronica McKinney, Director, Northern Medical Services
- Joann Potie, Executive Assistant, Office of the Vice-Dean Indigenous Health, College of Medicine
- Harvey Thunderchild, Indigenous Cultural Coordinator, Office of the Vice-Dean Indigenous Health, College of Medicine
- Dr. Janet Tootoosis, Vice-Dean, Indigenous Health, College of Medicine

The vice-dean and members of the working group met with more than 80 stakeholders or groups of stakeholders including:

- Leaders from across the College of Medicine (vice-deans, associate-deans, provincial heads, department heads and directors)
- Leaders from across the USask campus (vice-president research, deputy provost, dean of graduate studies, associate provost health, Health Science Deans Committee, research signature area co-lead for the health and wellness cluster)
- Leaders from across the Saskatchewan Health Authority including the Chief Medical Officer, and many people from First Nations and Métis Health
- Faculty from the College of Medicine including current and past Indigenous Faculty members
- Indigenous and non-Indigenous scholars like the Cameco Chair and the Indigenous Research Chair, and allies with long histories of undertaking authentic community-engaged scholarship
- Indigenous community leaders representing local and provincial Indigenous governance groups like Federation of Sovereign Indigenous Nations, Métis Nation - Saskatchewan, First Nations Tribal Councils and Grand Councils
- Leaders of Indigenous educational institutions like the First Nations University of Canada, and the Saskatchewan Indian Institute of Technologies (SIIT)
- Indigenous Physicians Associations of Canada (IPAC)

Key Messages from these consultations include:

- Engagement with internal and external Indigenous communities must be foundational, authentic, and sustained.
- Commitment to community-led academic and scholarly work is of vital importance.
- There is an urgent front-line healthcare need to better equip practitioners to provide informed and appropriate medical services to Indigenous communities.
- More needs to be done in relation to TRC Calls to Action.
- Creating a safe and welcoming environment for Indigenous faculty, staff and learners will be essential for the success of both the people and the department itself. The lack of a safe and welcoming space has led to recruitment and retention issues in the past. The need for more safe spaces is a campus wide issue.

- That currently the programmatic demand for support related to Indigenous health and wellness subject matter expertise exceeds the available resource. New resources need to be established and early career faculty and staff need to be mentored to build capacity.
- The goals of the department are wide in scope and interdisciplinary in nature. They have generated significant enthusiasm and present numerous opportunities for transdisciplinary partnerships that span our campus, province, nation and beyond. Many potential collaborators have demonstrated a desire to be engaged with the work of the department. A sampling of these potential partnerships are shown in Figure 5: Proposed CoM Indigenous Health Relational Organization Chart.
- The department will be small and care will be needed to ensure that the core purpose and goals of the department are not overwhelmed by the many and varied needs and demands of the campus.

2.4. Scholarly Work

The proposed Department of Indigenous Health and Wellness creates the space to establish a transdisciplinary research hub. The research hub will be a place for those who share a passion for strengths-based, community-engaged Indigenous health and wellness work to converge, share ideas, coordinate community engagement approaches and develop partnerships that can help to create new tools for clinicians and scholars that incorporate Indigenous Knowledges and systems.

The research hub may serve as a catalyst for action related to the signature research areas as there are many opportunities for the faculty to engage with these areas of research and scholarship see Figure 3: Anticipated engagement of DIHW with Signature Research Areas.

In many cases faculty associated with the research hub will spark partnerships, community engagement, community led research and ultimately real-world health and wellness benefits that link to the USask Signature Research Areas.

With the overarching and fundamental acknowledgement that research driven by community can be transformational, that community members have extensive subject matter expertise and that community members are best positioned to offer endorsement of approaches: the hub will work to improve the value of USask research to communities.

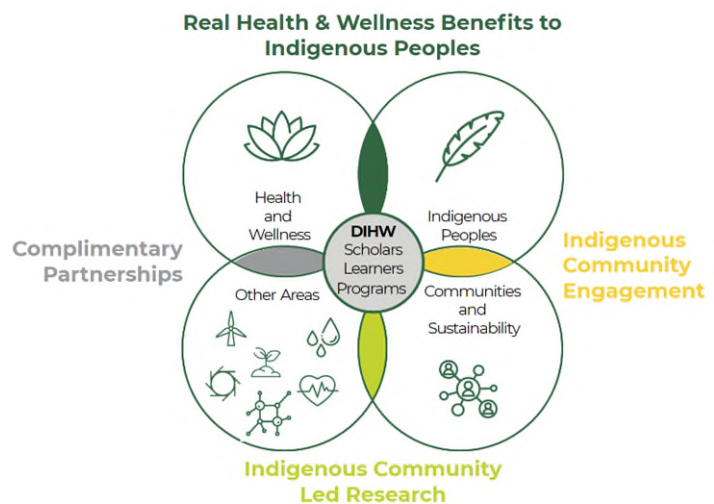


Figure 3: Anticipated engagement of DIHW with Signature Research Areas

The research hub will:

- Create opportunities for prominent researchers and research groups from across campus (for example the [Saskatchewan NEIHR Network](#), [Pewasekwan Indigenous Wellness Research Group](#), [Waniska Centre](#), and the planned Indigenous research hub in the College of Arts and Science) to connect with each other and with learners
- Establish and reinforce mentorship opportunities to support community members, learners and members of the department to thrive (*Safety, Representation, Right Relations and Renewal – ohpahotân I oohpaahotaan*)
- Foster a culture to advance authentic community engagement (*Safety, Wellness, Stewardship, Representation, Right Relations, Creation and Renewal – ohpahotân I oohpaahotaan*)
- Increase the occurrence of community-driven research in Indigenous communities and capacity-building partnerships based on trust and a shared vision; finding opportunities to serve the communities and support them to leverage existing community-enhancing funding opportunities and grants (*Right Relations and Renewal – ohpahotân I oohpaahotaan*)
- Advance knowledge mobilization
- Serve to increase the occurrence of Tri-Agency and other prestigious national grant submissions, awards, and funding
- Collaborate to establish new opportunities for scholars like a Canada Research Chair in Indigenous health and wellness

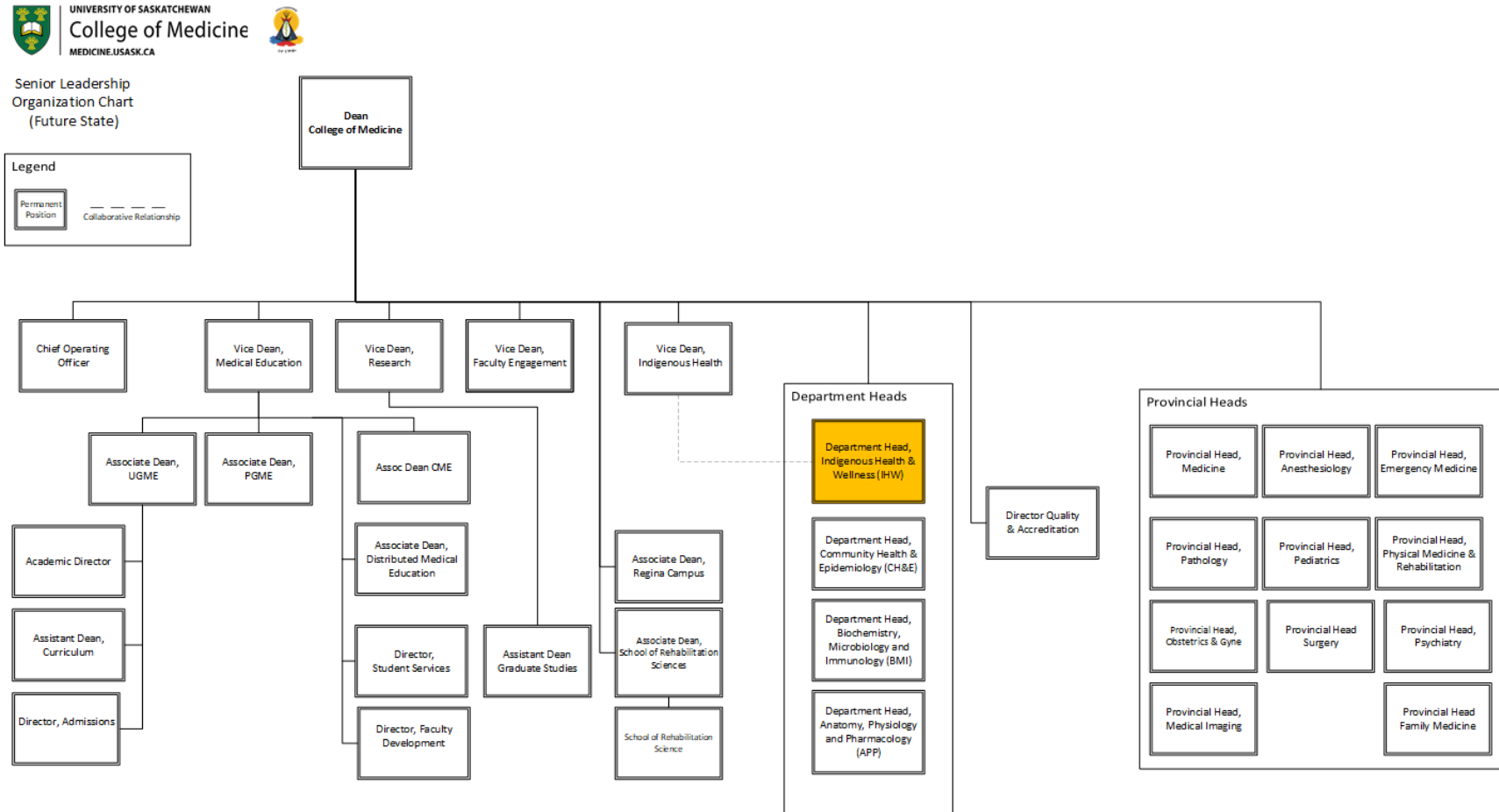
Like the department, the research hub will be grounded in the fundamental commitments articulated in [ohpahotân I oohpaahotaan – The Indigenous Strategy](#) and will work to uplift the seven fundamental and mutually reinforcing commitments articulated in the strategy. The research hub will also be guided by the department’s commitment to relational accountability, restorative processes, and the emphasis on mentorship.

Scholars of the department (and affiliated with the department via the hub) will bring together wide-ranging and extensive expertise in the areas of Indigenous research methodologies, research ethics and community-engaged research. They will be able to provide advice, guidance and advocacy on research using relevant Indigenous research principles, such as the [First Nations Principles of OCAP®](#) (ownership, control, access, and possession) of data, the Saskatchewan Métis Data Governance Principles (in development with Métis Nation-Saskatchewan), and the TCPS 2-Chapter 9.

3. Department Management

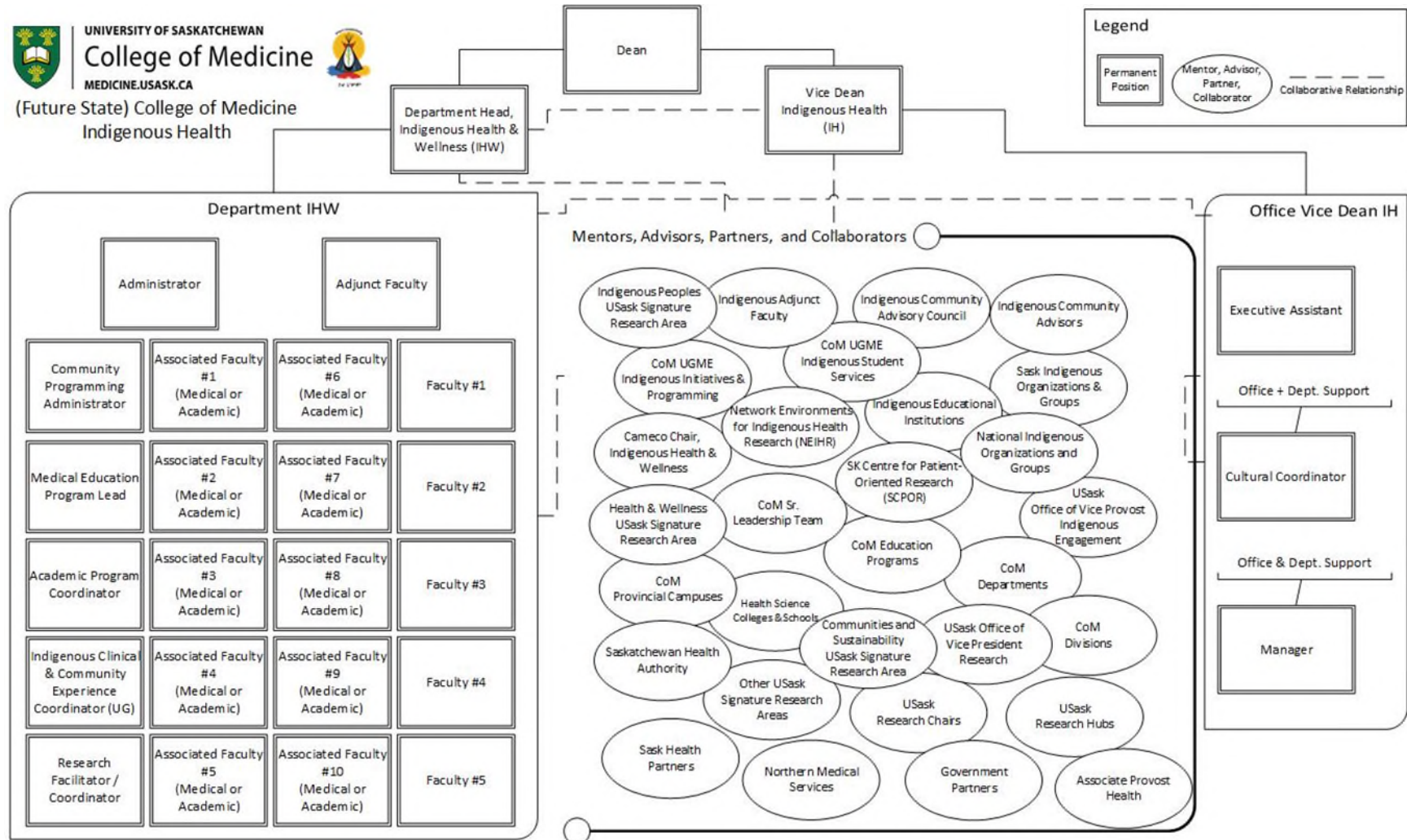
As shown in Figure 4: Proposed CoM Senior Leadership Organizational Chart, the department head will report directly to the CoM Dean, Dr. Preston Smith and have an important collaborative relationship with the Vice-Dean Indigenous Health. As members of the College’s Senior Leadership team both the Department Head and Vice-Dean will have many connections to other leaders in the college.

Figure 4: Proposed CoM Senior Leadership Organizational Chart



The close relationship between the senior Indigenous Health leaders and their respective teams will enable them to maintain a shared vision and lead change together are shown in Figure 5: Proposed CoM Indigenous Health Relational Organization Chart.

Figure 5: Proposed CoM Indigenous Health Relational Organization Chart



Key points about the Relational Organization Chart include:

- The partnership between the Department Head and Vice-Dean is of fundamental importance. The relationship needs to be close, resulting in bidirectional augmentation of the work of each unit, to ensure that high level aspirations of the college and objectives of the department, related to Indigenous health can be achieved. This is represented by the dotted line between the Department Head and Vice-Dean in Figure 4.
- In the “Department IHW” box
 - After careful consideration and extensive discussion, the working group chose not to include the typical lines of a reporting hierarchy and instead included the entire team in one box. This choice is intended to signify the importance of the non-hierarchical structure that is anticipated in the department as alluded to in section 2.1.3 *The Department – objectives, expertise, demand and uniqueness*. Reporting lines essential for human resources management will exist and be articulated in job profiles.
 - The faculty and staff complement for the department is expected to grow in phases – it is assumed it make take five years to have the full complement of faculty and staff. The growth plan is itemized in Figure 6: Proposed Resource Plan.
- The many Mentors, Advisors, Partners and Collaborators are depicted in the centre of Figure 4 as a nest-of-eggs and are intended to symbolize the broad range of support and offers of in-kind support that have been made to the department – the nest egg. The list is not exhaustive.
- In the “Office Vice Dean IH” box
 - The Cultural Coordinator and Manager positions are embedded in the OVDIH, but it is anticipated that they will provide support for strategically important work in both the Department and the Office of Vice-Dean.
- Importantly the many dotted lines that connect the leaders and units to each other and to the Mentors, Advisors, Partners and Collaborators are intended to signify the importance of collaborative partnerships. Relational ties will be extremely important.

Department Leadership and Administration

Once approved, the launch of the department will require an interim department head to be appointed while a formal search for a permanent head of the department is initiated. This ensures the search and selection process follows the appropriate university procedure and honours the guidance of the Indigenous Community Advisory Council.

The selected department head will formalize and grow the department faculty and staff complement to the proposed future state shown in the DIHW section of Figure 4. To help set up and grow the department in a sustainable and good way, the OVDIH’s team will work closely with the department head and department faculty. Thus, building capacity to support and advance the Indigenous Health Strategy of the college. A key consideration of sustainability will be for the department to leverage existing USask resources.

Community Engagement and Coordination Support

The strong connection with community voice and vision of having a positive impact on the health and wellness of the Indigenous Peoples of Saskatchewan requires a team of dedicated resources focused on supporting the engagement with and coordination of our college’s work with communities. Indigenous community advisors such as Knowledge Keepers or Elders will also be invited to participate in education of graduate students within the department.

Some of the work within this area includes, but is not limited to:

- Providing clerical support for undergrad and postgrad Indigenous community and experience programming.
- Supporting the development and coordination of Indigenous health related teaching activities.
- Coordination of the community engagement work of the department; community advisors, strategy, and establishment of processes.
- Providing first point of contact with faculty, students, staff and community members who utilize the 'Good Medicine People' space.
- Supporting the organization of cultural programming, artistic and scholarly presentations, performances and events.

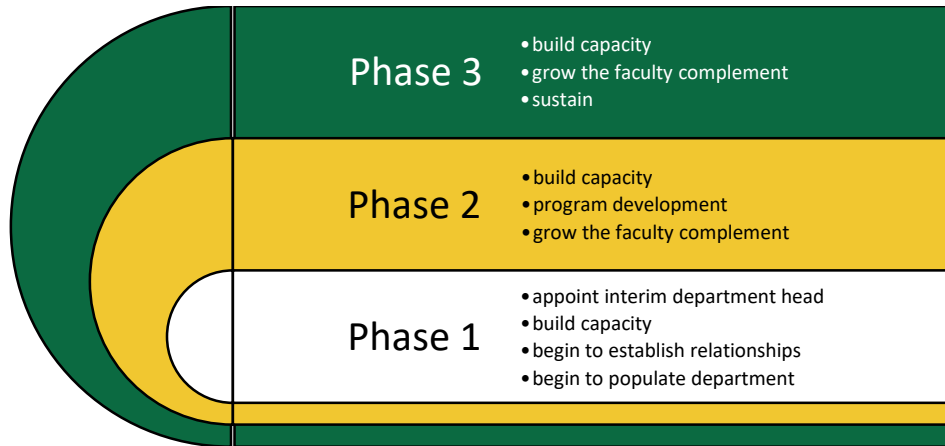
Faculty Structure

- It is anticipated that the department will build a complement of members including academic and medical faculty to contribute their expertise to the department. Refer to bottom of Figure 6 for proposed faculty complement details.

4. Resources and Budget

Subject to the approval of the Board of Governors, the college has a multi-faceted approach to funding the Indigenous health implementation and supporting the phased growth of the DIHW over the next 3-5 years as per Figure 6: Phased implementation of DIHW.

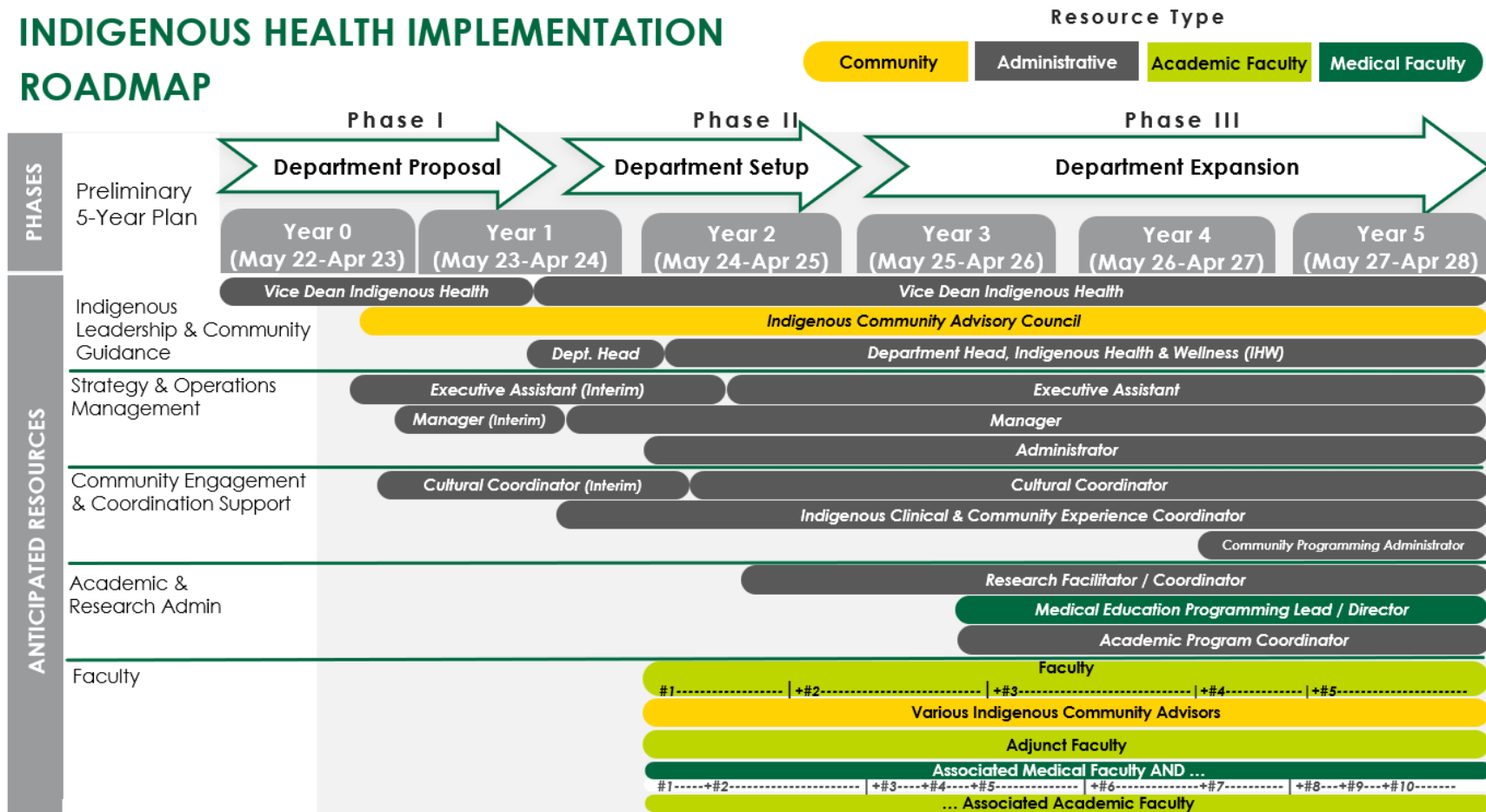
Figure 6: Phased implementation of DIHW



A summary of the anticipated resources required to support the department's phased growth is shown in Figure 7: Proposed Resource Plan.

Figure 7: Proposed Resource Plan

INDIGENOUS HEALTH IMPLEMENTATION ROADMAP



4.1. Funding

The plan for funding the department's staged growth includes:

Initial Start-up Funding

Through spending decisions and savings resulting from college pandemic operations, the CoM established a \$1.5M fund in April 2021 (designated fund number 120198). As a top priority of the college, this fund was created to support the establishment and initial operations of the DIHW as well as a dedicated vice-dean role and supporting administrative staff. As of November 30, 2022, this fund has a remaining balance of \$1.26M which will fund the operations of the DIHW through the end of the 2023/24 fiscal year and into the early parts of the 2024/25 fiscal year. By establishing this fund, it will provide dedicated and protected funding to this crucial initiative and establish the DIHW with a source of funds for a period of 12 months or more for future operations.

Funding for Physician Protected Academic Time

After a realignment of the provincial funding for the CoM, all costs related to physician protected academic time are the responsibility of the Ministry of Health (MoH) via a funding contract (the "Agreement for Clinical Departments and Post Graduate Medical Education"). This funding is separate and distinct from college funding received via the Ministry of Advanced Education and supports clinical/medical education related costs across the college. Through this funding source the college secures an annual incremental funding stream equal to approximately 3.0 FTE of protected academic time for physicians (depending on physician specialty and provincial compensation rates, this is an annual amount of at least \$1.2M). This will support funding of physician participation in the DIHW in a cross-appointment fashion between their established clinical department in which they will perform clinical duties and the DIHW. Subject to discussions with MoH, this funding agreement can also be used to support various clinical department infrastructure and staffing requirements as the mission of the DIHW grows in the coming years.

CoM Restricted Funding via the USask Provincial Grant

Subject to approval by the Board of Governors, the college will use a combination of funding and allocation strategies within its restricted funding, resource allocation and tuition revenues to support the resourcing of the DIHW.

- Resource reallocation – Through established college annual budgeting and strategic investment processes, the college is committed to reallocating funding each year to transition the DIHW away from one-time to permanent operational funding. Currently, the college strives to have the ongoing/permanent incremental funding in place 12 months before it is fully required. The college is working with our colleagues in university government relations on strategies around USask and CoM funding for the transition to a new Ministry of Advanced Education (MAE) funding agreement in the next two years.
- Funding advocacy – Using the inter-ministerial structures that have been established among the college, MoH and MAE, the college continues to advocate for incremental funding for the DIHW as a crucial component of the role it plays in an integrated health care system. In addition to this, the college participates in other funding advocacy and request processes in partnership with the Saskatchewan Health Authority (SHA) who share this strategic direction.
- College expansion – In conjunction with the MoH and MAE, the college is currently participating in a number of discussions and proposals relating to expansion of academic programs to support the health human resource needs of Saskatchewan. In each of these, budgets and funding outlining DIHW

requirements are included and discussed as a critical component of educational expansion to address the training and clinical care needs of Saskatchewan.

- In-kind resources – Supporting the relational model of the DIHW, many college resources in other departments will participate in departmental work across the educational, research and clinical service spectrum. Those resources are made up of faculty across the college, research chairs/leads and administrative staff.
- Commitment to consider future open faculty positions to support DIHW – as future Indigenous faculty positions become open, consideration of these positions to support DIHW will be made in collaboration with the respective department/provincial head.

Federal Health Funding

The college has work underway with the USask Office of Government Relations to pursue federal funding opportunities. Through a community partnership approach, the college is seeking ways in which the expertise of our research community and faculty can enhance discovery and knowledge translation for positive community impact. It is expected funding in this area will be research and specific initiative oriented.

National Collaborations

In partnership with the Association of Faculties of Medicine of Canada (AFMC); (a consortium of the 17 medical schools in Canada), college faculty and staff broadly participate in various committees, working groups and other related partner organizations working on responding to the TRC Calls to Action including work on curriculum, research and clinical service. These partnerships will provide real, tangible resources to our DIHW through national collaboration, cost and resource-sharing on key initiatives and through broad consultation that would not be possible without these national relationships.

College Collaborations

Through the relational model of the DIHW, other existing aspects of the college's and partner organization operations and research teams will be key collaborators and resources moving forward and will provide and receive bi-directional support. Those include Northern Medical Services, the Saskatchewan Centre for Patient Oriented Research, Saskatchewan Health Quality Council, the Saskatchewan Medical Association, among others.

Canada Foundation for Innovation (CFI) Proposal for *miyo maskihkēwiyiniwak* (Good Medicine People)

Led by Dr. Holly Graham, this project is funded for approximately \$640K in capital and \$30K of ongoing operational costs. These protected funds are fully committed over the next five years to support research facilities and labs.

5. Support

Dr. Janet Tootoosis, Vice-Dean Indigenous Health, presented a Notice of Motion for the establishment of a Department of Indigenous Health and Wellness to the College of Medicine Faculty Council on September 28, 2022. The notice of motion was enthusiastically received by the members of Faculty Council. Excerpts from the meeting minutes are included in the endnotes^{xiii}.

On January 25, 2023, the "Motion: that Faculty Council approve the proposal for the formation of the Department of Indigenous Health and Wellness in the College of Medicine" was made by Dr. Janet Tootoosis and seconded by Dr. Kathy Lawrence. The motion was carried^{xiv}. Dean Preston Smith commended Dr. Tootoosis, and the working group on the high-quality proposal.

On February 8, 2023, Drs. Tootoosis and Smith presented the proposal to the Planning and Priorities Committee of Council. Following the presentation and discussion of the proposal the following motion

was made “(Jaime/Storey-Gamble): PPC recommends to University Council the establishment of the Department of Indigenous Health and Wellness in the College of Medicine pending feedback from APC. CARRIED. (Unanimously with one abstention on February 8, 2023)”

The following table outlines further action that is required including the anticipated dates.

Governing Body	Request for Input	Notice of Motion	Request for Decision
Academic Programs Committee	March 8, 2023		
University Council		March 16, 2023	April 20, 2023
Board of Governors			April 18, 2023
Senate			April 22, 2023

The Dean of the College received letters of support from leaders within the College of Medicine for the development of the Department of Indigenous Health and Wellness as well as letters from key provincial stakeholders. These letters can be found in Appendix A – Comprehensive List of Letters of Support and letter from Dean Preston Smith.

6. Appendices and Attachments

Appendix A – Comprehensive List of Letters of Support & Letter from Dean Preston Smith

Appendix B – Works Cited

Appendix C - Footnotes

Appendix A – Comprehensive List of Letters of Support & Letter from Dean Preston Smith

Contact Name	Title	Dept/Organization
Ahmed, Shahid Ahmed	Professor & Medical Director Academic	Head Division of Oncology
Baetz, Marilyn	Vice Dean Faculty Engagement	College of Medicine
Barton, James	Associate Dean	Continuing Medical Education
Baxter Jones, Adams	Professor College of Kinesiology & Interim Associate Provost, Health	College of Kinesiology
Burshtyn, Debby	Dean	College of Post Graduate Postdoctoral Studies
Domes, Trustin	Director, Admissions	College of Medicine
Graham, Holly	Indigenous Research Chair	College of Nursing
Haddad, Haissam	Provincial Department Head	Medicine
King, Alexandra	MD Office of the Cameco Chair in Indigenous Health and Wellness	
Laliberte, Tavia	Vice President, Academics	Saskatchewan Indian Institute of Technologies
Lawrence, Kathy	Provincial Department Head	Family Medicine
Lee, Tara	Associate Dean	Rural Medicine
Leis, Anne	Department Head	Community Health & Epidemiology
Linassi, Gary	Provincial Department Head	Physical Medicine & Rehabilitation
Longneck, Thona	Executive Director, Saskatchewan Health Authority	First Nations Metis Health
Lukong, Erique	Assistant Dean	Graduate Studies
MacLean, Cathy	Faculty Development Director	College of Medicine
Mirasty, Marcia	Senior Director Health	Meadow Lake Tribal Council
McKague, Meredith	Associate Dean	Undergraduate Medical Education
Mendez, Ivar	Provincial Department Head	Surgery
Paslowski, Teresa	Associate Dean	School of Rehabilitation Science
Pratt, David	Vice Chief	Federation of Sovereign Indigenous Nations
Radomski, Marek	Vice Dean Research	College of Medicine
Ramsden, Vivian	Professor & Director, Research Division	Family Medicine
Saxena, Anurag	Associate Dean	Postgraduate Medical Education
Sivertson, Joanne	Provincial Department Head	Oncology and Gynecology
Skinner, Stuart	Infectious Disease Specialist	Head, Division of Infectious Diseases
Stempien, James	Provincial Department Head	Emergency Medicine
Stobart, Kent	Vice Dean Education	College of Medicine
Valle-Castro, Manuela	Director	Division of Social Accountability
White, Gill	Associate Dean	Regina Campus
Woods, Shirley	Director of Health & Social Development	Prince Albert Grand Council



March 28, 2023

As Dean of the College of Medicine, it is my honour and privilege to write to you to convey the absolute and unwavering support that the College of Medicine has for the development of the Department of Indigenous Health and Wellness.

When asked about my top priorities for the year Indigenous Health, EDI and Anti-Racism and program growth are at the top of the list. In 2017 the College of Medicine's Strategic plan identified Indigenous Health and Social Accountability as two of our foundational strategic directions and the establishment of this department will serve as fundamental capacity building to enable the college to effectively respond to these commitments.

Indigenous Health: Respond to the Calls to Action in Canada's Truth and Reconciliation report, and work in a mutually beneficial and collaborative manner with the Indigenous Peoples of Saskatchewan to define and address the present and emerging health needs in their communities. Promote wellness, balance and teachings that will lead to positive and improved outcomes in communities.

Social Accountability: Address the priority health concerns of the communities the college is mandated to serve, incorporating authentic community engagement and mutually beneficial partnerships. Focus on equity and community engagement by interweaving social accountability throughout the college's operations.

The strategic plan speaks to establishing a structure that ensures Indigenous voices are included and heard; increasing the number of Indigenous people in senior leadership positions across the College of Medicine; and investing in the development of Indigenous faculty, learners, residents, and staff. In 2022 the appointment of the inaugural Vice-Dean Indigenous Health served as a catalyst to advance this work and pending approval the establishment of the Department of Indigenous Health and Wellness will mark an important step in entrenching Indigenous leadership in the college. Academic programs, faculty, leaders, and learners are dedicated to moving forward and there is a collective recognition that while much has been done, more work remains. The department will work to create the safe and welcoming spaces necessary to foster transformative learning experiences so this important work can be done in a good way.

I wish to convey my most sincere thanks to Dr. Janet Tootoosis, Vice-Dean Indigenous Health, and the team she assembled to draft the proposal before you. Their work was informed by, builds upon and uplifts the decades of dedicated work and advocacy done by the College of Medicine's Indigenous Health Committee – this proposal comes to you from the dedication and collective wisdom of many.

Kind regards,

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

Appendix B – Works Cited

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Appendix C - Footnotes

ⁱ Thunderchild Wellness Centre <https://www.iaac-aeic.gc.ca/050/evaluations/proj/80204>

ⁱⁱ Authentic community engagement is inherently long-term, sustainable, and relationship-based community engagement that focuses on co-creation, mutual learning and equal partnerships (Ramsden, et al., 2017). The concept draws on lessons learned from participatory health researchers and links to knowledge translation. “Authentic engagement in research has been shown to enhance, patients/individuals and/or the community’s ability to address their, own health needs and health disparities while ensuring that researchers are aware of the patient’s/individual’s and/or community’s priorities” (Ramsden, et al., 2017: p260).

ⁱⁱⁱ Definition of an Indigenous-led [Department] adapted from the Ontario Trillium Foundations definition of Indigenous-led Grassroots Group

The majority of [the department’s] core team are Indigenous, identifying as First Nation, Métis, or Inuit. Indigenous [faculty and staff] initiated the project, and are central to the project’s vision, design, delivery, and decision-making. [The department] ... emerged ... by design from the efforts of Indigenous community members impacted by and dedicated to improving access and opportunities for Indigenous Peoples. [The department] is committed to engaging, listening, and learning from Indigenous community members on an ongoing basis... Through [its] work, [the department] addresses, or aims to address, the impacts of colonization and anti-Indigenous racism at systemic, ideological and/or individual levels. [The department] recognizes the diversity of experiences, both in the urban and rural context, and the ways oppressions intersect resulting in specific experiences of marginalization. (Ontario Trillium Foundation, 2022)

^{iv} Based on a review of others in the U15. The U15 Group of Canadian Research Universities is a collective of some of Canada’s most research-intensive universities. <https://u15.ca/>

^v WHO (1995) has defined the Social Accountability of Medical Schools as “the obligation to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have a mandate to serve. The priority health concerns are to be identified jointly by governments, health care organizations, health professionals and the public”.

^{vi} “Enhanced Skills - The Family Medicine/Enhanced Skills Match (FM/ES match) is for applicants who are completing or have completed postgraduate training in Family Medicine in Canada and want to pursue enhanced skills training.” <https://medicine.usask.ca/familymedicine/learners/postgraduate.php#EnhancedSkills>

^{vii} The Canadian Resident Matching Service (CaRMS) is a national, independent, not-for-profit, fee-for-service organization that provides a fair, objective and transparent application and matching service for medical training throughout Canada.” <https://www.carms.ca/>

^{viii} Provincial Department Heads oversee the academic, quality, safety and human resource needs of their departments, working across both the academic setting of the College of Medicine and the clinical care setting of the Saskatchewan Health Authority.

^{ix} “epistemological stretching – a pedagogical orientation which focuses on expanding the ways of knowing that someone respects, understands, and/or engages with. With a particular emphasis on decolonizing relations between humans and the more-than-human, epistemological stretching enables students to articulate and critically engage with the epistemologies of their academic fields, gain new(old) perspectives on relations with the more-than-human, and interact with Indigenous Knowledges in more effective and ethical ways.” (Harmin, Barrett, & Hoessler, 2017)

^x The Cleveland Clinic describes Integrative Medicine as “Integrative medicine uses an evidence-based approach to treat the whole person — your mind, body and soul. Your physical, emotional, mental and spiritual needs are all involved, so integrative medicine uses a combination of therapies. It “integrates” conventional approaches and complementary therapies to achieve optimal health and healing.”

<https://my.clevelandclinic.org/health/treatments/21683-integrative-medicine>

^{xi} An Associate Member is “a faculty member or librarian with tenure, or a probationary appointment in one department, College or the Library, or a person holding a permanent academic or professional appointment in the University, in a teaching hospital, or in an institution federated or affiliated with the University in accordance with The University of Saskatchewan Act, may be given an associate appointment in a department or College.” [Article 13.8.1] <https://vpfaculty.usask.ca/appointments/associate-members.php#About>

^{xii} An adjunct professor is a faculty member appointed on the recommendation of the College of Graduate and Postdoctoral Studies to participate in graduate student supervision and instruction, and who receives no salary from the University. <https://careers.usask.ca/agreements/usfa/usfa-13-appointments.php#131AppointmentstotheFaculty>

^{xiii} Excerpts from the September 28, 2022 Faculty Council meeting.

College of Medicine Faculty Council
5:00 p.m.
September 28, 2022
Meeting Attendees by Zoom only

13. New Business –

a) Notice of Motion: Creation of the Department of Indigenous Health and Wellness by Dr. Janet Tootoosis – see attachments

Dr. Tootoosis presented a notice of motion for the establishment of a Department of Indigenous Health and Wellness. Briefing notes were circulated with the meeting materials earlier. This department will be the first of its kind in Canada. Currently, is no other department in the U15 and Dr. Tootoosis believes this is a tangible step towards fulfilling the aspirations articulated in the 2025 University plan. The outputs of the department will support areas including, but not limited to admissions, student supports, curriculum development, research, administration, advancement, faculty recruitment and development. Both undergraduate medical education and postgraduate medical education programs will be an integral part of the department.

Question: A question was raised regarding the funding request to government for the department and if Dr. Tootoosis had any information to share.

Answer: Greg Power reported that the College has a comprehensive funding strategy that is in place for the department. Savings from the pandemic over the last couple of years were set aside and there are also designated funds for the department. There is currently funding to support the initial approximately two years of this department. Discussions are ongoing with the Ministry of Health regarding the infrastructure and for protected academic time for physicians that would support this department. Greg indicated that the College will not hear about any subsequent dollars until Budget Day in March 2023.

Dr. Radomski, Dr. McKague, Dr. Barton, Dr. Domes and Dr. MacLean shared their support of the notice of motion and thanked Dr. Tootoosis for her work on the establishment of the department.

^{xiv} Approved meeting minutes were not available when this version of the proposal was created. Attached is a screenshot from the draft minutes. Approved Faculty Council minutes will not be available until the next Faculty Council meeting (March 29, 2023).

College of Medicine Faculty Council

5:00 p.m.

January 25, 2023

Meeting Attendees by Zoom only

a) Indigenous Health and Wellness - MOTION

Dr. Tootoosis presented a notice of motion for the establishment of a Department of Indigenous Health and Wellness. Briefing notes were circulated with the meeting materials. Dr. Smith shared his support for the motion, noting that establishing this department is very significant for the College of Medicine in terms of addressing the health needs of the people of Saskatchewan and, in particular, the health needs of Indigenous people of Saskatchewan. Dr. Smith stated that the establishment of this department will be very impactful, and that it would establish the College as a national leader in this work.

MOTION: THAT FACULTY COUNCIL APPROVE THE PROPOSAL FOR THE FORMATION OF THE DEPARTMENT OF INDIGENOUS HEALTH & WELLNESS IN THE COLLEGE OF MEDICINE

TOOTOOSIS/Lawrence

31 in favor, 1 opposed, 2 abstained

MOTION CARRIED

University of Saskatchewan Senate

FOR INFORMATION

PRESENTED BY:	Provost and Vice-President Academic, Airini
DATE OF MEETING:	April 22, 2023
SUBJECT:	Indigenous Land Management Institute: Name Change and 5-year renewal In accordance with Section 8.0 of the Centres Policy, the executive sponsor, Dr. Angela Bedard-Haughn, Dean, College of Agriculture and Bioresources (AgBio) is recommending a name change and 5-year renewal of the centre.

CONTEXT AND BACKGROUND:

A review of the centre has been undertaken in the 2022-2023 academic year, providing the following opportunities: (1) the development of a revitalization and engagement plan, (2) the establishment of a steering committee comprised of Indigenous peoples from various Indigenous led national and provincial organizations and (3) the review and refinement of the vision, mission, and goals.

The Dean, College of AgBio, has ensured that the review conducted has been comprehensive and has been in accordance with the scope of activities that define centres activities. It is based on this positive review that the Dean, College of AgBio, is putting forth the recommendation for a name change and 5- year renewal of the centre.

The History of the Indigenous Land Management Institute

The Indigenous Land Management Institute (ILMI) was approved by the Planning and Priorities Committee as a Type B Centre in 2008. In 2012, ILMI prepared a proposal to request permanent funding to support the Type B Centre – the proposal was unsuccessful. In 2022, in response to a call for proposals made by the Provost's office, AgBio submitted a proposal for the revitalization of the Indigenous Land Management Institute – the proposal was approved.

Revitalization Project

To begin the work of reimagining ILMI, a new director position was created and filled in March of 2022. To support the work, Dr. Melissa Arcand was appointed as the academic lead for the centre and is also co-chair for the ILMI Steering Committee (see member list below). The work has included the establishment of a steering committee to guide the co-development of the strategy, including the mission, vision, goals and governance structure; collaborating and engaging with units across the University; facilitating the development of a campus network of scholars with interest and engagement in Indigenous land and resource management; and engaging with Indigenous communities and key stakeholders.

Steering Committee – Indigenous Nations, Treaty Areas, Indigenous Language Groups

The ILMI Steering Committee is comprised of Indigenous peoples from 13 Nations. The nations are situated in Treaty 4, Treaty 6, the Region of Syilx Okanagan, British Columbia, and the bigger Liḡwíłdaǰw Nation, Vancouver Island, British Columbia. The ILMI Steering Committee members also represent eight different Indigenous language groups.

An important note, the vision and mission will be translated into the 8 different Indigenous language groups represented at the ILMI Steering Committee table. All ILMI steering committee members are aware and are in full support of this work. This aspect of the work is reconciliation in action, and through this work we are delivering on the Truth and Reconciliation Calls to Action related to the revitalization of Indigenous languages.

Saskatchewan Human Rights Commission – Equity Workplace Targets

As per the Saskatchewan Human Rights Commission, “an appropriate 2019 equity workplace target for those employees identifying as Aboriginal is 14.0% for the province as a whole, and 35.0% for Prince Albert CA”. The ILMI team and ILMI Steering Committee meet and exceed equity targets as set out by the Saskatchewan Human Rights Commission.

Name Change

The last year was spent working with Indigenous peoples from various First Nations and national and provincial Indigenous led organizations to reimagine what a land focused centre should look like at the University of Saskatchewan. Based on advice and guidance from steering committee members and elder, Joseph Naytowhow, the following name was put forth: kihci-okâwîmâw askiy Knowledge Centre.

Revised Vision, Mission and Goals

The work of the ILMI Steering Committee has also resulted in revised vision, mission and goals.

The vision is: kihci-okâwîmâw askiy kihmehinan pimâtisiwin, poko kwayask manâcihitâtân (Plains Cree, translation to English - Great Mother Earth gives us life; in return, we have the responsibility to respect her), and the mission is: working with and for Indigenous communities to empower land governance, by leveraging the teaching, research, and engagement capacity at the University of Saskatchewan.

The goals are: advocate for kihci-okâwîmâw askiy across a diversity of disciplines, foster the development of reciprocal relationships, support the development of land related teaching, research and engagement opportunities of significance to Indigenous communities, and serve as a source of information and resources about land

The centre has the responsibility to advocate for kihci-okâwîmâw askiy (Plains Cree, translation to English - great mother earth) and is committed to putting reconciliation into action.

Next steps will involve communicating to internal and external communities about the name change and revitalization efforts. Implementation activities in support of vision and goals will proceed.

ATTACHMENTS OR RELATED REFERENCE MATERIALS:

1. Re-imagining the Indigenous Land Management Institute



UNIVERSITY OF SASKATCHEWAN
Indigenous Land Management Institute
ILMI.USASK.CA


Reimagining the Indigenous Land Management Institute

Presentation to University Council

College of Agriculture and Bioresources
University of Saskatchewan

March 16, 2023


BE WHAT THE WORLD NEEDS



Background Information

- The Indigenous Land Management Institute (*ILMI*) **was approved** by the Planning and Priorities Committee (PPC) as a **Type B Centre in 2008**.
- In **2012, ILMI prepared a PCIP proposal** to request permanent funding to support a faculty member, an administrative assistant and non-salary costs within the Type B Centre – the **proposal was not approved**.
- In **2022**, in response to a call for proposals made by the Provost's office, **AgBio** submitted a **proposal for the revitalization of ILMI – the proposal was approved**.


BE WHAT THE WORLD NEEDS



Background Information

- To begin the work of **rebuilding** ILMI, a new director position was created and filled in **March of 2022**, an academic director was also appointed.
- Priorities included:
 - **Establishing and leading a steering committee** to guide the co-development of the strategy for ILMI, including the mission, vision, and governance structure;
 - Actively **collaborating and engaging with units** across the University;

BE WHAT THE WORLD NEEDS



Background Information

- **Facilitating the development of a campus network of scholars** with interest and engagement in Indigenous land and resource management;
- **Engaging with Indigenous communities** and key stakeholders.

BE WHAT THE WORLD NEEDS

Name Change and 5 Year Renewal

- Rationale for Name Change
 - “let us reimagine what a centre focused on Indigenous lands should look like here at USask”
 - Name Change – “can we translate ILMI to plains cree?”
 - there is no “easy” cree translation for institute
 - Responsibility to utilize Indigenous languages
 - Incorporate nêhiyaw concepts of askiy (cree concepts of land)
- 5 Year Renewal
 - manâtisiwin engagement and action plan
 - ILMI Steering Committee: Charting out our North Star Vision Statement
 - Redeveloped – Vision, Mission, Goals
 - Financial Commitment – AgBio

BE WHAT THE WORLD NEEDS

Planning to Plan

BE WHAT THE WORLD NEEDS

MANÂTISIWIN ENGAGEMENT AND ACTION PLAN



manâtisiwin, it is the act of respect or politeness; being considerate; being gentle and mannerly; embodying respectability and tact.

BE WHAT THE WORLD NEEDS

Developing the Work Plan: The importance of Relationships

BE WHAT THE WORLD NEEDS

Developing the Work Plan - manâtsiwin

Reconnecting

- College of **AgBio**
 - Faculty, Staff, Department Heads
- **OVPIE**
 - ohpahotân | oohpaahotaan (“Let’s Fly Up Together”)
- **OVPR**
 - Research Acceleration Strategic Initiatives (RASI)
 - Indigenous Research Strategy Table

Developing the Work Plan - manâtsiwin

Reconnecting

- Office of the Treaty Commissioner (**OTC**)
 - Treaty Archives – how can we partner? Access?
- Federations of Sovereign Indigenous Nations (**FSIN**)
 - Economic Development Secretariat
- National Aboriginal Land Managers Association (**NALMA**)
 - Administrative Hub - Saskatchewan Aboriginal Lands Technicians (**SALT**)

Developing the Work Plan - manâtsiwin

Reconnecting

- Lands Advisory Board – (**LABRC**)
 - Training, Mentorship and Development (national)
 - Administrative Arm - First Nations Support Services (prairie region)
- File Hills Qu’Appelle Tribal Council (**FHQ TC**)
 - Indigenous Agriculture Conference (fall 2021)
 - Indigenous Economic Development Conference (spring 2022)
- Nature Conservancy of Canada (**NCC**)
 - Access to Lands for Land Based Learning
 - Partnership with Treaty 4 - curriculum

Developing the Work Plan - manâtsiwin

Reconnecting

- Indigenous Services Canada (**ISC**)
 - Community Lands and Economic Development
- Farm Credit Canada (**FCC**)
- Saskatchewan Indigenous Economic Development Network (**SIEDN**)

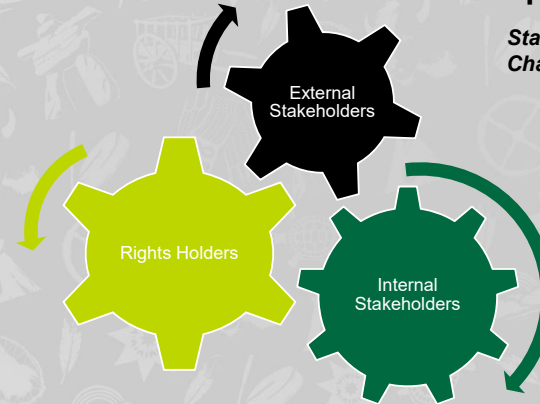
Developing the Work Plan - manâtisiwin

Reconnecting

- **Sask Ministry of Agriculture**
 - Senior Indigenous Advisor
- **Sask Ministry of Energy and Resources**
 - Senior Indigenous Advisor
- **Department of Justice Canada**
 - General Counsel

Developing the Work Plan

Stakeholder Analysis – Changing the Narrative



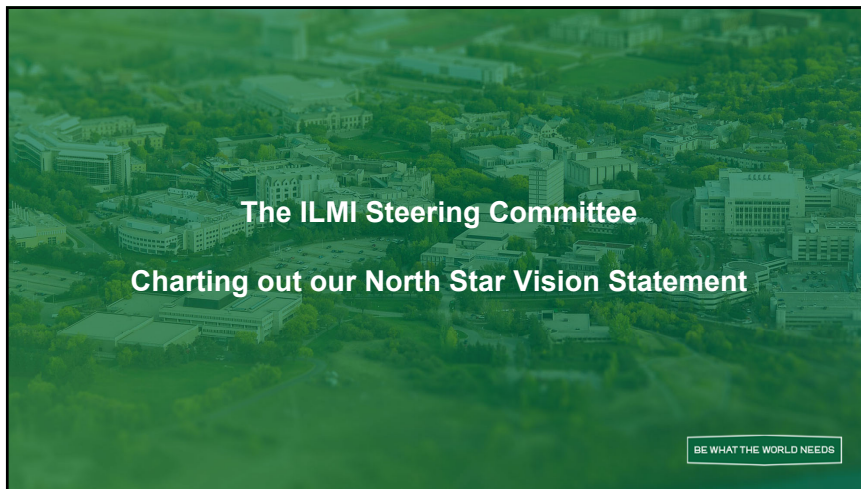
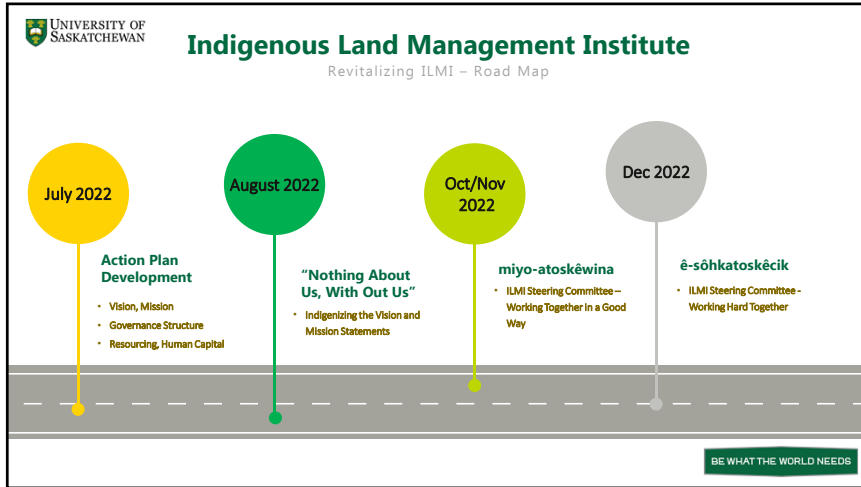
Road Map 2022-2023

“keeping track of our journey”

Indigenous Land Management Institute

Revitalizing ILMI – Road Map





ILMI Steering Committee Members

Co-Chair - Candice Pete-Cardoso, Director, Indigenous Land Management Institute, AgBio, USask

Co-Chair - Dr. Melissa Arcand, Associate Professor, AgBio, USask

Jordie Gagnon, Senior Strategic Officer, Kanawayihetaytan Askiy, AgBio, USask

Bob Badger, Cultural Coordinator, OVPIE, USask

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ILMI Steering Committee Members

Loretta Delorme, Cowessess First Nation

Sarah Gauthier, Doctor of Philosophy in Public Policy, Johnson Shoyama Graduate School of Public Policy (USask Graduate Student)

Gloria Lee, Office of the Treaty Commissioner

Joely BigEagle-Kequahtoway, Buffalo People Arts Institute

Robin Mcleod, Prince Albert Grand Council

ILMI Steering Committee Members

Angela Pratt, Director, Economic Development, FSIN

Dr. Jaime Lavallee, College of Law, USask

Leonard Tipewan, Executive Director, Saskatchewan Aboriginal Land Technicians

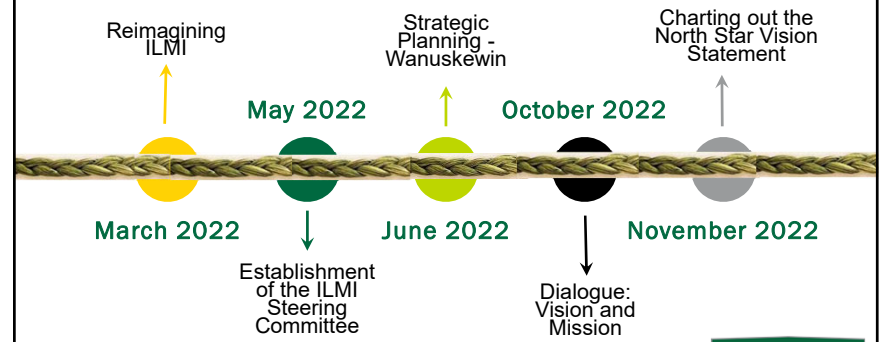
Angie Derrickson, Manager, Training, Mentorship & Professional Development, Lands Advisory Board

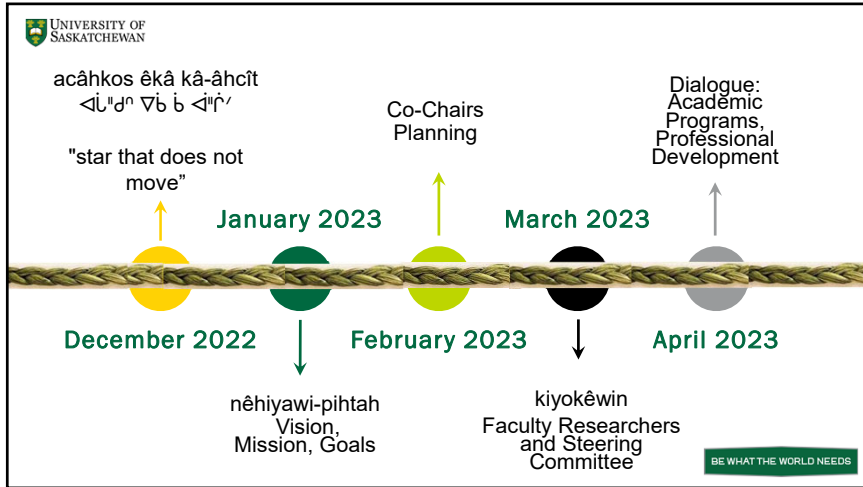
Dr. Alex Wilson, College of Education – currently on sabbatical

ILMI Steering Committee

Our Story

ILMI Steering Committee - Our Story





UNIVERSITY OF SASKATCHEWAN

ILMI Steering Committee

Charting out our North Star Vision Statement

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

“A **vision statement** serves as your company's ‘**North Star**’, motivating your team and **guiding** your organization as it grows. It's not something to take lightly—a good vision statement should be written collaboratively by multiple company stakeholders and **will require a significant time investment.**”

Julia Martins, ASANA, 2022

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

“We often see the labels Mission and Vision used **interchangeably**. In other organizations, **hierarchical structure** of Vision, Mission, and Values. But regardless of the label, typically these statements are **written and then promptly mothballed.**”

Radhika Dutt, Radical Product, 2017

BE WHAT THE WORLD NEEDS

Who should this resonate with?

Indigenous peoples, the University community, and organizations working in the sphere of Indigenous Lands

Decolonizing Our Own Way of Thinking and Seeing the World

nêhiyaw concepts of askiy

“While *the conventional interpretation* of the land is something that is *immovable or inert*, an *Indigenous perspective* of the term ‘*land*’ is something more.

Land is viewed in a more ‘*wholistic*’ sense, as a *living, breathing ecosystem and territory*; a *kin connection* in an Indigenous worldview; and a place that we must learn from, *nurture and sustain*.”



nêhiyaw way of seeing the world

nêhiyawêwin

“Our *languages are living*; they *come from the land* and they’re *integral to our sense of self* and a key aspect of *self-determination*.”

The Shift from English to nêhiyawêwin

The North Star

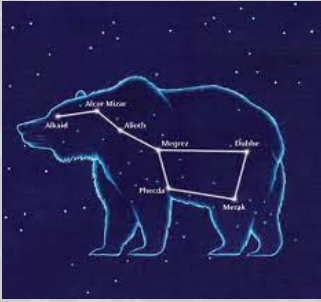
or

Polaris

acâhkos êkâ kâ-âhcît

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“the star that does not move”



acâhkos êkâ kê-âhcît

ᐱᐱᐱᐱ ᐅᐅᐅᐅ ᐱᐱᐱᐱ

"star that does not move"

The Place

What do we see?

KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE



a vibrant and welcoming space, rich with Indigenous peoples, art, culture, science, history, teachings, and worldviews about the land

Vision and Mission

OUR VISION

kihci-okâwîmâw askiy
kihmehinan pimâtisiwin,
poko kwayask manâcihitâtân.



BE WHAT THE WORLD NEEDS

OUR VISION

kihci-okâwîmâw askiy
kihmehinan pimâtisiwin,
poko kwayask manâcihitâtân.

Great Mother Earth gives us
life; in return, we have the
responsibility to respect her.



BE WHAT THE WORLD NEEDS

OUR MISSION

Working with and for
Indigenous communities to
empower land governance,
by leveraging teaching,
research, and engagement
capacity at the University
of Saskatchewan.



BE WHAT THE WORLD NEEDS

Working Towards Defining our Goals

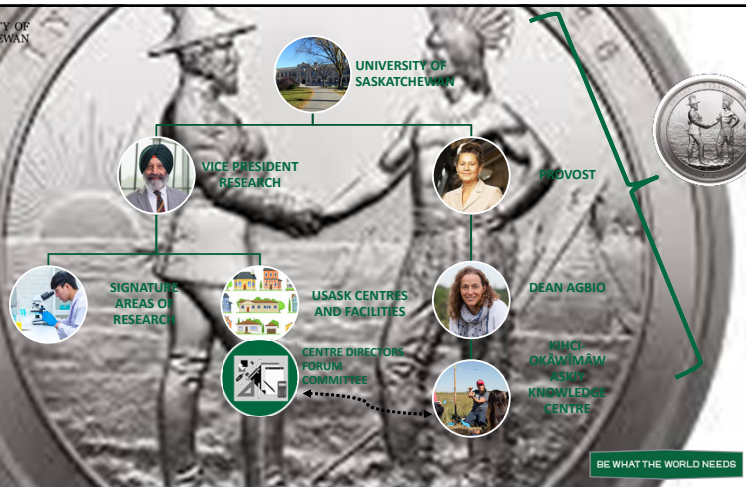
BE WHAT THE WORLD NEEDS

What are the goals of this centre within the scope of the USask Centres Policy?

USask Centres Policy

Under take activities that include, but are not necessarily limited to:

- 1) **performing** disciplinary or multi-disciplinary research, teaching, scholarly or artistic activity;
- 2) **offering new** curricular and extra-curricular **educational opportunities**;
- 3) **demonstrating or stimulating** research, scholarly, artistic or business opportunities; and
- 4) providing **outreach activities**.



Office of Vice President Research
USask Research Plan

Signature Areas of Research
 Areas of research and scholarship that bring USask distinct recognition and help to position USask among the most distinguished universities in Canada and among the very best in the world.

Centres and Facilities

USask is home to many unique and innovative research facilities and centres.



MINDFUL OF OUR DEVELOPMENT AND THE CENTRES POLICY

Teaching
 Research
 Outreach

GOALS OF THE KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE

GOALS OF THE KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE

- Advocate for kihci-okâwîmâw askiy across a diversity of disciplines
- Foster the development of reciprocal relationships
- Support the development of land related teaching, research and engagement opportunities of significance to Indigenous communities
- Serve as a source of information and resources about land

Goal 1

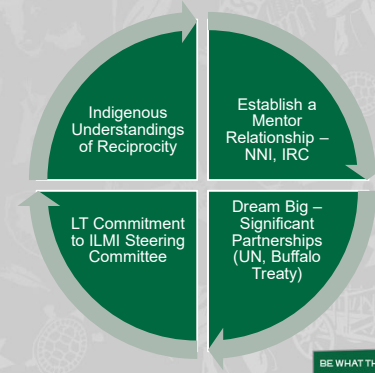
Advocate for kihci-okâwîmâw askiy across a diversity of disciplines



BE WHAT THE WORLD NEEDS

Goal 2

Foster the development of reciprocal relationships



BE WHAT THE WORLD NEEDS

Goal 3

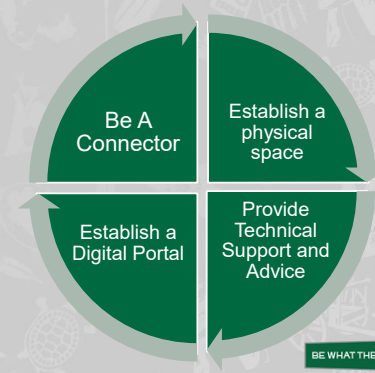
Support the development of land related teaching, research and engagement opportunities of significance to Indigenous communities



BE WHAT THE WORLD NEEDS

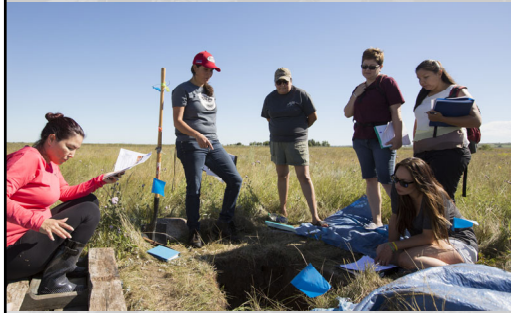
Goal 4

Serve as a source of information and resources about land



BE WHAT THE WORLD NEEDS

Outcomes



Foster Understanding and Respect for kihci-okāwīmāw askiy

Weave Indigenous Concepts of Land into teaching, research, and outreach

BE WHAT THE WORLD NEEDS

Outcomes



Honour the Voices of kēhtē-ayak

BE WHAT THE WORLD NEEDS

Outcomes

Indigenous Knowledges as a valued World View



BE WHAT THE WORLD NEEDS

Outcomes



Protect the Voices of our Teachers

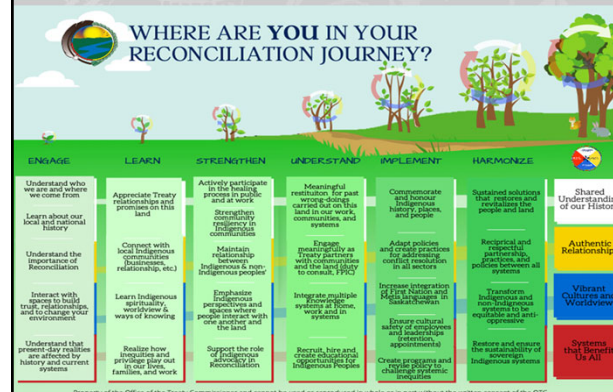
BE WHAT THE WORLD NEEDS

“Nothing about us, Without Us”

Indigenous Led Indigenous Informed Indigenous Languages

BE WHAT THE WORLD NEEDS

Indicators



Partner with Office of Treaty Commissioner
Development of Indicators

Thank You!

BE WHAT THE WORLD NEEDS

University of Saskatchewan Senate

FOR DECISION

PRESENTED BY:	Provost and Vice-President Academic, Airini
DATE OF MEETING:	April 22, 2023
SUBJECT:	Change in the Reporting Structure for the Toxicology Centre
DECISION REQUESTED:	Pending the approval of both University Council and the Board of Governors, Senate recommends the change in reporting structure for the Toxicology Centre such that the Toxicology Centre will report into the School of Environment and Sustainability (SENS).

PURPOSE:

To confirm a change in reporting line so that the Toxicology Centre reports into SENS and becomes part of that academic unit.

CONTEXT AND BACKGROUND:

At present, the Toxicology Centre reports into the Vice-President Research (and was considered a “Type B” Centre under previous nomenclature). This reporting line made sense historically, however, change is now required. The Centre effectively manages and oversees aspects of both the interdisciplinary undergraduate and graduate programs in Toxicology, the former on behalf of the College of Arts and Science (A&S) and the latter on behalf of the College of Graduate and Postdoctoral Studies (CGPS). This has worked reasonably well, but the changing resource allocation and academic structures landscape at USask necessitate that the Toxicology Centre become part of an academic unit to more appropriately manage research and academic programming (especially graduate programming) and optimize continued growth and success. Doing so in partnership with the School of Environment and Sustainability (SENS), where a significant proportion of Toxicology faculty hold their academic appointments, presents the best opportunity for Toxicology to grow.

Informed by two years of discussions and consultations, it has been determined that the Toxicology Centre would be better served and would be well-positioned for continued growth and development if it resided in an academic home. Accordingly, the Planning and Priorities Committee (PPC) recommended to University Council that the reporting structure of the Toxicology Centre be moved from the Office of the Vice President Research to the School of Environment and Sustainability, effective April 24, 2023.

At the March meeting, University Council received a notice of motion regarding recommendations to change the reporting structure for the Toxicology Centre. The Board of Governors will consider a request for decision at its April meeting and University Council will vote on this matter at its April 20th meeting.

CONSULTATION:

Two academic homes were considered for the Toxicology Centre including SENS and WCV. After conversations and deliberation, SENS was identified as the most suitable academic home. The proposal included as a reference document for this confirmation provides an overview of how alternatives were considered and a final decision made.

The proposal to move the reporting structure was considered over a two-year period by Toxicology faculty members along with colleagues in SENS and WCV. The recommendation to move Toxicology into SENS is supported by the Provost and Vice-President Academic and the Vice-President Research. A governance process was followed as outlined by the Centres Policy wherein the change in reporting structure was discussed at the Centres Subcommittee (of Planning and Priorities; January, 2023), at the Research, Scholarly and Artistic Works Committee of Council (February, 2023), and at the Planning and Priorities Committee of Council (March, 2023), before making its way as a decision item to University Council and moving forward as a confirmation item at Senate.

ATTACHMENTS:

1. Attachment – Briefing note – Request to move the reporting line for Toxicology into SENS.

Briefing Note
Shifting a Reporting Line: Moving the Toxicology Centre into the School of Environment and Sustainability
(February 2023)

1.0 Background

Toxicology has been a recognized strength at the University of Saskatchewan (USask) for over two decades and all day-to-day activities have been managed through the Toxicology Centre since 1982. The Toxicology Centre (the Centre) is the foremost centre of its type in Canada and the existing interdisciplinary Toxicology academic programs (undergraduate and graduate) are routinely rated as top in Canada and among the best in the world. However, our pre-eminence in Canada is slowly being eroded by investments and enhancements made at other Canadian universities. Strategic changes to the governance structure of Toxicology at USask are required to ensure that the Toxicology Centre and Toxicology's potential are fully realized.

At present, the Toxicology Centre reports into the Vice-President Research (and was considered a "Type B" Centre under previous nomenclature). This reporting line made sense historically, however, change is now required. The Centre effectively manages and oversees aspects of both the interdisciplinary undergraduate and graduate programs in Toxicology, the former on behalf of the College of Arts and Science (A&S) and the latter on behalf of the College of Graduate and Postdoctoral Studies (CGPS). This has worked reasonably well, but the changing resource allocation and academic structures landscape at USask necessitates that the Toxicology Centre becomes part of an academic unit to more appropriately and legitimately manage research and academic programming (especially graduate programming) and ensure continued growth and success. Doing so in partnership with the School of Environment and Sustainability (SENS), where the majority of current research-active Toxicology faculty hold their academic appointments, presents the best opportunity for Toxicology to grow.

This document outlines the rationale for moving the Toxicology Centre into SENS and presents information on the benefits and strategic advantages such a move would have for the Toxicology Centre and for USask. The specific request at this time is for oversight of the Toxicology Centre to reside inside SENS and no longer report into the VPR. Following from the terms of reference for Planning and Priorities Committee of University Council (PPC), decisions involving the establishment, disestablishment or review of a research centre come through the Centres Subcommittee of PPC, with advice to the Centres Subcommittee from the Research, Scholarly and Artistic Works Committee (RSAW). Although the current request does not involve creating new, taking apart, or reviewing the Toxicology Centre, the request involves an organizational/structural change thus invoking the aforementioned governance decision-making pathway. This proposal was given preliminary consideration at the January 19th meeting of the Centres Subcommittee of PPC before being discussed at the February 2nd meeting of RSAW.

The shift in reporting line is the first step to enable strategic change. There is no request at this time for the move of academic authority for programs in Toxicology. Such a proposal would involve different governance processes. Beyond the move in reporting lines, there will be no changes to the Centre. It will continue to operate on a day-to-day basis as it presently does.

2.0 Current Governance Structure and the New Vision

The Toxicology Centre was originally created as the Toxicology Research Centre back in 1982-83. In 1995-96 it was changed to the Toxicology Centre to better reflect its growing role in academic program delivery at USask.

Over the past 40 years, the Toxicology Centre has developed a strong academic mission, both in terms of research involving graduate students and post-doctoral fellows and academic programming. In that way, it has operated more like an academic unit, while at the same time reporting directly to and receiving an annual operating budget allocation from the Office of the Vice-President Research (OVPR). With the current financial challenges at USask and the continuing changes to the USask resource allocation processes, the Toxicology Centre is unable to capitalize on revenues that would be generated from its various activities, thereby significantly limiting its scope for growth.

With this proposal, we seek to move the direct reporting line of the Centre from the VPR to SENS which, as a School, reports to the Provost. The effort to make this move happen has been underway for well over one year with much discussion happening within a range of units. Information on these discussions and deliberations is included in Section 3.0.

Figures 1 and 2 below show the current and proposed reporting structure.

Figure 1: Current Structure

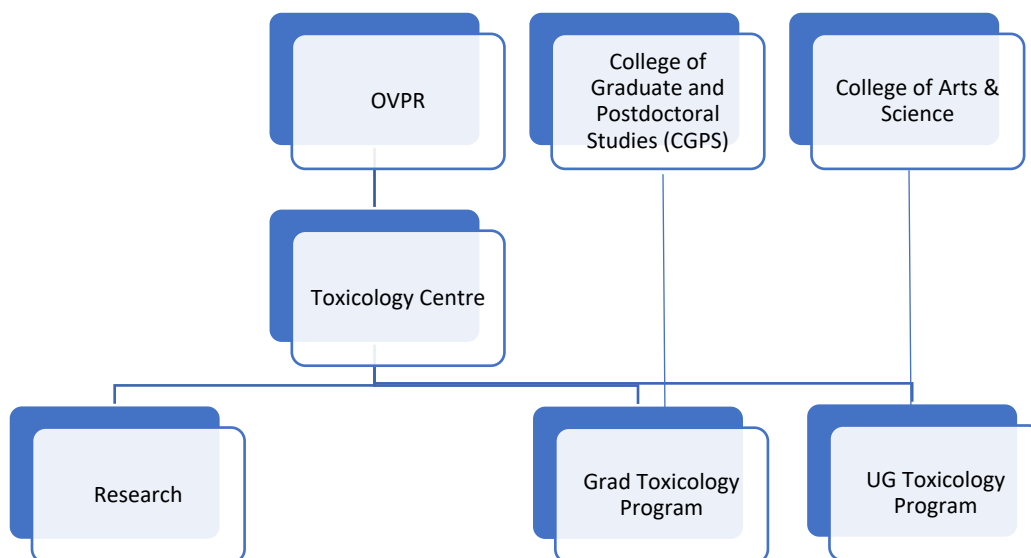
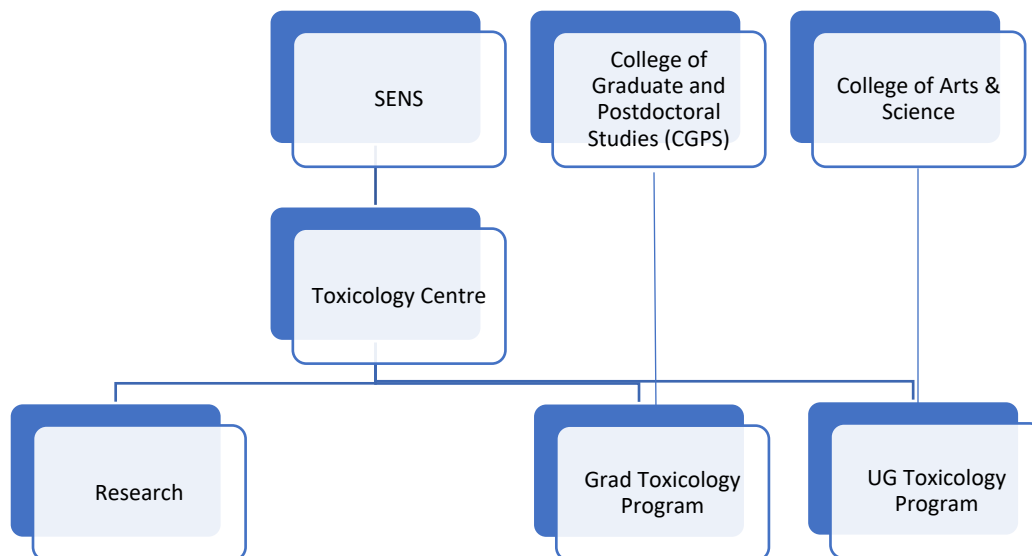


Figure 2: Proposed Structure



3.0 Why SENS as the Academic Home?

While four colleges have actively participated in building capacity in the Toxicology Centre (Western College of Veterinary Medicine, School of Environment and Sustainability, Agriculture and Bioresources, Arts and Science), two have been the strongest contributors and supporters – the WCVM and SENS. For years, the 15 core faculty members contributing to the Toxicology Centre and programs have largely had their academic homes in these two units (67% of core faculty). At the present time, most of those faculty members are in SENS and 90% of all the research activity in the Centre is conducted by SENS faculty. (Note: Today the core is down to 13 faculty members due to retirements with five of those being in SENS).

Appendix A maps out a series of discussions and consultation steps taken as well as formal deliberations, leading up to February, 2023, at which time the Director of the Toxicology Centre has completed a check-in with the 13 faculty members involved with the Toxicology Centre. Out of the 13, 11 colleagues have responded and their feedback is included verbatim. Two colleagues did not respond.

A summary of the steps to date:

Since two units (WCVM and SENS) presented the most logical home for the Toxicology Centre, a year-long consultation process was launched in early 2021 led by then-Acting Director, David Janz, to identify which unit would be preferred by the Toxicology faculty. In an effort to provide full and unbiased space for deliberations, the Executive Director of SENS (Karsten Liber), a Toxicology member, did not participate in most of these discussions (see details in **Appendix A**). All core Toxicology faculty members were consulted and leadership from both the WCVM and SENS were asked a series of questions during “interviews” with the Toxicology core faculty. After much debate over a series of meetings, a majority of the Toxicology core faculty voted for SENS as the preferred home for the Centre. Although the

decision was not unanimous, all faculty who participated in the process, including those from the WCVM, agreed to support the decision of the majority. After that decision, everyone aligned with a common purpose and efforts have been under way to make this move happen, a move that now has the full support of all Toxicology faculty. It should also be noted that the new Director of the Toxicology Centre, Markus Brinkmann, holds his academic appointment in SENS, something that was not known when this process was initiated in 2021. This makes the decision to move the Centre into SENS even more logical. In addition to special faculty meetings held in Toxicology to discuss the matter, it was discussed regularly at routine monthly faculty meetings where there is Toxicology graduate student representation. Toxicology graduate students were also consulted separately and are also supportive of the move to SENS.

Note: Appendix A includes reference to a “Faculty Council” in the Toxicology Centre. Although nomenclature has been used for ease of understanding within Toxicology, it has been recently flagged by the Governance Office that the use of the term “Faculty Council” is only permitted in nomenclature within the context of College and Schools. This has been duly noted by colleagues in the Toxicology Centre and in SENS and will need to be addressed.

Appendix B contains a letter of support from the past and current Chairs of the Toxicology Graduate Student Association.

The proposed move of the Toxicology Centre to SENS (a unit with a balanced budget) will create a solid budgetary and organizational foundation from which it can keep growing and continue building its already globally recognized brand with the aim to become the #1 Interdisciplinary Toxicology Program in the world.

4.0 Operational Principles

After the proposed move to SENS, the Toxicology Centre will continue to exist as a distinct unit within SENS. The Centre will remain and will keep its name and brand. It will operate semi-autonomously and make its day-to-day decisions under the leadership of its director.

In short, existing SENS and Toxicology activities and programs will remain largely separate but operate under the umbrella of SENS. This approach will ensure the continued high-quality of research and academic activity within the two units. There will be minimal impact on the day-to-day activities of SENS.

5.0 Strategic Advantages of the Proposed Change

The need for well-trained toxicologists is escalating in response to Canada’s (incl. Saskatchewan’s) active and expanding natural resources sector, increasing regulatory requirements, and growing political focus on environmental pollution and food safety. This need is not expected to diminish and will likely increase even further in future years. In addition, Canadian society generally expects that governments and industry will ensure a healthy environment and healthy food supply, as well as provide thorough assessment and regulation of chemicals and pollutants, including industrial emissions, pesticides, and pharmaceuticals. Today, this is particularly true in Canada’s North where many Indigenous communities

worry about the expanding natural resource sector and associated environmental degradation. The Toxicology Centre and associated academic programming train students to serve in these capacities and graduates continue to be in high demand. The demand is even greater on a global scale which presents an enormous opportunity for USask to take global leadership and be seen as *the* place where top international students want to come to train in toxicology. The potential here is huge.

There are many strategic advantages to moving the Toxicology Centre under SENS as an academic unit. These include:

- Ensuring the Centre is embedded into the academic fabric of the University.
- Enhanced access to staff support, such as research facilitation and research communication, and other services (e.g., fund raising).
- Expanded graduate student opportunities through new linkages between Toxicology and SENS graduate programs alongside possibilities for new academic programming
- More opportunities to bring social science and policy aspects into the Toxicology programs thereby enhancing the academic experience for Toxicology students.
- Stabilizing the funding for a research centre by embedding it within a revenue centre.
- Create the foundation for a new collaborative spirit between the broader core Toxicology faculty and SENS faculty, and with faculty in other units that SENS has close working relationships with.
- Allow for easier participation of Toxicology with several of the Usask Signature Areas and Institutional Priorities (e.g., Water, Indigenization).

The University would also see several advantages of such a move, including a simplification of structures and a step towards more opportunity for shared services.

6.0 Implementation Plan and Financial Considerations

The existing institutional base funding support for the Toxicology Centre from the OVPR ends on April 30, 2025. Ahead of that time, there is a need for the Toxicology Centre to be embedded within an existing revenue centre (and academic unit). SENS has been identified by the Toxicology faculty as the desired unit for such a move. Without such a move, the Toxicology Centre would be unable to sustain its operations. The SENS Faculty Council has provided unanimous support for the proposed integration. While such an affiliation is a necessity, the ability of the Toxicology Centre to manage its affairs and programs has been thoroughly proven over more than 30 years (e.g., Flex II and Devolved Scholarship status). As a result, it is imperative that Toxicology maintains a certain level of autonomy and authority over its programs. That is assured in SENS.

The proposed approach is for the Toxicology Centre to remain a centre, but to move that centre from oversight of the VPR to oversight by SENS. In short, the Toxicology Centre would become a centre solely under SENS. While Toxicology would fall under SENS, it is imperative that Toxicology remains interdisciplinary (which SENS already is) and that it retains strong relationships and partnerships with the WCVM, AgBio and A&S. Essentially, Toxicology will continue to operate more or less under the model that exists now, only the reporting line changes. No faculty will have to change their academic homes or become jointly appointed.

Toxicology has been financially successful for decades and there is no reason to think that would change in the future. Therefore, the requested shift carries negligible financial risks to the institution, but substantially simplifies Toxicology programming and activities, and provides the platform upon which Toxicology can grow and become the unequivocal global leader in academic interdisciplinary toxicology research and training within five to ten years.

7.0 Discussions with RSAW

As part of the process for considering a shift in the reporting line for the Toxicology Centre, RSAW considered this matter at its February 2nd meeting. The discussion at RSAW was helpful. Highlights from the proponents' notes include:

- The Vice-President Research spoke about his deep engagement with the Centre and his support of the move of the Centre into SENS. It's important to document the specific sentiments of the Vice-President Research, given that the current reporting line has the Centre reporting to the VPR and any changes in reporting would not make sense in the absence of VPR support.
- The Dean of the College of Graduate and Postdoctoral Studies was engaged in the discussion with regard to her position on the shift in reporting lines. Her response was supportive of seeing this shift take place. The discussion at RSAW suggested a letter of support would be a useful addition to the materials.
 - **Appendix C** includes a letter of support from Dean Debby Burshtyn.
- Members of RSAW queried whether moving the Toxicology Centre into SENS (versus WCVM) might somehow diminish the important and longstanding connections to WCVM.
 - Reassurances were provided by the Director of the Toxicology Centre and the Executive Director of SENS that the desire and the energy dedicated to collaborations with WCVM will not diminish and are a critical part of the success of the Toxicology Centre. It was pointed out that there are no faculty members appointed to the Toxicology Centre. Faculty members are appointed to academic units (like WCVM) and will continue to have responsibilities and time commitments to the Toxicology Centre.
- Members of RSAW raised the matter of our schools (SENS, SPH, JSGS) being created as graduate schools asking whether this would change in the case of the Toxicology Centre, given that there are UG programs in Toxicology.
 - There is no immediate plan to shift the UG programs in Toxicology into SENS from their current academic home in Arts and Science. Importantly, the move of the reporting line for the Toxicology Centre into SENS would not result in any automatic cascade of UG programming shifting. This kind of a shift in academic authority would be a substantive move and would need to involve a much broader discussion, as flagged by RSAW, about the involvement of the Schools in UG programming.
- Members of RSAW highlighted that the Toxicology Centre has an entrepreneurial spirit as part of its "DNA" and asked whether there was any risk that the move of the Toxicology Centre into SENS would diminish that activity.
 - Reassurances were provided by the Director of the Toxicology Centre and the Executive Director of SENS that there would be a continued need for an entrepreneurial approach in order for the Toxicology Centre to be supported – to grow and to flourish.

8.0 Discussion at the Centres Subcommittee (of PPC).

The request to move the reporting line of the Toxicology Centre into SENS was considered at the February 16th meeting of the PPC Centres Subcommittee. There was a request to provide written confirmation of support from the College of Arts and Science.

Appendix D includes a letter of support from Dean Peta Bonham-Smith.

Presented by:

Patti McDougall

Markus Brinkmann

Karsten Liber

Appendix A

Summary of Consultations Regarding the Planned Move of the reporting line for the Toxicology Centre into the School of Environment and Sustainability

(February 2023)

- **March 26, 2021:** Regular School of Environment and Sustainability (SENS) Faculty Council Meeting (minutes approved on May 7, 2021), where SENS Executive Director Dr. Karsten Liber discussed opportunities as well as potential or perceived risks of an affiliation of Toxicology with SENS under agenda item 4.5, “Discussion of Potential Affiliation of Toxicology with SENS.” Following a brief discussion, the following motion was put forward and carried, with no votes against or in abstention verbalized: “That the SENS faculty encourage Dr. Liber to engage in conversations with Toxicology and report back to SENS Faculty Council.”
- **May 21, 2021:** Regular Toxicology Faculty Council Meeting (minutes approved on September 17, 2021), at which upcoming meetings for Toxicology Core Members with academic leaders of the potential future homes for Toxicology from both SENS and the Western College of Veterinary Medicine (WCVM) were announced. During these meetings, both leaders would present their perspectives of what a future of the Toxicology Centre within their units could look like, and providing the opportunity for Toxicology Core Members to ask questions. The Toxicology Graduate Student Association (TGSA) representative, Jensen Cherewyk, was present for this meeting.
 - From the minutes (edited for clarity): “Before meeting with Karsten [Liber] and Gillian [Muir], the official decision regarding their positions needs to be made. David [Janz] sent out a 5-page fact sheet about the strengths of Toxicology and the list of questions to be used as a guide in the discussions with SENS and WCVM. It might be useful for the Toxicology faculty to have a quick 45-minute discussion before the first meeting to discuss the questions as a group. The importance of [...] having the two meetings before summer was emphasized.”
- **July 8, 2021:** Short presentation to Toxicology Faculty Council (including a representative of the TGSA, Jensen Cherewyk) on the vision for a potential future of the Toxicology Centre within the Western College of Veterinary Medicine (WCVM), Dr. Gillian Muir, Dean WCVM, as well as opportunity for faculty members to ask questions and provide feedback. Dr. Liber recused himself from this meeting.
- **July 13, 2021:** Short presentation to Toxicology Faculty Council (including a representative of the TGSA, Jensen Cherewyk) on the vision for a potential future of the Toxicology Centre within the School of Environment and Sustainability (SENS), Dr. Karsten Liber, Executive Director SENS, as well as opportunity for faculty members to ask questions and provide feedback.
- **July 20, 2021:** Follow-up discussion, debrief, and consultation with Toxicology Faculty Council giving both potential future homes equal consideration. Dr. Liber recused himself from this meeting. The TGSA representative, Jensen Cherewyk, was present for this meeting.
- **September 8, 2021:** Anonymous ballots were sent out to all Toxicology Core Members to be completed after a meeting scheduled for September 9, 2021, with the question “What is your

first choice for our future home unit?” with the options being WCVM or SENS. This wording was deliberately chosen to not exclusively vote for or against a unit but to indicate first and second choices and ensure that all members of the Toxicology Faculty Council would be on board with either outcome.

- **September 9, 2021:** A meeting summarizing the outcomes of consultations and re-iterating pros and cons, as well as perspectives on both potential future academic homes for Toxicology, providing additional opportunity for follow-up discussion, debriefing, and consultation with Toxicology Faculty Council. Dr. Liber recused himself from this meeting. The TGSA representative, Jensen Cherewyk, was present for this meeting.
- **September 14, 2021:** Outcomes of the vote were communicated to all Toxicology Core Members *via* email. The vote was 8 in favor of moving the Toxicology Centre under SENS as the first choice, while 6 votes were in favor of moving it under WCVM as the first choice.
- **September 17, 2021:** Regular Toxicology Faculty Council meeting (minutes approved on October 15, 2021), where the outcome of the vote was further discussed and the next steps summarized.
 - From the minutes (edited for clarity): “A vote to decide the future academic partnership for the Toxicology Programs took place and SENS had the majority vote (8-6). David [Janz] will meet with Karsten [Liber] next Thursday to have an initial discussion. Baljit [Singh] is supportive of the Toxicology Centre joining with another unit, and he will likely be the executive sponsor of this proposal. Karsten [Liber] has indicated that he has a good rapport with Provost Airini and hopefully it should not be too difficult to remain a Centre under SENS.
- **October 1, 2021:** Dr. Liber informed the SENS Faculty Council during its regular meeting (minutes approved on November 5, 2021) of the Toxicology Center vote resulting in a decision for Toxicology to partner with SENS, and that conversations have been started with those who did not vote for SENS to ensure that everyone is on board.
- **December 17, 2021:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on January 21, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **February 4, 2022:** Dr. Liber informed the SENS Faculty Council during its regular meeting (minutes approved on March 4, 2022) that conversations regarding the move of the Toxicology Centre under SENS were still ongoing and that regular meetings chaired by Patti McDougall were taking place to try to find the appropriate implementation plan and the appropriate governance options.
- **January 21, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on February 18, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **February 18, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on March 18, 2022) on the state of discussions regarding the mechanics of the move into SENS.

- **March 18, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on April 22, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **April 22, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on May 20, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **October 21, 2022:** Dr. Brinkmann chaired the first Toxicology Faculty Council meeting after he was appointed as the new Director of the Toxicology Centre and provided an update to the Core Toxicology Members Faculty Council (minutes approved on November 18, 2022) on the state of discussions regarding the mechanics of the move into SENS. Dr. Brinkmann re-emphasized that himself and senior USask leadership continue with the plans of moving the Toxicology Centre under SENS.
- **February 3, 2023:** Dr. Brinkmann held a meeting with past TGSA president Jensen Cherewyk, who served as the student representative on the Toxicology Faculty Council in 2021, as well as the sitting TGSA president Hannah Mahoney to re-iterate the plans of moving the Toxicology Centre under SENS, and to open the floor to any questions and concerns from the students. Both signaled their support and agreed to provide a Letter of Support from the TGSA in favor of moving the Toxicology Centre under SENS.
- **February 3, 2023:** A Letter of Support from the Toxicology Graduate Student Association (TGSA) was provided in favor of moving the Toxicology Centre under SENS.
- **February 3, 2023:** Regular SENS Faculty Council Meeting (minutes have not been approved at the time of submitting this memo), during which Dr. Liber provided an update that progress is being made towards moving the Toxicology Centre under SENS. Dr. Liber opened the floor for questions, which he answered, and allowed all faculty members to voice concerns with or opposition to moving ahead as outlined. No concerns were brought forward, and the SENS Faculty Council expressed their full support for the move.
- **February 6, 2023:** Dr. Brinkmann sent an email out to Toxicology Core Members to update them on the process that has been identified, recent progress made, and asking members to confirm their support for the move of the Toxicology Centre under SENS. The January 2023 briefing note to RSAW was attached to this email. He received 11 affirmative responses out of 13 Toxicology Core Members (with two being on sabbatical leave or otherwise unavailable). Email responses (of those other than Drs. Liber and Brinkmann) are provided below:
 - “I’m happy to hear that there is movement on this front and I remain fully in support of the Centre and its new home in SENS.”
 - “So happy to hear that there is significant movement in moving Toxicology into SENS. This move is essential to happen as quickly and smoothly as possible for the viability of the program. I fully support Toxicology's move into SENS.”
 - “Yes I am aware of the proposed changes and have been in support of them ever since they were proposed. The sooner we get this done the better !! Glad to see we are finally getting some movement on this – thanks to you and Karsten for your dedication to this.”
 - “I am in full support of this move. Thanks for all your effort in moving this forward.”

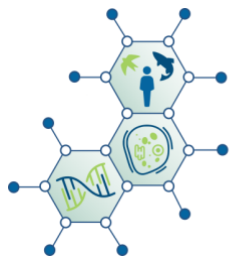
- “No concerns Markus. Good to see some things are moving along even if they don't affect me directly.”
- “I support the administrative move for Toxicology into SENS.”
- “Thanks for providing the clear email and outlining document. Your work with Karsten to move this forward quickly is very much appreciated. I fully support the administrative move of the Toxicology Centre in SENS.”
- “So happy to see that you have gained some serious traction with senior admin on this important step – good job! Of course I am 100% supportive of this initial administrative step in the future of the Centre!”
- “I absolutely support this. Great to see this finally moving forward.”

Appendix B

Letter of Support from the Chairs (Past, Present) of the Toxicology Graduate Student Association

Appendix C

Letter of Support from Dean, College of Graduate and Postdoctoral Studies



Dr. Markus Brinkmann, Director

Toxicology Centre, University of Saskatchewan
44 Campus Drive
Saskatoon, SK S7N 5B3, Canada

February 3, 2023

RE: Note of support for moving the Toxicology Centre under SENS

Dear Dr. Brinkmann,

The graduate students in the Toxicology Graduate Program support the movement of the Toxicology Centre to another academic unit, the School of Environmental and Sustainability (SENS). The Toxicology graduate students attended meetings of the Toxicology Faculty Council, where the move to SENS was discussed, and the students were allowed to provide their input on this move.

The Toxicology Graduate Program has been deemed one of the highest-ranked interdisciplinary programs in Canada, and being students within the program, we can attest to this statement. In order for the Toxicology Graduate Program to continue to succeed in the future, further stability and credit for the research and teaching activities would be beneficial. These positive contributions to the Toxicology Graduate Program can be achieved through the movement of the Toxicology Centre under SENS. It is important for the Toxicology Centre to succeed in order for the Toxicology Graduate Program to succeed as well.

The move under SENS would provide further research and career opportunities for Toxicology Graduate students, as well as necessary stability for the future. Since the Toxicology program is an interdisciplinary program, the holistic, interdisciplinary focus would still be a key aspect of the program under SENS, making it an ideal unit to merge with. Further, the move under SENS will provide new research and partnership opportunities for graduate students, which gives us excitement and reassurance for the future.

The graduate students of the Toxicology Graduate Program support the movement of the Toxicology Centre under SENS and see it as a positive change and a step in the right direction.

Sincerely,

**Jensen Cherewyk, Past Chair of
the Toxicology Graduate Student
Association**

Phone: (306) 594-8108
jensen.cherewyk@usask.ca

**Hannah Mahoney, Current
Chair of the Toxicology
Graduate Student Association**

Phone: (639) 998-4265
hannah.mahoney@usask.ca



February 9, 2023

Patti McDougall
Deputy Provost

Re: Proposal to change of Toxicology Centre reporting line from VPR to SENS.

Dear Dr. McDougall,

I am pleased to provide this letter of support to move the reporting line for the Toxicology Centre to SENS.

I was briefed by Karsten Liber, Executive Director of SENS during the period he was also acting as Director for the centre as well, and I do not see any issues for the Toxicology graduate programs (MSc and PhD). There is good alignment between the interdisciplinary environment in SENS and the Toxicology program and I expect there to be opportunities in the future that are mutually beneficial for students and postdoctoral fellows affiliated with the Toxicology center when they are under the same umbrella.

Due to the interdisciplinary focus of the Toxicology programs and the affiliation with a centre, the programs are administered by the Toxicology Centre and for administrative purposes situated directly within CGPS without a disciplinary college or school host. As with all graduate programs, CGPS would continue to have academic responsibility for the program and the students.

The Toxicology graduate programs are very successful, and I am pleased to see a plan that will allow the centre to continue to run the programs beyond the commitments from the VPR. The programs held funds through the Devolved Scholarship Program and will be allocated a student support fund and recruitment scholarships under the new system. The Chair of the Toxicology graduate program will also maintain their representation on the GGPS Council as an interdisciplinary program.

I look forward to working with the Toxicology Centre and SENS as they progress through the next steps and facilitate changes they wish to make in future.



Sincerely,

A handwritten signature in blue ink, appearing to read 'Debby Burshtyn', with a stylized, cursive script.

Debby Burshtyn
Dean, College of Graduate and Postdoctoral Studies
Professor, Biochemistry, Microbiology and Immunology

cc. Markus Brinkman, Director Toxicology Centre
Karsten Liber, Executive Director SENS



February 21, 2023

Patti McDougall
Deputy Provost

Re: Proposal to change Toxicology Centre reporting line from VPR to SENS.

Dear Dr. McDougall,

I am pleased to provide this letter of support for moving the reporting line for the Toxicology Centre from OVPR to SENS.

As an Interdisciplinary research centre, moving oversight of the Toxicology Centre from VPR to SENS will better align its research activities with that of the interdisciplinary research environment within SENS.

With this move, administrative responsibility for the Toxicology undergraduate program will remain with the College of Arts & Science, where it is positioned alongside a large number of interdisciplinary (inter-collegial as well as inter-departmental) programs that are currently administered through the college. The chair of the undergraduate program will maintain a membership on the interdisciplinary chairs standing committee of Arts & Science Faculty Council.

Thank you for the opportunity to provide my support for this change – it is a step forward for Toxicology RSAW.

Sincerely

Peta Bonham-Smith
Dean, College of Arts & Science

cc. Markus Brinkman, Director Toxicology Centre
Karsten Liber, Executive Director SENS

University of Saskatchewan Senate

FOR INFORMATION

PRESENTED BY: Baljit Singh, vice president research

DATE OF MEETING: April 22, 2023

SUBJECT: Name change for Canadian Centre for Rural and Agricultural Health

CONTEXT AND BACKGROUND:

The class B research centre Canadian Centre for Health and Safety in Agriculture (under the VP Research) is requesting a name change to: Canadian Centre for Rural and Agricultural Health.

The name change will have minimal impact across the university but has a major positive impact on the Centre's many industry and community-based partners including First Nations, to feel more included and welcome in the Centre's mandate. The Centre has longstanding research, service, and knowledge mobilization activities with rural partners beyond agriculture; the refreshed name reflects the strength and importance of those relationships.

Established in 1986, the Centre started as the Centre for Agricultural Medicine with two core faculty. The Centre has evolved and grown, expanding its breadth, depth, faculty, staff, and partnerships to meet needs and opportunities in rural and agricultural health and safety in Saskatchewan and Canada. The Centre has developed research, service, and knowledge mobilization in the rural and agricultural space in the areas of farmer health and farm safety, exposure assessments and controls (endotoxin, mould, chemicals, vibration), health of rural populations (respiratory, cardiovascular, musculoskeletal, mental health, sleep health, immunologic), dementia care and support in rural areas, and occupational health and hygiene. In 2023, the Centre has twelve core faculty, and 90 collaborating faculty across 14 USask entities, Saskatchewan, Canada, and internationally, alongside thirty-seven staff, and 25 students engaged in the Centre's research, service, and knowledge mobilization mission. Its focus was, and remains, a holistic view of research, service, and knowledge mobilization to support health and wellness within rural spaces, and the name change will better reflect this work.

The new name Canadian Centre for Rural and Agricultural Health amplifies the University of Saskatchewan's aspiration for productive collaboration in which research and innovation are inspired by, and accountable to, community partners. Our name change signifies recognition that the Centre's work

transcends the limits of agriculture. The Centre defines rural space as all places outside urban; the Centre's work responds to the communities and partners that it serves: rural, Indigenous, resource, industry, manufacturing, and so forth. The refreshed Centre name better reflects the Centre's history of collaboration via partnerships and aligning strengths with rural-based community partners while retaining our deep roots in agriculture. The refreshed name allows the Centre's researchers and partners to co-amplify their value within and beyond agriculture, energize our community-based partners and champions, and showcase how we embrace respect for one another as the path forward.

NEXT STEPS AND TIMELINE:

This request was brought forward in spring 2023 to the Planning and Priorities Committee (PPC Centres Committee), and to University Council.

Once all approvals are granted the Centre will lead the process for the name change. An announcement and open house are planned; a new website will be launched; and the Centre will support all USask internal processes required. The Centre will undertake the necessary changes to signage, letterhead, etc. The Centre has many collaborative partners in academia, industry, government, and non-governmental organizations. The Centre is prepared, and will undertake, to widely acknowledge this name change including individualized correspondence with each collaborative partner, as well as an open house and launch event of the new name.

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY:	President Peter Stoicheff, Vice-chair, Senate executive committee
DATE OF MEETING:	April 22, 2023
SUBJECT:	Report on activities
SENATE ACTION:	For information only

BACKGROUND:

Members of the Executive Committee are President Peter Stoicheff, Chancellor Grit McCreath (Chair), Jane Alcorn, Keith Willoughby, Twyla Bergstrom, Richard Cote, Grant McKercher, Barb Gustafson, Kelley Moore, Julian Demkiw and Mostofa Kamal. The following information is a report on the activities of the Senate Executive Committee.

March 30th DISCUSSION SUMMARY:

Approval of the Senate Agenda

Nominations to the Nominations Committee

As per the Senate Executive terms of reference, the members of the Nominations Committee shall be nominated by the Executive Committee and elected annually by Senate. At its meeting of March 30, the Executive Committee nominated the following individuals to the Nominations Committee:

Barb Gustafson, Rhonda Gough, Aaron Genest, and Jordan Robertson

Re-instatement of the Senate Reception and tours prior to Spring Senate meetings

Format and delivery of the April Senate meeting

The decision was made to offer the Senate meeting both in person and virtually via the Zoom online platform to accommodate members' preferences and needs.

Requests Received by Senate Executive for the Senate Agenda

A notice was sent to members of Senate in March indicating the deadline for submitting a motion to Senate was March 23. A request for information was received and added to the Senate agenda.

"Allocation of resources between the Huskie Men's Athletics and Huskie Women's Athletics – is the allocation equitable?"

Members also discussed developing a more efficient manner of recording action items at Fall and Spring meetings of Senate and ensuring they are brought forward to the next meeting. Action items will be shared following those meetings with the Senate Executive Committee and a plan for follow-up created.

The committee also discussed consideration to presentations at Senate meetings from the professional associations.

Terms of Reference

Title: Senate Working Group to revise *Standard of Student Conduct in Non-Academic Matters*

AUTHORITY

This Working Group has been formed at the direction of the executive committee of Senate to review the *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Complaints and Appeals* (the “Standard”). Review of the Standard is to occur every five years. They were last reviewed in October 2016, making this round of review overdue.

The working group will consult broadly with students, colleges, and stakeholder units as appropriate as its work progresses.

GOALS

This working group will review the Standard to consider how principles of restorative justice can be included, how processes pertaining to informal resolution of breaches of expectations of student conduct can be made more robust and accessible, including the existing processes for alternative dispute resolution. Additionally, a number of areas of the Standard have specifically been flagged for review, such as:

- Deadlines for submission of materials and communicating intentions attendance by advocate/counsel
- Processes for appeal of decision(s) of the University Secretary to allow/not allow a complaint to proceed to a formal hearing
- Processes for appeal of decision of the Provost to allow/not allow an appeal of a decision of a Senate Hearing Board to proceed to a formal hearing
- Revisions to section on delivery of documents to reflect current practice
- Review of scope of Regulations (for example definition of USask student, definition of USask premise)

COMPOSITION AND MEMBERSHIP

The working group is comprised of:

Name	Working Group role	Institutional Role
Russell Isinger	Co-executive sponsor	Interim Vice-Provost, Students and Learning
Julian Demkiw	Co-executive sponsor	University Secretary
?	Chair	

??	Member of VP TLSE Portfolio	
Amanda Storey	Administrative support and subject matter expert	Academic Governance and Hearings Advisor
??	Senate representative	Student member of Senate (who has served on hearing/appeal board(s) under the Standard)
??	Senate representative	Senate member (who has served on hearing/appeal boards under(s) under the Standard)
??	Senate representative	Senate member (who has served on hearing/appeal boards under(s) under the Standard)
??	Council representative	Council member (who has served on hearing/appeal boards under(s) under the Standard)

TERM LENGTH

Work will commence in Winter 2023 and is expected to remain active until Spring 2024 as per the scope of work below.

MEETINGS

Meetings of the working group will take place approximately monthly, although there may be periods of time (e.g., during consultation) when meetings will be less frequent. Expert resource support (including research, consultation, writing, assessment of policy implications, etc.) will be provided by the Registrar’s office and GMCTL, and administrative support will be provided by (?).

SCOPE OF WORK

The table below provides a general overview of deliverables and proposed timelines:

Date	Deliverable
February 2023	<ul style="list-style-type: none"> • Draft terms of reference • Working group members confirmed
March – June 2023	<ul style="list-style-type: none"> • Working group meetings commence • Overview of Standard • Review and refinement of terms of reference • Identification of areas needing review • Identification of resources/support needed (if any) • Identification of groups/units for consultation
Summer 2023	<ul style="list-style-type: none"> • Work on revisions proceeds

	<ul style="list-style-type: none"> • Consultation with units continues
September 2023	<ul style="list-style-type: none"> • Presentation of draft changes to Senate Executive
October 2023	<ul style="list-style-type: none"> • Update to Senate at October 2023 meeting
November 2023- January 2024	<ul style="list-style-type: none"> • Refine changes, continue consultations
March 2024	<ul style="list-style-type: none"> • Presentation of final revisions to Standard to Senate Executive committee
April 2024	<ul style="list-style-type: none"> • Presentation of Revisions to Standard to Senate for Approval

Report of the Senate Executive Committee

FOR APPROVAL

PRESENTED BY:	Peter Stoicheff Vice-chair, Senate executive committee
DATE OF MEETING:	April 22, 2023
SUBJECT:	Nominations to the Senate nominations committee
DECISION REQUESTED:	That Senate approve the recommendation of the Senate executive committee and appoint the following Senate members to the Senate nominations committee for one-year terms beginning July 1, 2023 and ending June 30, 2024: Barb Gustafson, Aaron Genest, Rhonda Gough, Jordan Robertson

SUMMARY:

The Senate executive committee met on March 30, 2023. The Senate executive committee is responsible for the nomination of members to the Senate nominations committee. The nominations committee is comprised by the chair of the executive committee (Chancellor) or a designate from the executive committee, four members of Senate, and the university secretary as a non-voting member. The term of a Senate member on the committee is one year, renewable annually for up to two additional years, for a maximum of three years.

All four Senators being recommended had expressed an interest in serving on the nominations committee.

ATTACHMENT:

Senate Executive Committee Terms of Reference

Excerpt from Senate BylawsExecutive Committee

The Senate members of the Executive Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

The Committee shall be composed of:

- (i) The Chancellor;
- (ii) The President or a designate;
- (iii) Two ex officio members of Senate;
- (iv) Three appointed members of Senate;
- (v) Three elected members of Senate;
- (vi) One student member selected annually by the student members of Senate; and
- (vii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is one year, renewable annually for up to two additional years, for a maximum of three years. The Chancellor and President are members for the duration of their terms.

(c) Chair

The Chancellor shall serve as Chair and the President shall serve as Vice-Chair.

(d) Duties and Powers

- (i) To determine the agenda for all meetings of Senate.
 - a. In determining whether to add to the agenda a motion proposed by a member of Senate pursuant to Section IV 6 of these bylaws, the Executive Committee shall consider the powers of Senate as set out in Section 23 of *The University of Saskatchewan Act, 1995*, as may be amended from time to time.
 - b. The Executive Committee may refuse to place said motion on the agenda if it clearly appears that the motion submitted is primarily for the purpose of enforcing a personal claim or redressing a personal grievance against the University, any employee, officer or director of the University, or any body of the University, or primarily for the purpose of promoting causes unrelated to the activities of the University.
- (ii) To appoint task forces or special committees composed of members of Senate with power to investigate and report on matters of interest and concern to Senate.
- (iii) To consider all major reports being submitted to Senate.

- (iv) To consider and report on policy matters relating to the Senate.
- (v) To perform other duties as the Senate may from time to time direct.
- (vi) To recommend to Senate individuals for membership on the various Boards of Examiners for Professional Examinations; and to recommend to Senate on matters of policy with respect to Boards of Examiners, and on the establishment of new Boards of Examiners, when necessary.
- (vii) To act on behalf of Senate in special circumstances to provide approval of honorary degrees.
- (viii) To consult, through the Chancellor and the President with the Chair of the Board of Governors to ascertain the qualifications and qualities most needed by the Board when a vacancy arises, and to present at least one nomination to the Nominations Committee in accordance with the process set out in Section III 5 of these bylaws.

Report of the Senate Nominations Committee

FOR DECISION

PRESENTED BY:	Grant McKercher, Chair, Nominations Committee
DATE OF MEETING:	April 22, 2023
SUBJECT:	Nominations to Senate standing committees and appointments to other committees
DECISION REQUESTED:	<i>That Senate approve the appointments to Senate committees as indicated in the attached schedule for 2023-2024, effective July 1, 2023.</i>

BACKGROUND AND SUMMARY:

Pursuant to Senate Bylaws, the Senate nominations committee is mandated to recommend membership on Senate committees, student discipline/appeal boards, and Council (see attached terms of reference, section *d* for a full description).

Members of the committee are Chancellor Grit McCreath, Grant McKercher (chair), Rhonda Gough, Jordan Robertson, Tasnim Jaisee. The committee met on January 19 and on March 28, 2023.

At the January 19 meeting, the nominations committee reviewed Senate membership and appointed members to committees with vacancies for the remainder of 2023 V.1.(d.iii).

At the March 30 meeting, the committee nominated Senators to serve for 2023-2024 on:

- the executive committee - section V.1. (d)(i);
- standing committees of Senate - section V.1. (d)(ii);
- the Board for Student Discipline and Appeals - Section V.1. (d)(vii);
- University Council - section V.1. (d) (viii);

The committee takes the following into consideration when choosing members for available positions:

- Return of expression of interest forms from Senators;
- Current Senate and Senate committee membership;
- Biographies of members;
- Terms of reference for each committee

Positions and the respective nominees are listed in the attachment and require approval by Senate. The nominations committee chose Shankar Das, Saskatchewan Institute of Agrologists to serve on the Executive Director of the Global Institute for Water Security search committee (GIWS); Dion Martens, District 7 to serve on the Executive Director of the Global Institute for Food Security (GIFS) review committee; and elected member-at-large Jordan Robertson to serve on the Director/CEO of Vaccine and Infectious Disease Organization (VIDO) review committee, and Rhonda Gough to serve on the 2023 Research Junction Development Grant Adjudication Committee. These appointments do not require Senate approval.

The membership of review committees is outlined in the [Search & Review Procedures for Senior Administrators](#).

PROPOSED SENATE COMMITTEE MEMBERSHIP 2023-24

Terms for the Chair and committee members are one-year terms renewable for two years for a maximum of three years.

2022-2023	2023-2024
EXECUTIVE COMMITTEE	
<u>Ex-officio</u> Jane Alcorn Keith Willoughby	<u>Ex-Officio</u> Jane Alcorn Angela Jaime
<u>Appointed Members</u> Twyla Bergstrom Grant McKercher Richard Cote	<u>Appointed Members</u> Max Bilson Keshia Caplette Brenda Mishak
<u>Elected Members</u> Barb Gustafson Kelley Moore Michelle MacDonald	<u>Elected Members</u> Kelley Moore Michelle MacDonald Rhonda Gough
HONORARY DEGREES COMMITTEE	
<u>Ex-officio</u> Suzanne Kresta Richard Manley-Tannis	<u>Ex-officio</u> Cheryl Hamelin Meghna Ramaswamy
<u>Appointed Members</u> Robert Bratvold Larry Wagner	<u>Appointed Members</u> Adnrew Loken Larry Wagner
<u>Elected Members</u> Brooks DeCillia Anne Doig	<u>Elected Members</u> Brooks DeCillia Rob Maguire
EDUCATION COMMITTEE	
<u>Ex-officio</u> Russ Isinger Meghna Ramaswamy	<u>Ex-officio</u> Russ Isinger Meghna Ramaswamy
<u>Appointed Members</u> Kathy Gable Larry Wagner	<u>Appointed Members</u> Kathy Gable Larry Wagner
<u>Elected Members</u> Colleen Matthews Jordan Robertson	<u>Elected Members</u> Nathalie Atanasova Robert Henderson

MEMBERSHIP COMMITTEE	
<u>Elected Members</u> Tamara Buckwold Wade Hainstock Robert Henderson Rob Maguire	<u>Elected Members</u> Tamara Buckwold Wade Hainstock Robert Henderson Rob Maguire
UNIVERSITY COUNCIL	
Zsuzsa Papp Larry Wagner	Zsuzsa Papp Larry Wagner
BOARD FOR NON-ACADEMIC STUDENT DISCIPLINE AND APPEALS (3 year terms)	
(Eight members) Cathy Wheaton Tracy Muggli Anne Doig Jordan Robertson Larry Wagner Walter Smith Fred Wesoloski	Alicia Beach Cathy Wheaton Tracy Muggli Anne Doig Jordan Robertson Larry Wagner Walter Smith

1. Nominations Committee

The members of the Nominations Committee shall be nominated by the Executive Committee and elected annually by Senate.

(a) Membership

The Committee shall be composed of:

- (i) The Chair of the Executive Committee or a designate from the Executive Committee;
- (ii) Four members of Senate; and
- (iii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is one year, renewable annually for up to two additional years, for a maximum of three years. The term of the Chairperson will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chairperson shall be appointed on the recommendation of the Executive Committee.

(d) Duties and Powers

- (i) To recommend annually to the spring meeting of the Senate individuals for membership on the Executive Committee.
- (ii) To recommend annually at the spring meeting of Senate individuals for membership on, and chairs of other standing committees of Senate, and Senate representatives on other committees.
- (iii) To make appointments to standing committees of Senate and for Senate representation on other committees when vacancies arise between meetings of the Senate, and to report these to Senate at its next meeting.
- (iv) In the final year of the Chancellor's term, to recommend to the fall meeting of the Senate individuals for appointment to a joint nominations committee for Chancellor.
- (v) In the event of a vacancy in the office of the Chancellor or if it is known there will be a vacancy within the academic year, to recommend to the next meeting of the Senate individuals for appointment to the joint nominations committee for Chancellor.
- (vi) To receive nominations from the members of Senate and from the Executive Committee for members of the Board of Governors to be elected by Senate, and to present the nominees for election by the Senate, and to establish procedures for presenting background information on the nominees to Senators prior to the election.
- (vii) To nominate a roster of eight (8) members of Senate to serve for three years, from which members may be selected to serve on Boards for Student Discipline and Appeal Boards.
- (viii) To nominate two (2) members of Senate to serve on University Council pursuant to section 54(j) of the *University of Saskatchewan Act, 1995* as non-voting members for a one year term, renewable annually for up to two additional years to a maximum of three years.

Report to Senate on Activities of the Senate Membership Committee

FOR INFORMATION

PRESENTED BY:	Tamara Buckwold, Chair Senate Membership Committee
DATE OF MEETING:	April 22, 2023
SUBJECT:	Report on activities
SENATE ACTION:	For information

BACKGROUND AND SUMMARY:

Pursuant to section 24(4) of *The University of Saskatchewan Act, 1995*, once every five years, the Senate membership committee is to review the status of professional societies or other organizations having representatives in the Senate to determine whether they should continue to send a representative. The Senate Membership Committee is responsible for completing this review and to determine if these representative associations should remain on Senate. The committee also considers requests from professional societies that wish to have a representative on the Senate.

The Senate Membership Committee met on February 28, 2023 to consider the process carried out during the last review of professional associations completed in 2019. The review included the distribution of a questionnaire to professional associations with representation on Senate. It also included the distribution of a memo to deans and directors inviting them to review the list of professional associations. They were asked to comment on whether the professions and community organizations included continued to be the appropriate bodies to hold membership on USask Senate, and also whether there could be others who should be considered for membership. The committee will consider the process for the last review and bring comments and suggestions back to its fall meeting. The review process will then be determined and implemented in 2024.

The committee also initiated exploring ways to enhance the diversity of the Senate membership and spoke to the benefits of having a more diversified membership.

Report to Senate on Activities of Senate Education Committee

FOR INFORMATION

PRESENTED BY: Kathy Gable, Member, Senate Education Committee

DATE OF MEETING: April 22, 2023

SUBJECT: **Report on Activities of Senate Education Committee**

The Senate Education has met twice since the October 2022 Senate Meeting – on January 31, 2023 and March 20, 2023. The majority of the time at these meetings was spent on exercising its responsibility to confirm Council decision of admissions qualification changes, as delegated by Senate. The committee met with proponents from the units proposing the changes to understand the rationale and were supported by the chair of the Academic Programs Committee.

Additionally, at the January 31, 2023 meeting, the Senate Education Committee engaged in a discussion on possible topics for the education session for the April 22, 2023 Senate meeting and are pleased to have a discussion of micro-credentials happening at this meeting.

At the March 20, 2023 meeting the committee met with Janelle Hutchinson, Chief Sustainability Officer, to receive a brief presentation on the University of Saskatchewan’s Sustainability Strategy and upcoming initiatives at USask related to the strategy. On her behalf, we are providing the attached invitation for Senators to attend and participate in an upcoming symposium on sustainability on June 8, 2023. This is an exciting opportunity to meet and discuss the United Nations Sustainable Development Goals with partners from USask and across the province. For more information, please email sustainability@usask.ca.

Thank you to the members of the Senate Education Committee for their engagement this year and to the Governance Office for their support.

Together/Ensemble Symposium

Moving Saskatchewan Forward Together on the UN Sustainable Development Goals

Please join us on **June 8th** from **10:00 am–3:00 pm** at the University of Saskatchewan campus for a symposium that will bring together partners, leaders and key representatives from multiple sectors—academic, government, industry, education and Saskatchewan communities—who are working to ensure progress towards achieving the United Nations Sustainable Development Goals within the Saskatchewan context.

University of Saskatchewan Senate members are invited to join round-table conversations centered on one of 6 SDGs:



SDG 2: Zero Hunger



SDG 3: Good Health and Well-Being



SDG 4: Quality Education



SDG 6: Clean Water and Sanitation



SDG 7: Affordable and Clean Energy



SDG 11: Sustainable Cities and Communities

Conversations at each of the roundtables will contribute to a national update identifying the status of progress, showcasing SK initiatives, identifying challenges and offering recommendations for accelerating progress towards meeting the SDGs in Canada.

Please email sustainability@usask.ca by **Friday, May 19th** for an invitation or for any additional questions.



UNIVERSITY OF
SASKATCHEWAN



Report to Senate on Admissions Qualifications Change Confirmations

FOR INFORMATION

PRESENTED BY: Kathy Gable, Member, Senate Education Committee

DATE OF MEETING: April 22, 2023

SUBJECT: **Report to Senate on Admissions Qualifications Change Confirmations**

Purpose

The Senate Education Committee is required to provide a report for information its confirmations of Council's approvals of requests for admissions qualifications changes to academic programs. Requests considered will be implemented either for the 2024/25 and 2025/26 admissions cycle.

Background

On October 30, 2021, Senate delegated authority for confirming changes to admissions qualifications (that have received approval from University Council) to the Senate Education Committee.

The Senate Bylaws (Part V.8.d) reflect this duty and authority of the Senate Education Committee as follows:

- (iv) To confirm "a decision [of Council] to change academic and other qualifications required for admission as a student" (USask Act 1995, cU-6.1, s.63[3][a]) and to report for information to Senate on these confirmations as appropriate.

Summary

The following admissions qualifications changes were confirmed at the Senate Education Committee meetings on January 31, 2023 and March 20, 2023. Hyperlinks are provided to the full reports to Council, which are publicly available on the University Council website.

January 31, 2023

- Master of Arts and Doctor of Philosophy programs in Psychology ([as approved by University Council on November 17, 2022](#)), effective 2024/25
- Certificates in Professional Communication ([as approved by University Council on January 26, 2023](#)), effective 2024/25
- International Dental Degree Program ([as approved by University Council on January 26, 2023](#)), effective 2023/24
- Graduate Programs in the School of Environment and Sustainability ([as approved by University Council on January 26, 2023](#)), effective 2024/25

March 20, 2023

- Doctor of Veterinary Medicine Program ([as approved by University Council on March 16, 2023](#)), effective 2024/25 (for addition of a situational judgment test) and 2025/26 (for prerequisite change)
- Master of Arts programs in Archaeology and Anthropology ([as approved by University Council on March 16, 2023](#))

The Senate Education Committee next meets on May 24, 2023 to consider admissions qualifications changes. Any further confirmations made at that meeting will be reported at a future meeting of Senate.

University Senate
Request to add motion/request to add information item

FOR INFORMATION

PRESENTED BY: Julian Demkiw
University Secretary

DATE OF MEETING: April 22, 2023

SUBJECT: Equitable Allocation of Resources

BACKGROUND AND SUMMARY:

A call for motions/request for information items for the April Senate materials was distributed in March with a closing date of March 23, 2023.

The following information item was requested by a Senator and reviewed by the Senate Executive Committee.

Equitable Allocation of Resources

What are the resource allocations to Huskies Women's Athletics and Huskie Men's Athletics?

Are the human resources and budgets equitable?

In Canada and elsewhere, resources to sport for women and men are inequitable. Currently, 2023 media attention is on Women's soccer. In 2007, following the original 2000 complaint to the Saskatchewan Human Rights Commission, it was determined that the U of S Women's Huskie Hockey program received inequitable resources compared to the Men's Huskie Hockey program. The settlement between the university and Women 2000 followed.

Prior Consultation

In April 2000, Women 2000 filed a sex discrimination complaint against the U of S under the Saskatchewan Human Rights Code. Women 2000 alleged that the University discriminates against women because of their gender. The women's interuniversity hockey program, operated by Huskie Athletics was being treated inferior to the men's program. Policies and practices governing Huskie Athletics management, not specific individuals, were the issue. The complaint specified gender inequities in all of the following: funding allocation, public recognition, access to more competitive events, qualifications and experience of coaches, and team-based fundraising.

SHRC appointed a Tribunal to hear the complaint.

The University of Saskatchewan challenged the Tribunal, the Tribunal chair ruled against the University, which then took the matter to the Court of Queen's Bench. The U of S lost there and then the University took the Court of Queen's Bench decision to the Court of Appeal, which upheld the decision.

Impact of the decision

A review of the equitable access for women and men to financial and human resources in U of S Huskie Athletics will ensure that the 2007 Saskatchewan Human Rights Commission decision, verified by the Court of Appeal of Saskatchewan is being followed.

*Documents are available to the university.



2022-23 HUSKIE ATHLETICS RESULTS

2022 Fall Sports

Cross Country

- Women
 - 3rd place finish at Canada West Cross Country Championship
 - 12th place finish at U SPORTS Cross Country Championship
- Men
 - 4th place finish at Canada West Cross Country Championship
 - 14th place finish at U SPORTS Cross Country Championship

Women's Soccer

- Finished the regular season with a 7-4-3 record
- Advanced to Canada West Quarter-Final (lost to Trinity Western)

Men's Soccer

- Finished the regular season with a 3-7-4 record
- Advanced to Canada West Quarter Final (lost to UBC)

Football

- Finished the regular season with a 7-1 record, first place in Canada West
- Ranked in U SPORTS Top 10 all season
- Hardy Cup winner (Canada West final)
- Uteck Bowl winner (U SPORTS Semi-Final)
- Vanier Cup finalist (lost to Laval)
- Back-to-back Vanier Cup appearances for the Saskatchewan Huskies (2021 & 2022)
- **New Huskie Record**
 - Passing yards in a single-season – Mason Nyhus (2759 passing yards)

2023 Winter Sports

Men's Volleyball

- Finished the regular season with a 17-7 record, fourth place in Canada West
- Ranked in U SPORTS Top 10 for majority of the season
- Canada West Bronze Medal winner
- Finished seventh overall at the U SPORTS men's volleyball championship
- First national championship appearance since 2016
- **New Canada West Records**
 - All Time Career Kills – Dylan Mortensen (1490 career kills)
 - All Time Career Points – Dylan Mortensen (1749.5 career points)

Women's Volleyball

- Finished the regular season with a 10-14 record
- Did not advance to Canada West playoffs

Men's Hockey

- Finished the regular season with a 14-14 record, fourth place in Canada West
- Advanced to the Canada West Final Four (lost to Calgary)
- Brandin Cote promoted to Head Coach following the departure of Mike Babcock

Women's Hockey

- Finished the regular season with a 13-12-1-2 record, third place in Canada West
- Steve Kook coached his 400th game in the Canada West on January 7, 2023
- Advanced to the Canada West Final Four (lost to UBC)

Men's Basketball

- Finished the regular season with a 5-15 record
- Did not advance to the Canada West playoffs
- Jamie Campbell hired as new Head Coach,
 - Start date was July, limiting recruitment opportunities

Women's Basketball

- Finished the regular season with a 17-3 record, first place in Canada West
- Ranked in U SPORTS Top 5 for the entire season
 - Spent most of the season ranked #1
- Advanced to Canada West semi-final (lost to Alberta)

Wrestling

- Women
 - Ranked in U SPORTS Top 10 for majority of the season
 - 3rd place finish at Canada West Wrestling Championship
 - 9 individual medals (2 gold, 1 silver, 6 bronze)
 - 5th place finish at U SPORTS Wrestling Championship
 - 3 individual medals (1 gold, 2 silver)
- Men
 - Ranked in U SPORTS Top 10 for majority of the season
 - Second place at Canada West Wrestling Championship
 - 9 individual medals (3 gold, 4 silver, 2 bronze)
 - 4th place finish at U SPORTS Wrestling Championship
 - 4 individual medals (2 silver, 2 bronze)

Track & Field

- Women
 - Ranked in U SPORTS Top 10 for majority of the season
 - Canada West Gold Medal – Overall team
 - 16 individual medals (5 gold, 8 silver, 3 bronze)
 - U SPORTS Bronze Medal – Overall team
 - 7 individual medals (5 silver, 2 bronze)
- Men
 - Ranked in U SPORTS Top 10 for majority of the season
 - 3rd place finish at Canada West Track & Field Championship – Overall team
 - 5 individual medals (2 gold, 1 silver, 2 bronze)
 - 11th place finish at U SPORTS Track & Field Championship – Overall team
 - 1 individual medal (1 gold)
 - **New Huskie Record**
 - Michael Akintunde, Long Jump (7.59m)

2022-23 Canada West Award Winners

- **Canada West First Team All-Stars – 25**
 - **Cross Country** – Jenna McFadyen, Kaitlyn Harrison
 - **Football** – Mason Nyhus, Dayton Black, Austin Haas, Daniel Perry, Ryker Frank, John Stoll, Katley Joseph, Charlie Ringland
 - **Hockey** – Connor Hobbs
 - **Basketball** – Carly Ahlstrom
 - **Volleyball** – Dylan Mortensen
 - **Wrestling** – SueAnne Harms, Myah Phillips, Cole Sanderson, Maxwell Meekins
 - **Track & Field** – Michael Akintunde, Kendra Farmer, Paige Willems, Rachel Albertson, Grace Igbiki, Rebecca Barkway, Sarah Schawb, Allison Grajczyk-Jelinski

- **Canada West Second Team All-Stars – 18**
 - **Cross Country** - Allison Grajczyk-Jelinski
 - **Soccer** - Aaron-Hildalgo-Mazzei
 - **Hockey** – Jared Dmytriw
 - **Volleyball** – Levi Olson
 - **Wrestling** – Drake Buechler, Donovan Neoudorf, Sebastien Marchand, Aleksander Eisler, Sierra Mullin
 - **Track & Field** – Chelsea Ells, Daniele Dyck, Avery Pearson, Jenna McFadyen, Kendra Farmer, Jennifer Weber, Paige Willems, Raine Butler-Siemens, Sarah Schawb

- **Canada West Third Team – 1**
 - **Basketball** – Gage Grassick

- **Canada West Rookie Team – 7**
 - **Soccer** – Jaron Slopinski, Nadya Kalyar, Cheyenne Lehmann
 - **Hockey** – Taylor Wilkinson
 - **Basketball** – Logan Reider, Maya Flindall
 - **Volleyball** – Ethan Smith

- **Canada West Major Awards – 12**
 - Student-Athlete Community Service Award – Treyton Pernitsky (XC), Ryker Frank (FB), Allison Kuzub (WRES), Drake Buehler (WRES), Kendra Farmer (T&F), Jake Neufeld (T&F)
 - Player of the Year – Mason Nyhus (FB), Carly Ahlstrom (WBB), SueAnne Harms (WRES)
 - Rookie of the Year – Jack Warrack (FB), Logan Reider (WBB), Myah Phillips (WRES)
 - Top Defenseman - Connor Hobbs

- **Canada West Coach of the Year**
 - Jason Reindl (T&F)

2022-23 U SPORTS Award Winners

- **U SPORTS Top Defenseman of the Year**
 - Connor Hobbs (MHKY)

- **U SPORTS Rookie Team**
 - Logan Reider (WBB)

- **U SPORTS Student-Athlete Community Service Award**
 - Jake Neufeld (T&F), Drake Buechler (WRES), Allison Kuzub (WRES)

- **U SPORTS All-Canadian First Team – 6**
 - Daniel Perry (FB), Connor Hobbs (MHKY), Carly Ahlstrom (WBB), SueAnne Harms (WRES), Dylan Mortensen (MVB), Michael Akintunde (T&F)

- **U SPORTS All-Canadian Second Team – 15**
 - Mason Nyhus (FB), Charlie Ringland (FB), David Solie (FB), Drake Buechler (WRES), Cole Sanderson (WRES), Sierra Mullin (WRES), Myah Phillips (WRES), Kendra Farmer (T&F), Avery Pearson (T&F), Jennifer Weber (T&F), Paige Willems (T&F), Grace Igbiki (T&F), Rachel Albertson (T&F), Rebecca Barkway (T&F), Sarah Schwab (T&F)

TOGETHER WE WILL

BE WHAT THE WORLD NEEDS

THE CAMPAIGN FOR THE UNIVERSITY OF SASKATCHEWAN



**UNIVERSITY OF
SASKATCHEWAN**

COVER:



“It is so important that students see their culture reflected in what they study and in the places they study, and USask is the place where this can happen. My dream is that all Indigenous students feel empowered, heard and a part of their campus community.”

AUBREY-ANNE LALIBERTE-PEWAPISCONIAS
Student, Edwards School of Business
Co-founder, Indigenous Business Students' Society



The largest campaign in Saskatchewan's history— to solve the world's greatest challenges.

With the generosity and support of our community, and people like **you**, we will make our world a better place.

Let's create a brighter future, together.

OUR USASK

\$500M

**to be the university
the world needs.**

USask is ranked first in Canada and 20th in the world for water resources research. Using helicopters and drones, researchers at the Global Institute for Water Security captured this image of Petyo Glacier in the Canadian Rockies where some of their field research takes place.

ADDRESSING WORLD ISSUES,

WITH YOU BY OUR SIDE

On the banks of the South Saskatchewan River in Saskatoon stands one of Canada's top research universities, with global strengths in food and water security and infectious diseases. An institution that is a leader in Indigenization and Reconciliation. And an institution that has been at the centre of innovation, arts and culture, and commerce for Saskatchewan for more than 100 years.

These facts, impressive as they are, don't even begin to capture the essence and true character of the University of Saskatchewan. To truly appreciate our university, you must look to the people that make our university the special place that it is. In our eyes you'll see respect for and acknowledgement of our rich history, along with the sparkle, hope and excitement for the incredible possibilities ahead.

We are at a turning point in the history of our university, our province and the world. Seemingly insurmountable challenges face current and

future generations. As a society, we see that resources seem scarce. Time seems compressed. Our shared future seems uncertain.

And yet the University of Saskatchewan has never been better equipped to tackle the challenges ahead, thanks to the support of alumni, donors and community members like you. Our vision is clear; our commitment is strong. And we know we are stronger when we tackle challenges with you by our side. Together, we can achieve our vision to be the university the world needs by investing in our ambitious people, projects and places.

The Campaign for the University of Saskatchewan

With your support, the University of Saskatchewan will:

Lead Critical Research

Confront humanity's greatest challenges and opportunities through research and engage with communities to find solutions.

Support Indigenous Achievement

Work with and for Indigenous communities to enact our firm commitment to mutual learning, Indigenization and Reconciliation.

Inspire Students to Succeed

Respond to current student need and attract future learners.

Design Visionary Spaces

Create gathering places for people to collectively address the challenges of the future.

EXPLORER

CAMPAIGN PRIORITY:

Lead Critical Research

Confront humanity's greatest challenges and opportunities through research and engage with communities to find solutions.

Courageous curiosity solves the issues of our communities and our world.

It is the foundation for creative problem-solving, invention, and social and technological change. The University of Saskatchewan plays a vital role in nurturing, empowering, and unleashing the knowledge that will allow us to imagine a brighter, more sustainable future.

Attracting researchers in targeted areas where we excel allows us to provide fresh insights, change ways of thinking, and improve society.

Creation of research chairs and professorships fuels innovation and attracts global talent. Chairs and professorships in our greatest strength areas address Saskatchewan's critical challenges and in doing that, we serve the world.

But we can't do this without the support of donors like you. Together, we will attract more global leaders, faster. Together, we will give students more opportunities to be involved in high-impact research, sooner. Together, we will undertake the research the world needs.

The impact of the high-quality water resources research happening right here at USask stretches across the globe. Together, our faculty and graduate students are working with partners around the world to tackle climate change and water security issues that face us all.

JOHN POMEROY
Canada Research Chair in Water Resources and Climate Change
Distinguished Professor, Dept. of Geography & Planning
Director:
CFREF Global Water Futures Program
USask Centre for Hydrology
USask Coldwater Laboratory, Canmore, Alberta



As one of USask's leading water researchers, **John Pomeroy** is focused on hydrological processes and modelling in cold weather regions that are affected by climate change. Researchers like John are the reason USask has the top-rated water research program in the country.

OUR USASK

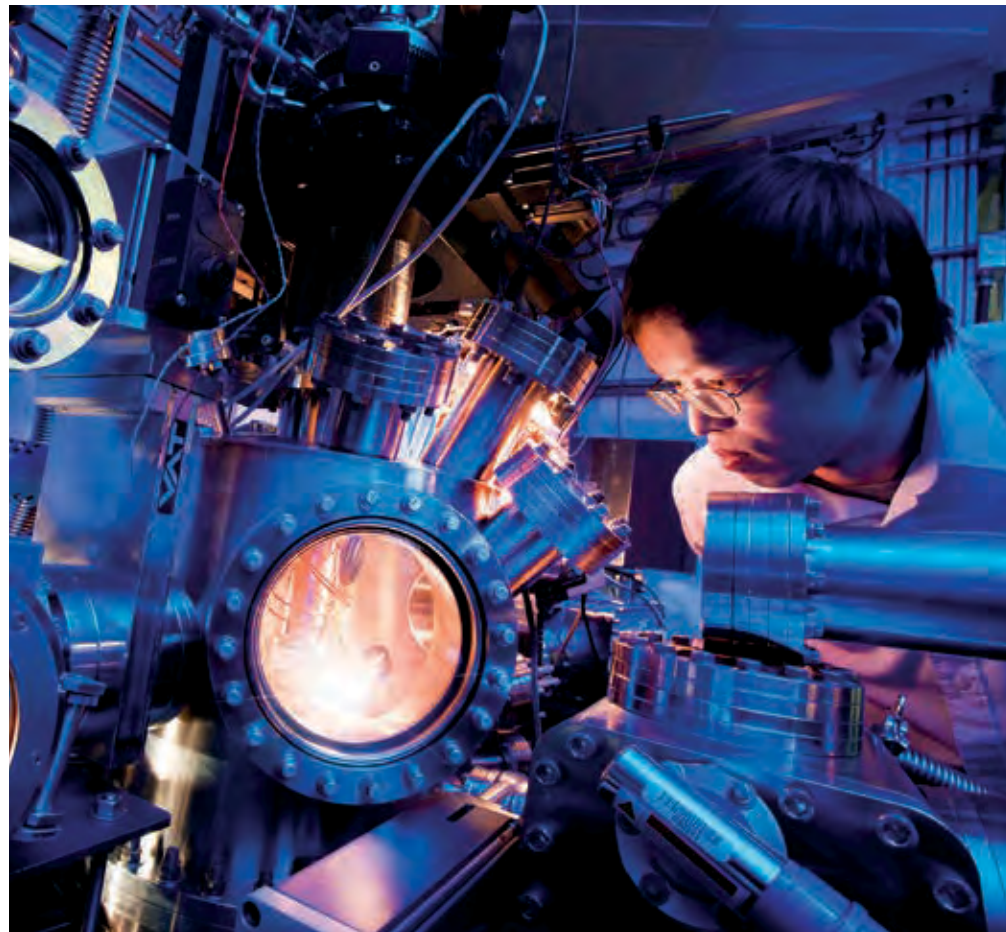
- Increase the number of endowed Research Chairs
- Increase endowments to support Graduate Student Funding
- Provide undergraduate research experiences to more students every year

LEAD CRITICAL RESEARCH



Top: USask researchers make a difference in communities around the world, like with the Q'eqchi' Maya people in Belize where ethnographic health researchers build relationships with Indigenous healers and their families, documenting their medical knowledge and practices.

Bottom: USask researchers are using the best facilities in the world, such as the Canadian Light Source Synchrotron, to solve complex human, animal and environmental health issues.



Infectious diseases will continue to emerge. **Dr. Alyson Kelvin** at USask's Vaccine and Infectious Disease Organization (VIDO) knows a rapid response is critical to protect human and animal health. Whether it is influenza or COVID, scientists and researchers at VIDO like Dr. Kelvin know that fighting infectious diseases and combating misinformation is a battle where every moment matters.

PROTECTOR



"When a new virus emerges, we need scientists. Scientists who know about viruses, how to work with them, and how to develop medicines and vaccines to save people's lives. Our research at VIDO (Vaccine and Infectious Disease Organization) and at the University of Saskatchewan is done in one of the most specialized containment labs in the world. This work and the future virologists we are teaching are what the world needs to stop the next pandemic."

DR. ALYSON KELVIN
Virologist
Viral Vaccine Development Group
VIDO

LEADERS

“Being an Indigenous student pursuing studies predominantly in criminal law, I am taking a person-centred approach to my studies and career. In a criminal justice system that is often intimidating and can betray empathy in the pursuit of efficiency, the world needs advocates who prioritize compassion.”

KENNEDY MARLEY
Second-year student
College of Law

CAMPAIGN PRIORITY:

Support Indigenous Achievement

Work with and for Indigenous communities to enact our firm commitment to mutual learning, Indigenization and Reconciliation.

“Education holds the key to reconciliation. It is where our country will heal itself.”

SENATOR MURRAY SINCLAIR,
former Chair of the Truth and Reconciliation
Commission of Canada

We all have a responsibility as a society to address the calls to action from the Truth and Reconciliation Commission of Canada.

Education is critical to reconciliation, and while we have made progress at the University of Saskatchewan, and welcome one of the largest Indigenous student populations in Canada, we need to continue to make fundamental changes to how we conduct and think about knowledge-keeping and inclusion. We need to continue to have this conversation with Indigenous peoples and communities in Saskatchewan and across Canada.

Together, we can be an avenue and force for social equity for Indigenous people, supporting our numerous units and programs designed to help students overcome socioeconomic barriers and foster understanding.



Métis Law students and twin sisters **Kennedy and Caydence Marley** are inspired to make change in the justice system. Their hope is that increasing representation of Indigenous lawyers and judges in the legal system will help create a justice system that can appreciate and appropriately respond to the lived experiences of Indigenous peoples.

OUR USASK

- Reduction of barriers and creation of pathways to post-secondary education
- An endowment fund to support scholarships and bursaries
- New academic and cultural programming
- Support for Indigenous learners

SUPPORT INDIGENOUS ACHIEVEMENT



Top: Designed to uplift Indigenous voices and facilitate deeper cultural understanding, the Storyteller in Residence program was born at the University Library, made possible with the generous support of donors. USask graduate student and artist Lindsay Knight (MA'13) served as the first Storyteller in 2021.

Bottom: The Gordon Oakes Red Bear Student Centre is an intercultural gathering place aimed at enhancing Indigenous students' success through coordination of services under one roof. Designed by renowned architect of Métis and Blackfoot heritage, Douglas Cardinal, the ceiling (pictured here) features a medicine wheel with colours chosen by the Oakes family.



In his role as assistant professor in the Department of Indigenous Studies at USask, **Randy Morin** is inspired by the questions and curiosity of his students—with the vision of sharing their stories in the original language of the land. Through his work on preserving languages and culture, Professor Morin embodies USask's mission to honour, enact and practice the Truth and Reconciliation Commission's Calls to Action and work in partnership with Indigenous and non-Indigenous peoples.

PROTECTOR



"The University of Saskatchewan honours the Truth and Reconciliation Commission's Calls to Action and continues to work in partnerships with Indigenous and non-Indigenous peoples on the road to reconciliation. I have the privilege to bring people of different languages and cultures together—to create better understanding and respect for one another. This is what the world needs."

RANDY MORIN
Assistant Professor
Department of Indigenous Studies
College of Arts and Science

CONNECTOR

CAMPAIGN PRIORITY:

Inspire Students to Succeed

Respond to current student need and attract future learners.

Donors help students unlock the knowledge and skills they need to take on the world and the world needs the next generation of USask leaders.

Thanks to people like you, students have scholarships and bursaries that support them on their academic journey. With your support, they have programs that promote mental and physical health and help students focus on their studies and develop important life skills. They have opportunities to learn outside the classroom with hands-on experience, access to undergraduate research opportunities, and study abroad programs that prepare students so they can thrive in careers yet imagined.

Like many of you know, a University of Saskatchewan education changes the course of a person's life for the better, as well as the lives of their family, community and our world.

Thanks to your generosity, we can help ensure that our students are equipped to become tomorrow's leaders.

“Representing USask as a student-athlete has been a special experience. Moving to Canada from Ghana, I am motivated by my family and remembering where I came from. My professors, coaches and teammates are a continuous source of inspiration to be a leader in the classroom, on the court and in the community.”

MAXWELL AMOAFI
Fifth-year student, College of Arts & Science
Forward, Huskie Men's Basketball Team



Maxwell Amofo moved to Saskatchewan from Ghana in 2018 to join the Huskie Men's Basketball Team, after the Huskies head coach saw video of Maxwell playing on an outdoor court in his hometown. He is now motivated to be the best he can be in athletics and academics, and wants to go back to help teach kids in Ghana about the possibilities that lie ahead for them too.

OUR USASK

- New scholarships and bursaries increasing our endowment for student awards
- Co-op mentoring programming
- Support of academic and athletic excellence for all Huskie athletes
- Technology support for learners
- Experiential learning in a post-COVID world
- An inclusive environment that supports the health and wellness of all students



Top: In 2021/22, USask had its highest enrolment ever with more than 26,000 students from 130 countries, including more than 3,300+ international students and 3,400 self-declared Indigenous students. USask graduates have gone onto make incredible impact in the world, including 1 Prime Minister of Canada, 9 Provincial premiers, 2 Nobel Prize winners, 72 Rhodes Scholars, and 44 Olympians.

Bottom: Saskatchewan's freshwater bodies, big and small, provide USask students and researchers living labs that help solve issues related to world-wide water security. Samples are collected from wetlands for nutrient analysis (pictured here), which gives insights into solutions designed to protect our global water supply.



Arliss Sidloski has shown that hard work pays off. In addition to her outstanding academic achievements in science and being captain of her high school soccer, basketball and cross-country teams, she has also been dedicated to community work in support of children with special needs. Thanks to donor support, Arliss received a \$100,000 scholarship to pursue her Engineering degree and is just one of the many outstanding future leaders at USask.

INNOVATOR



"We get a total world experience right at USask. Students have the opportunity to learn from the brightest minds in the best facilities, as well as gain real-world experience. It is evident why USask is recognized around the world for its innovation and high-achieving students and alumni."

ARLISS SIDLOSKI
Third-year student, College of Engineering
Recipient, Schulich Leader Scholarship
Recipient, USask Chancellors' Entrance Scholarship
President, USask Space Design Team

LEADER

“Our student athletes are a source of pride for USask as they excel on the court, in the classroom and out in the community. My mission is to support them however I can so they can accomplish things they never dreamed possible.”

LISA THOMAIDIS
Huskie Women's Basketball Coach
and Canadian Olympic Team Coach

CAMPAIGN PRIORITY:

Design Visionary Spaces

Create gathering places for people to collectively address the challenges of the future.

Lecture halls, laboratories and libraries have been core to our university's incredible track record of innovation and impact throughout its storied history.

Now, innovation incubators are collaborative gathering places, maker spaces, and virtual digital environments that connect USask to the world. The university's active and digital spaces must evolve in order to foster the creative collisions that will become the next genome breakthrough, technology start-up or life-saving therapy.

Our campus is acknowledged as one of the most beautiful in North America and our spaces inspire us to set our sights higher.

However, our need for physical space has changed. As the digital age impacts the ways in which we live and work, the University of Saskatchewan must not only create more high-tech spaces in which to work and explore, but also make room for the intangible benefits of learning with and from one another in virtual environments in the new skills economy.

Our next great discovery could be around the corner with your support of new and improved spaces.

Together, we can reimagine the learning spaces for tomorrow's students and make them a reality.



As an Olympic coach, **Lisa Thomaidis** sets her sights on the highest levels of success. Fresh off of a USPORT National Championship, she's been leading the Huskies women's basketball program for more than 20 years. Thanks to donor support, the USask basketball teams have first-class facilities that allow our athletes to reach their full potential in any arena.

OUR USASK

- Dental Clinic
- Prince Albert Campus
- Emma Lake Kenderdine campus
- Refurbished home for the College of Engineering
- Library upgrades and refurbished classrooms and laboratories



Our newest campus in Prince Albert opened in the fall of 2020 and is the foundation for our emerging northern strategy, to enhance our ability to provide high-quality post-secondary education to Indigenous and northern communities.



For decades, **Ron and Jane Graham** have been champions for USask through their generosity. Ron and Jane's commitment to funding scholarships, advancing athletics, transforming education and enhancing spaces for students at their alma mater has earned them the distinction of being recognized as the most generous alumni donors in the university's history. Ron and Jane are proudly serving as honorary co-chairs of the *Be What the World Needs* campaign, the largest campaign in Saskatchewan's history.

CHAMPIONS



"Jane and I have been fortunate to support and partner with USask for a long time. Whether it is funding innovative research, teaching and career preparations, scholarships, or resources and training for our Huskie student-athletes—our connection and commitment to USask has been one of the most rewarding experiences of our lives."

RON (BE'62, DCL'13) AND JANE (BE'62, DCL'22) GRAHAM
University of Saskatchewan Alumni
Honorary campaign co-chairs

Researchers based at the USask Canmore Coldwater Lab monitor mountain snow, ice and weather using land and drone based technology at a site near Fortress Mountain, AB.

In many ways, we have always been the university the world needs.

When the University of Saskatchewan was founded, our world went as far as the farm train would carry us. And we went, regularly, to the end of the tracks, carrying our work and insights across the province, touching people's lives and changing them. Being the university that world, as it was then, needed.

Now our world knows no such boundaries. Our challenges are bigger. Our community is global.

We've always been ambitious at the University of Saskatchewan. Donors, like you, have given us the support we've needed to dream big. Now is the time to dream big together and make the bold vision we have for the future a reality.

The people of Saskatchewan — and our university — have a unique point of view and something to add to our communities, to our province, to Canada and to the world. Look to the University of Saskatchewan for future discoveries, solutions, ideas and the people who will make the world a better place.

Join us.

In our next chapter, we will transform Saskatchewan, and the world, by addressing those things that you care most about: your world now and the world that future generations will inherit.

With your support, vision and spirit, the University of Saskatchewan will bridge our deep roots with a bright future.

TOGETHER WE WILL

BE WHAT THE WORLD NEEDS



give.usask.ca

University Relations – Advancement Office
G15 Thorvaldson Building
110 Science Place Saskatoon, SK S7N 5C9
(306) 966-5186 Toll-free: 1-800-699-1907 giving@usask.ca

Report to Senate

FOR ENDORSEMENT

- PRESENTED BY:** Peter Stoicheff, President and Vice Chancellor
Kelly McInnes, Director Human Resources
- DATE OF MEETING:** April 22, 2023
- SUBJECT:** A University for Everyone - Equity, Diversity & Inclusion (EDI) Framework for Action
- PROPOSED MOTION:** To endorse “University for Everyone - EDI framework for action. “

BACKGROUND AND SUMMARY:

The Equity, Diversity and Inclusion (EDI) policy was approved in October 2020. This document, the EDI Framework for Action has been developed as a guide to implement the policy.

IMPLICATIONS/AND TIMELINE:

- April – June – seek endorsement from governing bodies (Senate, Council, Board of Governors)
- June – public launch of EDI Framework for Action

CONSULTATION:

Consultation has been conducted widely, across campus, since 2020.

ATTACHMENTS:

1. USask Equity, Diversity and Inclusion (EDI) Framework for Action

A UNIVERSITY FOR EVERYONE

EQUITY, DIVERSITY AND INCLUSION FRAMEWORK FOR ACTION



UNIVERSITY OF
SASKATCHEWAN



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A UNIVERSITY FOR EVERYONE

Dear Colleagues,

If a strategy is both a description of a desired future and an expression of a moment in time, the University of Saskatchewan's equity, diversity and inclusion (EDI) Framework for Action could not have arrived at a more decisive moment for our shared future.

Consistent with our University Plan: **nīkānītān manāchitowinihk | ni manachihitooaan**, this strategy underpins our aspiration to be the University the World Needs, because we cannot be that place unless we are a place for everyone.

This framework binds us ever more tightly to our **four guiding principles:**

- ▶ to the **diversity** of journeys that bring us closer to an enlightened understanding of the world
- ▶ to the **sustainability** of our relations with each other and with the land
- ▶ to the **creativity** that is sparked by a tapestry of experiences and journeys
- ▶ to the **connectivity** that energizes us and makes us resilient

A University for Everyone is not a static blueprint for the future; rather it is a living document requiring constant questioning, validation and refinement. It invites us to engage and to learn. We are advancing this framework in a dynamic

environment, shaped by the changing needs of the University of Saskatchewan's many communities, by the EDI initiatives we are leading and will lead, and by an evolving understanding of EDI standards and practices.

This framework does not tick a box – it shows us the way. This framework will guide our university community in realizing our goal of an equitable, diverse and inclusive future for everyone.

The University of Saskatchewan is rooted in a commitment to building community by investing in a shared future. We aspire to be recognized for our warmth, collaboration and enduring capacity to pull together for the common good. We therefore have a shared responsibility to respond to this strategy with urgency. When each of us feels that we belong, we are respected, accepted and supported within our community, and we will create a better university, a better Saskatchewan and a better world with, by and for everyone.

Thank you,

Peter Stoicheff
President and Vice-Chancellor



INTRODUCTION

A university for everyone. The University of Saskatchewan aspires to be the university the world needs. This aspiration is borne of our bold optimism, our welcoming community and, our belief that together, we have the courage and determination to tackle humanity's greatest challenges. It is an outward-looking aspiration nourished by our strong Saskatchewan roots and relationship with the land. It is an aspiration irrevocably tied to the gifted Indigenous name of our University Plan 2025: **nikānītān manāchitowinihk | ni manachihitoonaan** ("Let us lead with respect").

It is also an aspiration that critically depends on action toward equity, diversity and inclusion (EDI). Through EDI we will help activate the **principles that are core to our University Plan:**

- ▶ we will achieve greater diversity, welcoming people on different journeys and pursuing a deeper understanding of humanity
- ▶ we will enhance sustainability, bringing mindfulness, respect and reverence to all our relations including with each other and with the land
- ▶ we will power creativity, open to the possibilities for growth and change that inspire imagination and invention
- ▶ we will strengthen connectivity, tied to each other by shared values, intentions and ambition

We took the first step by codifying our commitment to the principles of equity, diversity, human dignity and manachitowin in our EDI Policy. We convened a Working Group and Advisory Committee embodying the perspectives of individuals across the gender spectrum, people with differing abilities, individuals who identify with the LGBTQ2S+ community, individuals who identify with Indigenous communities, individuals who identify as persons of color, and individuals with a wide range of spiritual beliefs. We consulted extensively with students, staff, faculty and leaders across our campus community to create our EDI Policy and subsequent Framework for Action. We listened and we learned.

This framework embodies the voices, experiences and expectations of marginalized and underrepresented communities. It is an expression of hope and courage – one that must be met by the courage and determination of a university community committed to becoming the university the world needs.



WHAT EQUITY, DIVERSITY AND INCLUSION MEAN TO US

As we continue our journey to create an equitable, diverse and inclusive university we must recognize that equity, diversity and inclusion mean different things for different people and that people come to this strategy with different degrees of understanding of the principles it aspires to advance. Therefore, to lay the foundation for this EDI framework, we hope to build a shared understanding of and appreciation for what the following EDI concepts mean to all of us.

	Definitions ¹	What it Means to the University of Saskatchewan & Our EDI Framework
Equity	Taking the range of human attributes and qualities into account and providing each individual with what they need to be successful.	We know that people at our university come from different countries, cultures and circumstances that can provide advantages or disadvantages—be it when applying for admission, gaining employment, being rewarded or realizing success. We must do everything we can do to ensure that each person has access to the opportunities and supports needed to have a fair chance of reaching their full potential in their academic and professional pursuits.
Equality	Providing each individual with the same or similar opportunities and ensuring fairness in processes and outcomes so that each individual has an equal opportunity to make the most of their abilities.	We acknowledge that current systems and structures can propagate inequities, racism and oppression across the university and we are committed to rebuilding these structures to ensure that we treat our students, faculty, staff and leaders in a way that is fair, just and free of bias, discrimination and prejudice.
Diversity	The range of human differences, including diverse talents, perspectives, backgrounds, worldviews, ways of knowing, skills, and abilities.	We are committed to building a diverse community of students, faculty and staff. Not only is this the right thing to do that reflects the communities that we serve but, when complemented by a commitment to equity and inclusion, it is the way to unlock the full potential of the curiosity, creativity and innovation that will drive academic, teaching and professional excellence across our university.
Manāchitowin	A Cree/Michif phrase that translates to ‘let us respect each other.’	
Inclusion	Ongoing practice of embracing equity, diversity, and manāchitowin and taking action to create a supportive and welcoming environment.	We will foster a welcoming, engaging and respectful environment that ensures we are all able to freely express who we are, our opinions and our points of view. We will bring focus to the need to engage, integrate and empower greater diversity among our university’s leaders and decision-makers.
Belonging	When each individual is supported, respected, and valued for their identity and unique traits that make them different from each other. Belonging is feeling part of a collective that is co-created by diverse individuals in the university community.	We want all students, faculty members, staff members and leaders to see themselves reflected in our EDI Framework and to feel that they are respected, accepted and supported within our university community.
Human Dignity	The right to be safe, valued, respected, and treated ethically.	Through our EDI Framework we will hold our staff, faculty, students and leaders accountable to upholding the fundamental and universal right of every human to be treated with a level of respect.

¹ The definitions for Equity, Equality, Diversity, and Intersectionality are from the Center for the Study of Social Policy’s Key Equity Terms & Concepts document; the definition for Inclusion is adapted from this source. The definitions for Belonging, Human Dignity and Manāchitowin are from the University of Saskatchewan’s EDI Policy.

OUR STRATEGIC PRIORITIES

Our ambition is to be a university for everyone, one where we all belong and can flourish. To realize this ambition we will concentrate our efforts on advancing **six strategic priorities**:

1

Student Experience

Enrich the student experience by enhancing the diversity of our student body, appreciating this diversity, and creating environments that foster belonging for all students

2

Teaching and Learning

Integrate EDI concepts into our teaching and learning programming, services and activities and evolve our learning environments to be inclusive, accessible and supportive

3

Research

Enhance our research excellence by integrating EDI concepts into research programs, activities and environments and encouraging those with diverse perspectives, worldviews and contributions

4

Employee Experience

Evolve our working environment and workplace culture by integrating EDI concepts into human resources and talent management processes, decisions and activities

5

Systems

Be intentional and proactive in challenging the status quo and changing our structures, systems, policies, procedures and processes to include EDI concepts

6

Physical Space

Create inclusive, supportive, accessible and safe spaces where everyone has the opportunity to participate meaningfully and experience a sense of belonging

Each strategic priority will be advanced by goals that will guide our efforts to embed and reflect EDI across our university. We recognize the needs of our community, the success of our strategies and understanding of EDI will change over the coming years. Therefore, we will leverage data, feedback, stakeholder engagement and continuous learning to inform the evolution of our actions to achieve impact.



Strategic Priority 1: Student Experience

To enhance the student experience in learning environments and campus life, we need a student body with a variety of perspectives and worldviews – supported by a community and an environment responsive to their diverse social and academic needs. This requires an authentic appreciation for the complex values, abilities, worldviews and aspirations of our student body and the creation of welcoming and safe environments that foster a sense of belonging.

Goals

- ▶ Enrich the student experience with a diversity of perspectives and worldviews among our student body
- ▶ Support and enhance academic and social programming, services, extracurricular activities and events that build inclusion and meet the unique needs of our students
- ▶ Engage with our student body to understand their diversity and address barriers to learning and participating meaningfully in all aspects of campus life

Strategic Priority 2: Teaching and Learning

We all need to be educators and learners in the EDI conversation in order to have the greatest impact. Building capacity to engage and advance EDI through taking responsibility for our own learning, and coming together to deepen our collective understanding and move to action, is key. We must create and sustain environments that support the many ways our educators and learners implement EDI.

Goals

- ▶ Ensure we implement the commitments and goals of our Learning Charter (2018) to create and foster inclusive learning environments
- ▶ Review and evolve teaching and learning programming, services and activities to reflect cross-cultural knowledges and experiences and foster inclusivity and intercultural understandings
- ▶ Create learning environments that are inclusive, accessible and supportive for our educators and learners

Strategic Priority 3: Research

We must build a research community that includes a diversity of perspectives and worldviews that recognize EDI as key to enhanced excellence in innovation, learning, creativity and discovery. This requires a thoughtful approach to redefining what excellence in research means to the university, integrating the concepts of EDI throughout the research enterprise and uplifting those who offer diverse contributions.

Goals

- ▶ Enrich our research community with diverse perspectives and worldviews among our researchers and research teams
- ▶ Create and foster research environments and opportunities that are inclusive, accessible, supportive and responsive to the diverse needs of educators and learners
- ▶ Integrate EDI concepts into research structures, systems, policies, procedures and processes

Strategic Priority 4: Employee Experience

To enhance the experience of leaders, faculty and staff in our university community we require equitable and inclusive work environments that acknowledge EDI as key to enhanced excellence, innovation and creativity. The university's commitment to EDI must be reflected in our employment strategies (i.e., talent management), collective bargaining mandates, safety and wellness resources and our terms and conditions of employment.

Goals

- ▶ Enrich our environments by welcoming diversity of thought, perspectives and worldviews from our colleagues
- ▶ Integrate EDI concepts into employment strategies, collective bargaining mandates, safety and wellness resources and terms and conditions of employment
- ▶ Review and evolve our employment structures, systems, policies, procedures and processes to create a culture of belonging

Strategic Priority 5: Systems

Systems and culture are inextricably linked. Our systems include structures, policies, procedures and processes that contribute to creating and maintaining our culture, beliefs and values. To build an inclusive culture where we live, work, learn and discover we must intentionally challenge those systems that do not advance EDI and replace them. Creating systems that embrace EDI concepts will reinforce a culture of inclusion and belonging.

Goals

- ▶ Engage in an ongoing dialogue to promote understanding of EDI concepts, how to embody them and how to enact them individually and collectively
- ▶ Collect, apply and share quantitative and qualitative data, including stories and experiences, as a basis for understanding and informing change
- ▶ Critically reflect on and align our structures, policies, procedures and processes so that they support a culture of inclusion and belonging

Strategic priority 6: Physical Space

Ensure our physical space visibly reflects the diversity of our students, faculty and staff. To create and sustain an inclusive work and learning environment and enhance a sense of belonging we require physical and virtual spaces that are accessible and responsive to the diverse needs of students, faculty and staff.

Goals

- ▶ Reflect diverse identities in our visual icons, signage, artwork and ceremonies
- ▶ Enhance accessibility of our physical spaces
- ▶ Ensure dedicated and safe spaces for spiritual, social and wellness needs



FRAMEWORK FOR ACTION

This Framework defines our vision for a more equitable, diverse and inclusive university that will be advanced through our strategies and goals. Yet turning our vision into a reality will require us to be concrete and intentional about what needs to be done and how we need to do it. We will invest in people and resources to spearhead activities and efforts that will drive meaningful change across our university community. We will establish appropriate governance structures and ensure roles and responsibilities are clear to hold people – our leaders, in particular – accountable for leading the EDI Framework and implementation. We will commit to action to deliver on our EDI Strategy thereby creating a university for everyone.

We recognize that colleges, schools, departments, research centres, units and university groups are all starting at different points in their EDI journey and will need to chart their own path forward for success. Our approach will ensure that we gather around a shared vision for our future and that we integrate equity, diversity and inclusion across our university in a meaningful, collaborative and sustained way.

The framework for action is intended to provide a high-level blueprint to support implementation and defines a broad set of actions that will underpin the foundation for our moving forward. While the majority of identified activities or actions are unique to each stage of implementation, there are a core set of cross-sectional enablers that will be critical to realizing the objectives among all stages of implementation. An overview of the stages of implementation and activities that will help turn our EDI Framework into action are presented as follows.

Stage 1: Setting the Foundation for our EDI Framework

A critical first step in our EDI journey will be to take stock of where our university, colleges, schools, departments, research centres, units and university groups stand when it comes to equity, diversity and inclusion. This will require self-reflection/assessment to identify our current status, while identifying gaps and opportunities within our strategy. Engagement with our community is also key to understanding the many needs and barriers, as well as to supporting education and awareness-building around EDI.

Key activities defining Stage 1 include:

- ▶ Establishing appropriate governance and accountability structures for the EDI Framework, both at the university level and within individual colleges, schools, departments, research centres, units and university groups
- ▶ Investing in people, infrastructure (e.g., data/analytical capabilities) and resources (e.g., educational materials) to support implementation of the EDI Framework
- ▶ Forming diverse, tailored committees to lead reviews of policies, processes, systems and decision-making frameworks across all facets of the university
- ▶ Engaging in comprehensive reviews and taking an inventory of existing policies, processes, systems and decision-making frameworks
- ▶ Building awareness of EDI across the university community and encouraging participation and dialogue through outreach and education activities (e.g., seminars, workshops)
- ▶ Updating foundational policies at the university to reflect the university's EDI commitment

Stage 2: Creating Change through Action

Once we have set the foundation for the strategic priorities and goals in our EDI Framework, the next stage will be to develop, refine and implement new processes, systems and frameworks to help us achieve our EDI goals and, importantly, move toward a more equitable, diverse and inclusive university and community.

Key activities defining Stage 2 include:

- ▶ Updating and/or creating new systems, processes and frameworks based on the outputs of the reviews and assessments conducted in Stage 1
- ▶ Facilitating the creation of communities of practice (i.e., groups of people who share a common concern, interest or passion for equity, diversity and inclusion) with diverse representation and diversity of thought for knowledge-sharing and learning
- ▶ Creating and providing access to knowledge, resources and training opportunities to empower diverse groups and embed EDI principles
- ▶ Facilitating events, workshops and Town Halls that bring together the university community to build capacity and exchange knowledge around EDI best practices
- ▶ Revisiting people, infrastructure and resource needs and ensuring adequate investments to support and uplift the university's commitment to EDI

Stage 3: Sustaining Progress

In the long term, sustaining the impact of our EDI Framework will be predicated upon investing in an ongoing process of assessment, refinement and engagement in order to ensure that we are continuing to meet – and exceed – our EDI goals.

Key activities defining Stage 3 include:

- ▶ Assessing the impact and effectiveness of new policies, processes, systems and decision-making frameworks, and developing/refining these mechanisms and approaches as needed
- ▶ Continuing to invest in training, resource development and engagement efforts to sustain EDI across the university community (and beyond)



CROSS-CUTTING ENABLERS

In addition to the specific activities indicated across each stage of implementation, several additional activities are relevant to and will enable progress toward the goals of each stage of implementation. **Key cross-cutting activities and enablers include:**

- ▶ Collecting and sharing quantitative and qualitative data and monitor and report on the status of strategic priorities and markers metrics of EDI on a regular basis (e.g., semi-annually, annually)
- ▶ Reviewing resources dedicated to uplifting and supporting the EDI Strategy and its implementation, and making investments/commitments where needed to support this effort
- ▶ Recognizing and celebrating the achievements of traditionally underrepresented groups/people, individuals that lead EDI efforts across our university and broader community, and special occasions and events that are important to our community
- ▶ Strengthening existing and fostering new, meaningful partnerships with EDI champions at regional, provincial and national levels to support the university's EDI efforts
- ▶ Keeping our key guides at the forefront (e.g., UPlan, Living our Values Policy, EDI Policy and Indigenous Strategy)

IMPACT

Through our EDI Framework, we aspire to bring equity, diversity and inclusion to the core of the university and, in doing so, become a university for everyone – unleashing untapped potential for excellence in teaching, research and outreach. This work will lead to a bright future; but to get there we must be ready to do the difficult work. We will need to confront difficult truths, address complex problems and transform existing ways of thinking. This work will require flexibility and openness, but it will also demand clarity of purpose. Our knowledge and awareness are constantly expanding as we discover new ways of expressing ourselves and push the boundaries of human creativity and experiences. This work is urgent, but it will take time. We are on a journey that isn't leading to a fixed destination; rather it is revealing the complexity and beauty of human identity that is central to who we are and who we aspire to become.





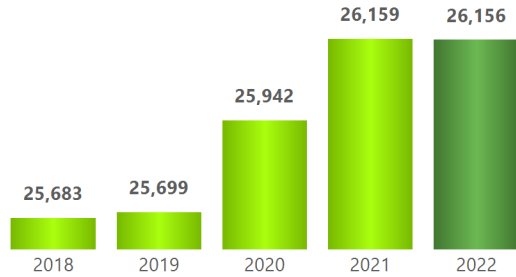
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University of Saskatchewan
President's Office
Saskatoon, SK S7N 5A2
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TOTAL ENROLMENT

26,156 **0.0%**



Undergrad 20,770 ↓ 0.2% **Grad Students 4,526** ↑ 1.1%
Non-degree 255 ↓ 12.1% **Med Residents 605** ↑ 3.1%

ENROLMENT BY COLLEGE/SCHOOL

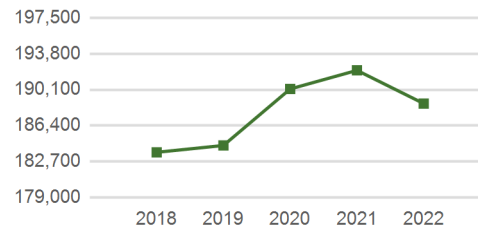
	Undergrad	Grad Students
Arts & Science	9,354 ↓ 1.1%	967 ↓ 0.9%
Education	2,206 ↑ 1.1%	651 ↑ 0.6%
Edwards School of Business	2,587 ↓ 0.2%	241 ↓ 1.2%
Engineering	1,671 ↑ 1.0%	454 ↓ 4.6%
Agriculture & Bioresources	1,379 ↓ 1.4%	348 ↑ 3.0%
Nursing	1,053 ↑ 2.0%	268 ↑ 11.2%
Kinesiology	748 ↑ 1.5%	46 ↓ 6.1%
Medicine	413 ↓ 1.0%	364 ↑ 6.4%
Veterinary Medicine	364 ↑ 4.3%	191 ↑ 4.9%
Pharmacy & Nutrition	462 ↑ 1.8%	76 ↑ 7.0%
Law	383 ↓ 2.0%	26 → 0.0%
Public Policy	<5 0.0%	277 ↑ 0.4%
Environment & Sustainability	5 0.0%	218 ↑ 1.9%
Interdisciplinary/Grad Other	- 0.0%	210 ↓ 1.4%
Public Health	- 0.0%	180 ↑ 3.4%
Dentistry	144 ↑ 0.7%	9 ↑ 28.6%

RETENTION 84.2% UofS

Indigenous 69% UofS
International 85.8% UofS

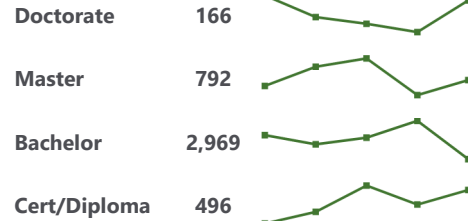
Retention rate for first to second year students in direct entry programs.

TEACHING ACTIVITY ↓ 1.8%
 (3 Credit Unit Equivalent)

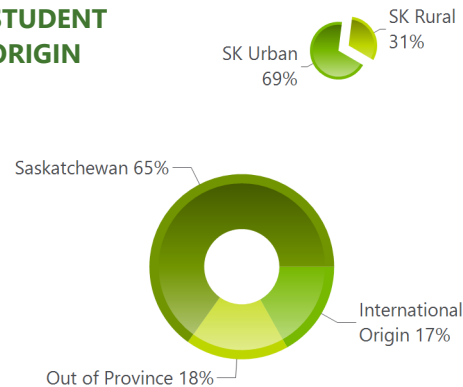


CONVOCATION 2022

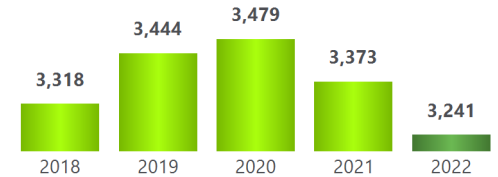
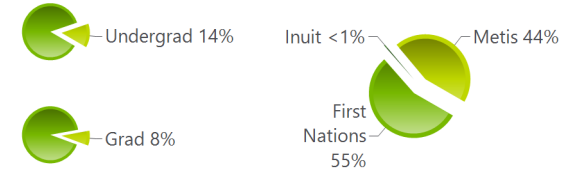
4,423 ↓ 2.9%



STUDENT ORIGIN

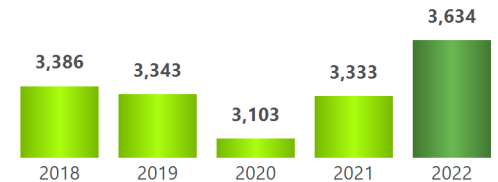


INDIGENOUS STUDENTS 3,241 ↓ 3.9%



Undergrad 2,808 ↓ 6% **Grad Students 381** ↑ 14.8%
Non-degree 25 ↓ 10.7% **Med Residents 27** ↑ 8%

INTERNATIONAL STUDENTS 3,634 ↑ 9.0%



Undergrad 1,972 ↑ 15.1% **Grad Students 1,600** ↑ 2%
Non-degree 49 ↓ 3.9% **Med Residents 13** ↑ 1200%

TOP FIVE COUNTRIES

	Undergraduate	Graduate Students
India	423 21%	Iran 306 19%
Nigeria	351 18%	China 185 12%
China	300 15%	India 152 10%
Bangladesh	144 7%	Nigeria 137 9%
Vietnam	82 4%	Bangladesh 102 6%

Total Enrolment

Description A headcount metric that measures the distinct number of students registered in at least one class in the academic year. The percentage shown measures the change of enrolment from the previous year to current year.

Purpose To inform on the levels and trends of enrolment in the academic year.

Academic Year The time period from May 1 through April 31 in which student enrolment is reported. This includes spring, summer, fall and winter terms.

Enrolment By College/School

Description Headcount broken out by colleges and schools for undergraduate and graduate students. The percentage measures the change of enrolment from the previous year to current year.

Purpose To inform on enrolment headcounts and trends for colleges and schools.

Retention

Description First to second academic year retention measures the percentage of full time, direct entry, undergraduate students who were enrolled in the previous academic year in any term, and are still enrolled in the following academic year in any term.

Purpose This metric measures the university's success in retaining students from one academic year to the next.

Teaching Activity

Description Teaching activity measures the number of students in classes in the academic year. Students who withdraw from class after the last day to drop are included in the count. The percentage shown measures the change of teaching activity from the previous year to the current year.

Purpose To inform on teaching activity trends as an indicator of sustainability. The pie chart shows teaching activity across the four terms to inform on capacity.

Convocation

Description The number of credentials awarded in a calendar year for the successful completion of an approved University of Saskatchewan degree or non-degree level program. The number of credentials awarded is higher than the distinct number of students who graduate because students can be awarded multiple credentials in the calendar year.

Purpose Demonstrates student outcomes.

Calendar Year The time period from Jan 1 for Dec 31 in which student qualifications are reported. This includes the spring and fall convocations.

Student Origin

Description Student origin shows the percentage of students who came from Saskatchewan, other Canadian provinces or international countries based on students' high school, post-secondary, or admissions address.

Purpose To inform on the diversity of the student population based on origin.

Indigenous Students

Description The information on Indigenous students was developed using voluntary student self-declaration data. Self-declaration data is based on an individual's own determination of Indigenous membership to their Indigenous community which has not been verified as part of the self-declaration process. A university policy is in process for approval and will address Indigenous verification of membership/citizenship with documentation in fall 2022.

Purpose To inform on the enrolment trends of Indigenous students and the diversity of the student population.

International Students

Description International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students. The pie charts show the percentage of international students out of total students. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of international students and the diversity of the student population.

Top Five Countries

Description A list of nations having the highest undergraduate and graduate international student enrolment as determined by the student's citizenship. The percentage shown measures the number of students from a particular nation as compared to the total number of international students.

Purpose To inform on the diversity of the international student population.

Update on Senate Elections

FOR INFORMATION

PRESENTED BY: Julian Demkiw, University
Secretary

DATE OF MEETING: April 22, 2023

SUBJECT: Update on elections

SENATE ACTION: For information

BACKGROUND:

The call for nominations for one Senate district position and 5 member-at-large positions closed March 1, 2023.

All members of convocation are eligible to nominate and be nominated. In the case of a district, the nominee must be a resident of that district. In regards to voting for a district nominee, only members residing in that district may vote. Members eligible for re-election include:

Rhonda Gough, David Kelly, Brent Kobes, Jordan Robertson and district member Garfield Hnatiuk.

Garfield Hnatiuk - District 14 (second term) has been elected by acclamation.

Seven nominations for the 5 member at large positions were received. Bios are attached here. The election will be called early May.

Attachments:

1. Bios for MAL positions 2023

Call for nominations 2023 - Members at large nominations received

Rhonda Gough

Rhonda is a current member of Senate. She is self-employed as a Registered Psychologist. Degrees earned at the University of Saskatchewan include an M.Ed. (Psychology), B.Ed. (Secondary), & B.A. (Political Science).

Previously, Rhonda taught in the Saskatchewan K-12 school system, was employed as Executive Director of non-profit organizations, and as a psychologist within the health sector. Having lived and worked in Saskatoon and in rural Saskatchewan, Rhonda has broad knowledge of the province.

Rhonda's volunteer roles, among others, have been with the Saskatchewan College of Psychologists, Saskatoon United Way, and rural municipal government. In 2018, Rhonda was recognized with the STM Distinguished Alumna Award. Rhonda has completed a term as member-at-large on the UofS Senate, and a term as elected member of District 7, regularly attending and participating in meetings and education sessions. She has served on the Senate Nomination Committee, the Research Junction Committee, and sat as a Senate representative on University Council.

Jordan Robertson

Jordan Robertson, current Senator of the University of Saskatchewan, is a proud alumnus who obtained his B. Comm. Degree from Edwards School of Business in 2016. He has worked for provincial crown corps, investment firms, and is currently an Accounting Assistant with Financial Operations here at the University of Saskatchewan.

During his undergraduate degree, Jordan spent a lot of time on his studies and extracurricular activities serving as a Council Member of the University Students' Council (USSU) for 4 years, and 2 years as a student senator. He was the USSU Designate to the Academic Programs Committee of University Council (APC) and was subsequently APC's designate to Centre's subcommittee of Planning and Priorities Committee. He was also selected by the Senate Executive to be the student representative on the Special Committee of Senate to review Non-academic disciplinary procedures when it comes to cases of presidential suspensions or sexual assault cases in 2015-2016. During his current term as Senator, from July 2020 to present, he has been a member of the Education Committee, Nomination Committee, and the board for non-academic discipline hearings.

Jordan also is involved in the Saskatoon community, having served on the Board of Persephone Theatre as an undergrad, through the Governance and Leadership Development Practicum taught by Chelsea Willness, and volunteered as a non-board member on its Human Resources

Committee for the past 5 years. It is his wish that he may serve once again on the governing body of the University of Saskatchewan Senate for a second term and thanks you for your consideration.

Bruce Richet

Just recently retired from 40 years of progressively senior roles with three international Consulting Engineering firms, this community minded leader has also managed to guide eight non-profit organizations and sports/ club programs (including elected offices of Town Councilor & Mayor) and has seen a good level of success in each.

As an executive on the National business scene, he has directed teams in 16 offices totaling 550 in Municipal Infrastructure/ Development/ Planning and Technology Systems with annual fees exceeding \$60M. His business acumen was enhanced through the Richard Ivey & PSMJ Executive Programs. See LinkedIn profile.

He has developed competencies in Strategic Planning, Governance, Communications and People/ Cultural Relationship Skills. As a principled leader he values ethics, honesty, integrity and continued lifelong learning with effort in giving back through volunteerism.

He has built a successful reputation developing business relations/ partnerships with entrepreneurs and Indigenous groups. This focus has led him to complete 15 cultural awareness/ engagement training over past 10 years. He has shown a commitment to Treaty Rights & Reconciliation through the TRC and its Calls to Action for education and business (especially STEM) as a mentor and as a leader in economic development activities.

Bruce Kyle Bulgis

My name is Bryce Kyle Bulgis, and I was born and raised in rural Saskatchewan. Coming from the prairies, I was quite involved in my community all throughout grade school and really got to understand the importance of supporting one another and how close people can be in a small-town environment. This support network helped me find success in my studies.

After graduating high school, I went to the University of Saskatchewan and excelled in my studies, completing a B.Ed. and a B.A. (Hons). Since then, my teaching career has taken me to many places, but my travels have not caused me to forget where my post-secondary journey began, which is why I would be honoured to be a representative for the university senate so I can try to advocate for university students and help ensure that they get the best education that they deserve while furthering the university's aspirations of being the "university the world needs."

Dr. Scott Gust (PhD)

Dr. Scott Gust (PhD) is a faculty member in Arts & Sciences at Saskatchewan Polytechnic – Moose Jaw Campus. Scott was born and raised in Treaty 4 Territory and the Homeland of the Metis at Davidson, Saskatchewan. He earned the degree of Bachelor of Music at the University of Saskatchewan in 1998 and had a successful career as a performer and stage manager. In 2005, Scott earned the degree of Doctor of Philosophy in Communication Studies from Southern Illinois University. Scott's academic focus is how communication can promote inclusive excellence. His research on the experiences of gay men as teachers and students has appeared in venues such as the journal of Educational Studies, the International Congress of Qualitative Inquiry, the National Communication Association, and more. Additionally, he has made significant contributions to preventing sexual violence on campuses. His current work is primarily in post-graduate courses in business and technical communication for international students, as well as communication in agriculture and food production. Scott lives in Davidson, where he is an avid gardener and enthusiastic fan of the minor sports teams that his cousins play on. He is also an affiliate member of the Royal Canadian Legion, Davidson Branch #51.

Jessica Borich

Curious by nature, Jessica strikes the perfect balance between a designer's attention to detail and a visionary's bold outlook.

Jessica is the founder of Prism, where she specialises in Social Impact and Experience Design Strategy. She bridges the worlds of design and business to create meaningful experiences and products. Inspired by the intersection of disciplines, Jessica has built her career by blending management consulting with marketing, engagement strategy, and community development.

Through her systems and design thinking approach, Jessica is adept at developing creative solutions and solving complex challenges. She consistently delivers purpose-driven results. Jessica looks for opportunities to disrupt the way business is conducted by promoting innovation and sustainability. Throughout her work, she has advocated for justice, diversity, equality, access, and inclusion. This work has proven to act as a catalyst to inspire transformative change.

Jessica is a first generation Asian-Canadian, born and raised in Saskatoon. She is a proud Huskie where she earned her Bachelor of Commerce from the University of Saskatchewan. Jessica is also an alumna and Teaching Fellow of the University of Pennsylvania's Executive Program in Social Impact Strategy. She is a Starting Bloc Fellow and a passionate Climate Reality activist, trained by Vice President Al Gore.

Roland Nordick

I hold B.A. and B.ED. degrees from the U of S. In my 37-year career I taught one year in Alberta and the remaining years in Lloydminster and Saskatoon. I participated in the development of the Alternate Education Curriculum as well as the development of English Language Arts Courses for On-line teaching for the SPSD.

Professionally I have served as President of the Lloydminster Teachers' Association. As an Executive member of the Saskatoon Teachers' Association, I received the SASKATOON TEACHERS' ASSOCIATION SERVICE RECOGNITION AWARD for exemplary service to the teachers of Saskatoon. Upon retirement I joined the Executive of the Superannuated Teachers of Saskatchewan, Saskatoon Chapter.

My community involvement included the position of President of READ SASKATOON, receiving CANADA'S LITERACY VOLUNTEER AWARD, in recognition of outstanding community service and achievement in the field of literacy. I also served as the President of SASKATOON NEIGHBOURHOOD WATCH, member of my Parish Council, as well as 20 years as a member of the JLCA Board of Directors. More recently I was awarded the Queen's Jubilee Pin in recognition of my community service. Currently I am President, PROBUS Club of Saskatoon.

My Professional affiliation(s), as well as years of service on various Community Boards has provided experience pertinent to this nomination.

District 14:

Garfield Hnatiuk (acclaimed)

Garfield is a current member of Senate, District 14. Garfield has a Business Administration Certificate ('82), Professional Manager (P.Mgr.'82), Certified Engineering Technician (CET '80).

Fundament environmentalist, Garfield chaired the Carrot River West Watershed Advisory Committee and initially Chaired and incorporated with eight Board of Directors, the non-profit Corporation; Carrot River Valley Watershed Association Inc. Served with nine Board of Directors on the Saskatchewan Association of Watersheds (SAW).

The Carrot River Watershed is located in east central Saskatchewan and is part of the Saskatchewan River basin. The Carrot River Watershed encompasses 17,500 square kilometers where the Wakaw Lake outlet marks the beginning of the Carrot River, from there, this river flows northeast through the Melfort and Red Earth Plains entering into the Saskatchewan River west of The Pas, Manitoba.

Career revolved around serving in the Saskatchewan Public Service within the Department of Highways, Department of Northern Saskatchewan, Agriculture, Sask Water, Water Security Agency and the City of Melfort as Director of Public Works.