

1. Introductions of Senate members and Chair's Opening Remarks 9:30
2. Adoption of the Agenda 9:45
3. Approval of the minutes of April 27, 2019, pp. 1 – 11 9:50
4. Business from the Minutes 9:55
5. President's Report, pp. 12 – 20 10:00
(Peter Stoicheff, president)
6. Report on Undergraduate Student Activities, p. 21 10:20
(Carlos Munoz Pimentel, vice-president academic affairs)
7. Report on Graduate Student Activities, pp. 22 – 24 10:25
(Mery Mendoza, GSA president)
8. Report on Board of Governors Activities (verbal report) 10:30
(Joy Crawford, board member)
9. University Council 10:35
(Jay Wilson, chair of University Council)
 - 9.1 **For confirmation:** Admissions Qualification Change – Master of Science (M.Sc.) in Marketing pp. 25 – 31
 - 9.2 New Vision for Interdisciplinary Public Health Programming
(presentation by Tony Vannelli, provost and vice-president academic) pp. 32 – 41
 - 9.3 **For confirmation:** Learning, Teaching and Student Experience Plan
(presentation by Patti McDougall, vice-provost, teaching, learning and student experience)
pp. 42 – 55
10. Senate Committee Report
 - 10.1 Executive Committee 11:00
(Peter Stoicheff, vice-chair)
 - 10.1.1 Report on activities, pp. 56 – 57
 - 10.1.2 **For decision:** Nomination to the Senate Nominations Committee, p. 58 – 60
 - 10.1.3 Report of the Joint Conflict of Interest Policies Review Committee, pp. 61 – 65
 - 10.2 **CONFIDENTIAL - For decision: Honorary Degrees Committee Report,**
[REMOVED FROM THE NON-CONFIDENTIAL AGENDA]
 - 10.3 **For decision: Nominations Committee Report** (to be distributed) 11:30

(Don Hamilton, chair)

10.4 Education Committee Report, p. 70 11:35
(Leah Howie, chair)

11. **Request for input:** Living our Values Policy, pp. 71 – 76 11:40
(Beth Bilson, university secretary)

Lunch break: 12:00 – 1:00 p.m.

12. Senate Education Committee Topic: Sustainability at the University of Saskatchewan 1:00

Each presenter will present for 15 minutes, followed by a question period.

- Jason MacLean, College of Law
- Matt Wolsfeld, Office of Sustainability
- Matthew Dunn, Office of the Vice-President Indigenous Engagement

13. Items for Information 2:00

13.1 University Relations update
(Deborah Pozega-Osburn, vice-president university relations)

Beth Bilson, university secretary, will present the following items:

13.2 Policy Oversight Committee annual report, pp. 77 – 80

13.3 Report on non-academic student discipline for 2018/2019, pp. 81 – 82

13.4 Senate Elections 2020 – call for nominations. p. 83

14. Other Business

15. Question Period

16. Adjournment and Dates of Future Convocation and Senate Meetings

Fall Convocation: November 13, 2019

Spring Senate: April 25, 2020

Spring Convocation: June 1-5, 2020

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

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

The Chancellor acknowledged that the meeting was taking place on Treaty Six territory and the homeland of the Métis. He said that he had been honoured to serve as Chancellor and chair of the Senate and wished the Senate well for the future.

2. Adoption of the Agenda

HENDERSON/STEVENSON: That the agenda be approved as circulated.

GOUGH/HARVEY: That item 14.3 Senate election update be moved after item 12 so it may be heard before noon.

CARRIED

BUHR/HARVEY: That the agenda be approved as amended.

CARRIED

3. Approval of the minutes of the October 20, 2018 meeting

The president of the Graduate Students' Association asked that the minutes note that several senators spoke in favour of the successful motion presented by the GSA (item 7.1)

MENZIES/BILSON: That the minutes of the October 20, 2018 meeting be approved as amended.

CARRIED

4. Business arising from the Minutes

4.1 Results of electronic vote on changes to admission requirements for the Bachelor of Science in Engineering, the Doctor of Philosophy in Mechanical Engineering and the Johnson Shoyama Graduate School of Public Policy

The university secretary reported that the electronic vote conducted concerning the confirmation of the Council decision to approve these admissions changes had resulted in majority support for the confirmation.

5. Joint Committee for Nomination of the Chancellor – CONFIDENTIAL

This item is confidential and removed from these minutes.

6. President's Report

President Stoicheff acknowledged that the university is facing some financial challenges, but noted that this is true for post-secondary institutions in all provinces. He said that a well-run institution can not only "manage" these challenges, but can do great things in the face of them. As an example, he pointed to the university's success in partnering with the community to build Merlis Belsher Place.

He alluded to the Prince Albert campus of the university that will be opening in the fall of 2020. This project represents a step forward in the university's northern strategy. He noted that the majority of

students enrolled in programs in Prince Albert are Indigenous, and reaching those students is an important goal for the university.

He talked about the Livestock and Forage Centre of Excellence which will be a global leader in research on environmental sustainability in the beef industry. He spoke of the significant effort made on this project by the Western College of Veterinary Medicine and the College of Agriculture and Bioresources, and said he had been pleased with the level of industry support for the centre.

He talked about the accomplishments of the Global Institute for Water Security, which is the top water research centre in the country, the 6th in North America and the 18th in the world. He mentioned the news from the Global Institute for Food Security and the College of Agriculture and Bioresources that their researchers had succeeded in mapping the genome for durum wheat.

Programs in Pharmacy and Nutrition, the Edwards School of Business, the Western College of Veterinary Medicine and the College of Medicine had all received accreditation of the past year.

The president said that there are close to 25,000 students enrolled at the university, which represents an increase of 3% this year. Other jurisdictions are facing declines in enrollment. There are approximately 3100 self-declared Indigenous students, which is close to reflecting the proportion of Indigenous people in the provincial population. The university has entered into MOUs with the Saskatoon Tribal Council and the Prince Albert Grand Council. The president recently attended a meeting of the Federation of Sovereign Indigenous Nations, the first president of this university to do so.

Finally, he said that health research activity is at an all-time high, and is gaining a higher profile.

Thus, despite financial challenges, the university continues to move forward.

A senator said part of the impact of financial challenges seemed to be growing animosity between the university and employee groups, giving as an example the university's decision to decline any further bargaining on the pension issue for CUPE 1975. The president said this was a fair question. He said that he thought the overall relationship between the university and its bargaining units was a positive one. At some times, there will be bargaining issues that have not been resolved; for example, negotiations are currently taking place with the union representing faculty members. The president said he takes the trouble to obtain frequent briefing, and to try and ensure the university does the right thing. As president, one of his major responsibilities is to help ensure the financial sustainability of the university, and that sometimes causes challenges. The university does value its employees and is committed to fair terms and conditions of employment. In the case of CUPE 1975, the university has decided that pension reform is necessary. Changes to the pension plans of all other bargaining units to a defined contribution model had already occurred. He said that, though the legal right of the university to proceed with pension reform was confirmed by an arbitration award over a year ago, the university had tried to reach a negotiated settlement.

A senator asked what might be the leading restraints to the enrollment growth of the university. The president said that as student numbers grow, costs grow as well, and the university needs to be mindful of that. In addition, the university has been considering research that suggests the optimal size of a university is slightly larger than USask is now, but the university doesn't want to give up its relatively intimate atmosphere.

A senator, referring back to the issue of labour relations, urged the university to be visionary, and to consider the issue of pensions thoroughly before making changes. The president reiterated that there is no intention to show disrespect for employees.

7. Report on Undergraduate Student Activities (verbal report)

Regan Ratt-Misponas, the incoming president of the University of Saskatchewan Students' Union, said that his fellow executive members were Carlos Munoz (vice-president academic), Alan Lewis (vice-president student affairs) and Jamie Bell (vice-president finance and operations). He said that his personal priorities are to support decolonization, to create opportunities for students, and to draw students together. He said that he was looking forward to these conversations.

8. Report on Graduate Student Activities

Naheda Sahtout, president of the Graduate Students' Association, referred members of Senate to her written report. She raised some additional points. She said that the support in the federal budget for research, internationalization and Indigenization was encouraging. She said that the provincial budget showed less support for post-secondary education, and said it would be necessary to demonstrate to the government the importance of graduates to the province and to the economy. She said it is necessary to shift the thinking from viewing post-secondary education as necessary to viewing it as essential. She said that she had appreciated the opportunity offered through Senate to make connections for graduate students, not all of whom would enter academic careers, with representatives of other sectors.

9. Report on Board of Governors Activities

Joy Crawford, a Senate-elected member of the Board of Governors, referred members of Senate to the written report circulated with the agenda, and said that she had no additional comments.

A senator expressed appreciation for the written report, and said that she would still like to see more transparency around Board decision-making. Ms. Crawford said this is one of the issues being considered by the governance and executive committee of the Board.

10. University Council

10.1 Annual Report on University Council activities

Jay Wilson, chair of Council, noted that a written report had been circulated with the agenda. He expressed the thanks of Council to Chelsea Willness, who had been acting chair from October 2017 to October 2018.

He referred to a number of new programs that had been approved by Council, including the ESL certificate program in the College of Education, the certificate program in Indigenous storytelling in the College of Arts and Science, new certificate programs in the Johnson-Shoyama Graduate School of Public Policy, and the Ed.D. He also noted that significant changes had been made to the Learning Charter to reflect the goal of creating opportunities for all students to engage in Indigenous learning.

He also pointed to the approval of revisions to the regulations governing student academic appeals.

A senator asked about the marketing and messaging that goes with certificate programs. She said that degree-level certificates might entitle international students to different immigration status than non-credit certificates, and wondered whether the distinction was always made clear to students. The Council chair said that colleges have the responsibility for marketing their own programs, but he agreed that it is important to ensure that the implications of different kinds of programs are

sufficiently clear to potential students, and that the university should make efforts to convey a consistent message. The interim dean of the College of Graduate and Postdoctoral Studies, Trever Crowe, said that his office takes this responsibility seriously and directs students to the International Student and Study Abroad Centre, which provides excellent advice; he did not believe this was an institution that provided misleading information in order to recruit students.

Another senator asked how program proposals are discussed in relation to the changing job market. Professor Wilson said that the process for approval of programs involves extensive consultation, including tapping into sources of information on the potential link between a proposed program and employment.

A senator noted the change of name from the Department of Linguistics and Religious Studies to the Department of Linguistics. The Council chair advised that the religious studies program had been moved into Saint Thomas More College.

10.2 Requests for Confirmation of University Council Decisions

10.2.1 Admissions Qualification Change – English proficiency requirements for the Doctor of Veterinary Medicine (DVM) program

HAMILTON/NEUFELDT: That Senate confirm Council's approval of changes to English proficiency requirements for the Doctor of Veterinary Medicine (DVM) program, effective for admissions for 2020/21.

CARRIED

10.2.2 Admissions Qualification Change - Bachelor of Education Special (Mature) Admissions Category

The dean of education noted that all applicants to the program must meet academic requirements, but that supplementary factors are considered when reviewing the files of mature applicants.

A senator asked whether there are supports in place for students when the categories for admission are broadened to include applicants who rely on factors other than academic performance. The chair of Council said that this is one of the issues considered by the Academic Programs Committee of Council when proposals are made. The dean of the university library said that the library is always involved in these conversations as the library is the home for a number of student supports. A senator asked whether these admission criteria would permit a high school dropout to apply to the program. The dean of education responded that technically it would be possible, but the admissions process is very competitive, so it is unlikely that such an applicant would be successful.

MCKERCHER/TOYE: That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Education Special (Mature) Admissions Category, effective for the 2019/20 admissions cycle.

CARRIED

11. Senate Committee Reports

11.1 **For decision:** Honorary Degrees Committee Report – **CONFIDENTIAL**

This item is confidential and removed from these minutes.

11.2 Executive Committee Reports

11.2.1 Report on the work of the Senate Executive committee

President Stoicheff, the vice-chair of the executive committee, presented the report. He pointed out that the committee had been discussing a possible policy for recording and/or live-streaming Senate meetings. The committee had also had a debrief on the Senate-sponsored public forum on cannabis policy, and had concluded that it was a successful event. A working group has been put in place to plan a forum sometime in the fall.

A senator asked about the guidelines on recording that had been included in the materials. The university secretary said that these had been adopted on an interim basis, and that the executive committee would bring forward guidelines at a future meeting of Senate.

11.2.2 ***For decision:*** Nominations to the Senate Nominations Committee

MCMILLAN/COLE: That Senate approve the recommendation of the Senate executive committee and appoint the following Senate members to the Senate nominations committee for a one-year terms beginning July 1, 2019 and ending June 30, 2020: Brooks DeCillia, Don Hamilton (as chair), Rhonda Gough and Susanne Berg.

CARRIED

11.2.3 ***For decision:*** Report of the Conflict of Interest Review Working Group

Corinna Stevenson, a member of the working group presented the report. She indicated that the members of the working group were Leah Howie and Iain Luke from the education committee and herself and Aidan Murphy from the executive committee, with support provided by the office of the university secretary. She said that the committee had met a number of times and had engaged in extensive discussion of the terms of reference for the review of conflict of interest policies. She said that the committee would make an interim report to the Senate in October, with a final report in April. She said that the participation of the Board of Governors and Council had been confirmed. She noted that the working group had developed criteria for selecting an external member of the committee and had considered a number of candidates, with the result being a recommendation of Merrilee Rasmussen, whose bio was circulated with the Senate agenda. She said that the working group had decided to recommend that the external member not chair the review committee, as this might inhibit the committee from drawing fully on that member's expertise.

STEVENSON/LUKE: That Senate approve the attached terms of reference for the Conflict of Interest Policies Review Committee, and the appointment of Merrilee Rasmussen as the external member of the committee.

CARRIED

11.3 Nominations Committee Report

Stuart Garven, the chair of the nominations committee, presented the report. A senator asked whether consideration had been given to a balance of experienced and new members. The university secretary pointed out that many of the people on committees had only served one year, and the nominations committee were satisfied that there was a balance of newer and more experienced members. A senator asked whether more information could be provided to indicate the terms of committee members.

11.3.1 **For decision:** Appointments to Standing Committees

JURGENS/MORRISON: That Senate approve the appointments to Senate committees as indicated in the report for 2019/20, effective July 1, 2019.

CARRIED

11.3.2 **For information:** Appointment to Review Committee for President

The chair of the nominations committee advised that the nominations committee had named Suzanne Berg as the Senate representative to the review committee for the president.

11.3.3 **For decision:** Appointments to Conflict of Interest Policies Review Committee

GARVEN/HUNT: That Senate approve the recommendation of the Senate Nominations Committee to appoint Marcel de la Gorgendière and John Rozdilsky to the ad hoc Conflict of Interest Policies Review Committee.

CARRIED

11.4 **For decision:** Membership Committee Report

Leah Howie, the chair of the membership committee, presented the report.

HOWIE/NEUFLDT: That Senate approve the addition of the Saskatchewan Library Association to the professional society membership of the Senate, and that the Saskatchewan Environmental Society be removed from the membership of Senate, both effective immediately.

CARRIED

11.5 Education Committee Report

Leah Howie, the chair of the education committee, referred members of Senate to the written report circulated with the agenda.

12. University of Saskatchewan Senate Statement on Provincial Government Funding Cuts

Dan Danielson, a member of Senate, introduced the motion that the executive committee had agreed to place on the agenda. He said that the funding of the university was declining in actual dollars, and that the reserves of the university had been depleted. He also pointed to the obligations of the university under pension plans. He said that these cuts must affect the institution, especially since enrolment has been increasing. He said that he suspected that the inflation rate for the university was 4-5% and the funding level has not kept pace. He said that he was confident that the university had done what it could in terms of cutting costs and raising tuition fees, but he felt the public should know that the university was facing a serious situation,

The vice-president finance and resources said he would prefer that the motion not refer to an "emergency" although he acknowledged that the funding situation does present a challenge. He said that the university has managed to maintain a high credit rating, and that the government has given assurances that the budget would resume a more stable course after the three-year budget balancing project is complete.

A senator asked whether this type of motion would affect the government relations strategy of the university. The president said that he would be disappointed if the public were told the university was

facing an “emergency” as this might suggest that students could not rely on receiving a high quality education. A senator said he would speak against the motion, and said he would prefer that the Senate emphasize the important role of the university in relation to technological change, building the capacity of Indigenous people and contributing to the provincial economy.

A senator said he felt it would be appropriate for the Senate to express dissatisfaction to the government, and that this was part of the mandate of Senate.

The proponent of the motion said that he thought it was important to acknowledge the challenges facing the university. He said the motion was intended to be respectful, but that it was also important to state clearly that things were not going well.

The motion was deferred until later in the day for some suggested revisions, and was brought back at a later point in the agenda.

When the motion was brought back for consideration, a senator asked whether this issue actually falls under the jurisdiction of the Senate. The university secretary responded that, though the Senate would not have the authority to direct any action in relation to this issue, it is permissible for the Senate to make a statement on their views of an issue important to the university.

DANIELSON/MORRISON: THE University of Saskatchewan Senate body hereby informs the Saskatchewan Government and the general public that while the provincial budget may appear balanced the resulting cuts to the University of Saskatchewan have now reached a critical juncture where it is very difficult for this University to perform its mandate including providing a high quality of education for its growing number of students.

DEFEATED 24/18

14. Items for Information

14.3 Senate Elections Update (verbal report)

The university secretary reported on the status of current Senate elections. A senator running for re-election registered her frustration about her inability to have a way of communicating with the alumni in her district, as the alumni lists are controlled by the alumni affairs office. The university secretary indicated that she and the associate vice-president alumni affairs are working on a plan for the next round of elections in 2020 to attract more interest from alumni and increase the level of communication.

14.1 Student Enrolment Report (verbal report)

Patti McDougall, the vice-provost teaching learning and student experience combined her report on current enrolment with the presentation on the strategic enrolment plan (item 14.2).

14.2 Enrolment Plan 2025 (verbal report)

The vice-provost outlined the factors being considered in developing a strategic enrolment plan to take the university to 2025. The information provided at this meeting was based on university-level goals. Further work is being done to formulate projections at the college and school level. The university is facing a competitive post-secondary environment. Several years ago, it was anticipated that there would be a decline in the population of high school students in Saskatchewan who might move on to post-secondary education, but this population has remained quite stable.

There has been an increase in the number of graduate students over the past few years, and the current graduate student population is composed of roughly one-third students from Saskatchewan, one-third from out of province, and one-third international students. She said that the number of graduate students in thesis-based programs has been increasing. With respect to international graduate students, China remains the largest source of international students; other important source countries are Iran, India, Bangladesh, Nigeria and the US.

Indigenous students currently represent 15% of undergraduate students, and 8% of graduate students. It is a goal to grow the proportion of Indigenous graduate students.

54% of graduate students and 57% of undergraduate students are female, with a variation in the proportion in different programs. Her office has noted this, although they have not worked through the implications of this information.

Over 1500 students are registered with Access and Equity Services, an increase of 76% over the past five years. The majority of these are students with invisible disabilities.

Teaching activity is up 2% over the past year, with off-campus teaching (about 15% of total teaching) up about 7%.

In formulating a new strategic enrolment plan, she has been cognizant that enrolment is tied to student experience, teaching and learning, and that the objective is to prepare learners the world needs, to use the terminology of the University Plan. She has been part of a dialogue with a number of universities in different parts of the country about identifying skills and looking for ways to integrate and certify them. Part of this is to prepare students to communicate clearly about the skills they have gained.

Some of the elements of the enrolment plan are to meet the demands of the city, the province and the world; to be attentive to the needs of business and industry; to adjust tuition appropriately; and to decide what an optimal size for the university would be. The current assessment is that there is still room for growth to support research and to meet demands associated with the demographics of the province. The province and the city are both growing, which suggests that there will continue to be demand. The current plan is to grow to 28,000 students by 2025, which would be an increase of 9%; the growth over the last four years has been 8%.

One of the objectives in formulating the plan is to identify areas of strategic growth. For example, it is clear that numbers in computer science, biomedical science and business could grow. Colleges are being asked to identify what might be areas of growth in their own programs.

A senator asked whether the apparent lack of demand for teachers would create difficulties for the increased numbers of students in the college of education. The dean of education said that the move to direct entry had made a difference to enrolment. She said the college is trying to be imaginative in providing combinations of degree and certificate programs to meet particular needs, such as those of First Nations. She said an ongoing challenge is persuading students to move outside urban areas, and the college has introduced a regime of rural practicums to try and demonstrate to students the advantages of living in rural areas.

13. Senate Education Committee Topic: The Challenges of Indigenization

Jackie Ottmann, vice-provost Indigenous engagement, began the session with a presentation about the significance of the concepts of reconciliation, Indigenization and decolonization and their importance in the context of the university. Senators moved into small groups for a

discussion of their own experiences and their ideas for strategies that could be adopted to advance the goal of reconciliation.

12. University of Saskatchewan Senate Statement on Provincial Government Funding Cuts

This item was described earlier in the minutes at page 7.

15. Other Business

There was no other business.

16. Question Period

A senator asked whether the new criterion of predictability in the Tuition and Fees Authorization Policy had been implemented. Vice-provost McDougall said that developing an appropriate model to address this criterion is complex, and the question is being addressed. President Stoicheff said that one of the factors that makes it challenging to develop a model for tuition predictability is the lack of predictability in the university's own budget. He suggested that senators are in a position to become informed ambassadors and to speak to their own constituencies about this complicated set of issues.

The president went on to thank Chancellor Romanow for his service over the past three years. He said that he felt no other Canadian university had a chancellor of such stature and profile. He mentioned that the conversations with three former prime ministers to mark Canada 150 could not have happened without the chancellor's assistance. On behalf of the Senate, he presented the chancellor with a framed photograph showing the Peter MacKinnon Building with a number of tepees in front of it.

The chancellor said that it had been an honour to serve as chancellor. He said that his parents were Ukrainian immigrants of limited means, but they had always encouraged him to pursue an education, and that every opportunity that he had in his life was owed to his education at the university. He reminded members of Senate of their important role as defender and advocate for the university. He said that the university had a very strong president and that it was important for the Senate to assist in creating a stronger university, and thus a stronger province.

17. Adjournment and Dates of Future Convocation and Senate Meetings

Spring Convocation: June 3-7, 2019

Fall Senate: October 26, 2019

Fall Convocation: November 13, 2019

Senate Attendance April 2019

Appendix A

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Armstrong, Sharon	R	Binnie, Sarah	R	Beaudry-Mellor, Tina	R
Bath, Brenna	R	Doig, Anne	P	Berry, Lois	R
Bergstrom, Twyla	P	Hall, Lee	R	Bonham-Smith, Peta	R
Bilson, Max	P	Hermiston, Lisa	P	Brothwell, Doug	R
Braaten, Lee	P	Hoback, Jerri	R	Buhr, Mary	P
Bratvold, Robert	P	Gough, Rhonda	P	Chad, Karen	R
Browning, Lynda	R	MacDonald, Michelle	P	Crowe, Trever	P
Buydens, Norma	P	McLeod, Tenielle	R	Favel, Blaine	R
de la Gorgendiere, M.	P	Michalenko, Richard	P	Fowler, Greg	P
Dick, Bethany	P	Mitten, Rae	P	Freeman, Douglas	P
Fox, Stephanie	P	Nicol, Jim	R	Germida, Jim	R
Gable, Kathleen	P	Smuk, Shawna	P	Harasmychuk, Robert	R
Garven, Stuart	P	Stevenson, Corinna	P	Harrison, William	R
Gjetvaj, Branimir	P	District 10 - Vacant	-	Isinger, Russell	P
Green, Kathryn	R	ELECTED MEMBERS-AT-LARGE		Just, Melissa	P
Greschner, Toby	R	Bentham, Davida	P	Kresta, Suzanne	R
Hamilton, Don	P	Berg, Susanne	P	Lee, Jim	R
Harvey, Eileen Mae	P	Cole, Evan	P	London, Chad	P
Hollick, Barry	P	Danielson, Dan	P	Luke, Iain	P
Hrudka, Christine	R	DeCillia, Brooks	P	Manley-Tannis, Richard	R
Hubich, Larry	P	Howie, Leah	P	Martini, Jeromey	R
Kreuger, Monica	P	Hunt, Cecile	P	McCaffrey, Geordy	R
Lanigan, Dennis	P	Hunter, Rylund	P	McDougall, Patti	P
Leis, Tim	P	Jurgens, Victoria	P	McKercher, Peggy	R
MacArthur, Sandra	R	Moore, Kelley	P	Molloy, Tom	R
MacMillan, Judy	P	Sambasivam, Bud	P	Ottmann, Jackie	R
Martin, Stephanie	P	Thompson, Michelle	R	Pawelke, Michael	R
McKercher, Grant	P	Wesolowski, Christine	P	Pezer, Vera	R
Menzies, Craig	P	Wesolowski, Fred	P	Phillipson, Martin	R
Morrison, Karen	P	STUDENTS		Pozega Osburn, Debra	R
Munro, Albert	P	Sahtout, Naheda, GSA	P	Prytula, Michelle	P
Neufeldt, Victoria	P	Nwosu, David	R	Romanow, Roy	P
Orr, Mary	P	Murphy, Aidan	R	Smith, Preston	R
Pilat Burns, Charlotte	P	Henderson, Robert	P	Stilll, Carl	P
Rozdilsky, John	P	Daniels, Kristen	R	Stoicheff, Peter	P
Stavness, Carrie	P	Andrews, Jackson	P	Vanelli, Tony	R
Toye, Colleen	P	Aman, Michael	P	Wasan, Kishor	R
Walton, Jack	P	P=present		Willoughby, Keith	P
Wiens, Rod	R	R=regrets		Wyant, Gordon	R
Yee, Tim	P	A=absent			
Zaba, Eileen	P				
Zatlyn, Lorna	R			NON-VOTING	
				Bilson, Beth	P

President's Report to Senate – October 2019

 *Teaching and Learning*

Record Enrolment for USask

As of the first day of classes on Wednesday, Sept. 4, enrolment at the University of Saskatchewan for the 2019-2020 academic year was up by 1.6 per cent and on track to be the university's highest enrolment ever. This is our fifth straight year of a planned increase in enrolment as we project to exceed 26,000 students by the end of the academic year in April 2020.

The enrolment increase is due to a combination of factors—the strategic increase of seats in existing programs, the addition of new programs, and offering programming at locations outside of Saskatoon and outside of the country. It is a strong signal that the programs we are offering are in high demand.

Record-breaking numbers of international and Indigenous students are also expected by the end of the 2019-2020 academic year. As of the first day of classes, international student enrolment is already up by 5.5 per cent, and Indigenous student enrolment is up by 6.1 per cent.

Preparing a Future Workforce

The University of Saskatchewan is a key partner in a network of universities investigating ways to ensure students graduating with a university degree will be ready for a world marked by rapid change. FUSION (The Future Skills Innovation Network) consists of USask and five partner institutions: University of Calgary, Carleton University, Concordia University, Memorial University and Simon Fraser University.

This partnership will help institutions work together on innovative projects designed to assess different methods of skill development. It's about preparing students for a rapidly changing world where disruption will be the norm. A recent RBC report titled "Humans Wanted" says that over a quarter of Canadian jobs will be heavily disrupted by automation in the next decade, and that Canada's university system is inadequately designed to help Canadian youth navigate this new skills economy. Careers that we used to think of as lasting a lifetime now tend to last only half a decade, requiring people in them to "upskill" or train for new careers they never anticipated.

FUSION's pilot projects focus on building more inclusive forms of skills development through its three priorities:

- integrating more skills development into formal and informal learning;
- creating more flexible learning formats; and
- increasing access to, and success within, post-secondary education for underrepresented students, such as students who are Indigenous, disabled or racialized, and women in the fields of science, technology, engineering and mathematics.

In its first two years, FUSION's work will benefit approximately 1,500 students enrolled in programs in the partner institutions. The network also aims to open pathways into university education by partnering with primary and secondary schools, colleges, employment centres, non-profit organizations and government-funded programs. Finally, FUSION will contribute research, data, methodologies and program formats to the Future Skills Canada ecosystem.

Summer Entrepreneur Program

This year marked the inaugural cohort of a new and exciting program that trains and inspires teams of hopeful University of Saskatchewan student entrepreneurs with support from experts and mentors.

The Summer Entrepreneurs program (SE) is designed to incubate entrepreneurs, providing teams of three students each with a current USask technology to work with over the summer (full time and with pay). The program started May 1 and ran until the end of August.

This program is a great example of the types of initiatives needed to deliver on our University Plan. If we're to be the university the world needs, we need to be graduating even more talented and creative young entrepreneurs. Entrepreneurs are a powerful driving force for innovation. New technologies, products and processes are what is needed to maintain and enhance our standard of living and contribute to a prosperous economy.

With the support of the technology inventor, business mentors, and advisors from *Innovation Enterprise*, teams were asked to assess the market potential of their technology and build a commercialization plan for it. At the end of the summer, teams showing substantial and tangible market traction and strong desire received an option to the exclusive right (pending agreement on standard terms) to build their own (start-up) business based on the technology.

This year's cohort included students from Engineering, Edwards School of Business, Arts & Science, Agriculture & Bioresources, and Medicine with projects that ranged from a food-safe bio-lubricant to a device used to improve oral airway equipment.

Convocation Back on Campus

This June, we held eight annual spring convocation ceremonies as we typically do at this time. What was special about these ceremonies is that they marked the first time convocation has been back on campus in over 50 years.

This year's ceremonies were held at Merlis Belsher Place, USask's premier sports and event complex. The facility has allowed us the freedom to set up the space as we need it, including the ability to increase the audience capacity by about fifty percent from previous years – and people took full advantage of that opportunity during the week. We are glad to be able to share the ceremony with up to 1,000 more people per ceremony.

This past spring we awarded over 3,500 degrees, adding to the more than 155,000 graduates worldwide whose contributions are helping to shape our world. Of special note is that, of the 3,500+ graduates, **377 (or about 11%) are Indigenous.**

The move to campus has also made it easier to pair the traditional convocation ceremonies with our other important graduation event, the Usask Graduation Powwow. The powwow is an important educational opportunity, and provides a chance and to connect with the community as more than 2,300 children from across the province registered to attend.

 *Indigenization*

Northern Legal Training

A University of Saskatchewan legal education program designed to increase the number of practicing lawyers in Nunavut has received \$341,000 through the Justice Partnership and Innovation Program over the next two years.

The federal investment will enable USask students to engage in experiential learning opportunities in legal advocacy and will establish a legal clinic in Iqaluit where they can gain hands-on law practice experience.

The program will also provide guest lecturers on Arctic, Inuit and Circumpolar issues, and will hold programming on cultural skills, Inuktitut legal terminology, and traditional law lectures to reflect the needs and priorities of Nunavut.

This funding will help us provide our students with new opportunities to engage actively with the legal profession, obtain hands-on practical skills, and (increase) their knowledge of Inuit Traditional Law.

Bachelor of Education Program in Cumberland House

The Northern Lights School Division, Cumberland House Cree Nation, The Northern Village of Cumberland House and the Métis Nation of Saskatchewan met in Cumberland House Thursday, June 27 to sign a Memorandum of Understanding (MOU) between their organizations and the University to offer the Bachelor of Education degree program in the northern community.

The agreement supports the delivery of the Bachelor of Education program through the College of Education and the College of Arts and Science in partnership with the Northern Lights School Division. Pre-service teachers from the area will train in Cumberland House. Programming will focus on the four-year B.Ed. elementary/middle years stream with teaching areas of Cree and Indigenous studies.

The B.Ed. program is a cross-college effort with many courses delivered by the College of Arts and Science. The program expects to admit 25 to 35 students this coming September and will have dedicated space in Charlebois Community School with a student lounge, classroom and program coordinator office.

National Indigenous Health Research

Supporting Indigenous individuals and their communities to drive Indigenous health research is a key goal of the new five-year plan of the national Institute of Indigenous Peoples' Health (IIPH), a Canadian Institutes of Health Research institute based at the University of Saskatchewan (USask).

The institute is led by Dr. Carrie Bourassa, IIPH's scientific director and a faculty member in the community health and epidemiology department of the university's College of Medicine. Under Dr. Bourassa's leadership, the institute spent the past two years engaging with grassroots community members, organizations, and researchers across Canada to inform the new strategic plan which will guide research investment of roughly \$43 million to 2024.

The strategic plan has been developed with community voices and priorities at the forefront -- especially the Elders, Knowledge Keepers, and community members. Also, a significant change to the regular funding channels will be to flow CIHR funding directly to Indigenous communities (rather than, for instance, requiring Indigenous communities to partner with universities), enabling communities to control the research and the sharing of new health knowledge within their communities.

Grounding research in Indigenous holistic concepts of health is also a priority of the plan. Rather than focusing on addressing specific diseases, the strategy will be to look at underlying factors that influence wellness and resilience such as Indigenous self-determination, community wellness, and environmental factors, while advancing research by increasing the number of Indigenous researchers and communities engaged in research, fostering Indigenous research mentorship, and undertaking research into land-based healing strategies.

Partnering with Prince Albert Grand Council

This summer, I met with the Prince Albert Grand Council (PAGC) Grand Chief Brian Hardlotte in Prince Albert, to sign a Memorandum of Understanding (MOU) between our organizations. The

PAGC represents 12 First Nations and the 28 northern communities under the umbrella of PAGC.

The agreement establishes networks of diverse expertise needed in the development efforts of PAGC communities, and collaboration on projects and research activities that have mutual benefits for both our organizations. It assures PAGC's input into programs and courses offered by the university, especially at the USask campus at Prince Albert.

This agreement will help to shape a framework for dialogue and sharing of information between the PAGC and the university. It has a strong focus on supporting Indigenous students. The Memorandum of Understanding represents an opportunity to renew and strengthen our respectful and reciprocal working relationship, while supporting our Indigenization efforts at the new USask campus in Prince Albert.



National Leader in Water Research

Global water security could be the biggest environmental challenge of this century, and thanks to world class research conducted at a key research institute at USask we are at the forefront of this critical field of research. USask is home to the Global Institute for Water Security (GIWS), established in 2011, GIWS is ranked as the No.1 institute for water resources research in Canada and No.18 in the world, according to the Shanghai Academic Ranking of World Universities. Supported by \$263.5 million in research grants and contracts, the institute is dedicated to protecting people from flood and drought and finding sustainable ways to manage the world's water resources.

In addition to a being home to a top water research institute, USask is home to the Global Water Futures program (GWF), the largest university-based freshwater research program in the world. The purpose of the program is to tackle the socio-economic and political factors that are intrinsically linked to water. Funded in part by a \$77.8-million grant from the Canada First Research Excellence Fund, the GWF program is responsible for 39 projects active across the country, including one to create a national flood forecasting system in Canada.

Steacie Fellowship

The Steacie Fellowship is one of Canada's most prestigious research awards. It honours the memory of Edgar William Richard Steacie, an outstanding chemist and research leader who made major contributions to the development of science in Canada during, and immediately following, the Second World War. Steacie believed that young researchers are a great national

asset and should be given every opportunity to develop their own ideas. He nurtured Canadian talent and drew many promising scientists to Canada. The Steacie Fellowship aims to give young researchers the freedom to develop original ideas and answer questions in creative and unique ways.

One of this year's recipients is Professor Maud Ferrari, a member of both the Western College of Veterinary Medicine and the College of Arts and Science. She is a mentor to many early-career researchers: her USask research laboratory currently includes a post-doctoral fellow, four PhD students, four master's students, and three undergraduates.

Ferrari's research excellence has been repeatedly recognized, including with the Governor General's Gold Medal for best PhD thesis at USask, an NSERC post-doctoral fellowship, and the Outstanding Young Investigator award of the Animal Behavior Society. Last year, she earned a place in the Royal Society of Canada's College of New Scholars, Artists and Scientists.

The Steacie Fellowship, which is held for two years, provides an award of \$250,000 and enables academics to shift their usual professorial duties to focus exclusively on their research.

Anniversary of the Canadian Light Source

I was proud to be part of the 20th anniversary celebrations of the Canadian Light Source (CLS) Synchrotron this past month. Construction of the synchrotron facility on the USask campus began in 1999 and its official opening was held Oct. 22, 2004. Since then, thousands of scientists from across Canada and around the world have come to the CLS to conduct experiments that could not be done elsewhere in Canada.

This unique-in-Canada research centre arose from an unprecedented level of collaboration among governments, universities, and industry in Canada, and represents the largest single investment in Canadian science infrastructure. Strongly endorsed two decades ago by many other universities across Canada and by an international scientific panel, the CLS has made possible cutting-edge research that benefits human and animal health, agriculture, advanced materials, and the environment. For USask's research community, it has helped us be the university the world needs.

Part of the anniversary celebration involved highlighting a few of the remarkable projects undertaken at Canada's only synchrotron:

- a study of bone and teeth from Franklin Expedition crew members that showed that lead poisoning, long assumed to have caused their deaths, was in fact not a major contributor;
- use of synchrotron-enabled science to confirm the effective performance of an engineered tailings management facility built by Orano at its McClean Lake, Sask. uranium processing mill; and;

- discovery of a compound that prevents the formation of the plaques in the brain associated with Alzheimer's, opening the door to new treatment for a disease that affects over 747,000 people in Canada alone.

In addition to cutting-edge research, the CLS has helped to train thousands of students from around the world. Over 3,000 scientists and 1,200 students from 40 countries and 300 institutions have used the CLS in the last 20 years.

 **Engagement**

City/USask Research Junction

The City of Saskatoon and USask are partnering on a new \$100,000 cost-shared initiative to develop collaborative research projects that address urban issues for the benefit of the Saskatoon community.

The new program—Research Junction—is a major initiative under the memorandum of understanding (MOU) signed last year between the City and the university to explore wide-ranging collaborations in areas that include urban planning, reconciliation, transit, environmental sustainability, and youth issues.

Research partnerships between a USask researcher and City staff members can take many forms, including:

- Research projects supported by in-kind contributions.
- Externally funded grants and projects on which the City and USask partner.
- City-driven research with ear-marked funding for research purposes.
- City data for research purposes.

Applications for projects are due Nov. 1st.

Plans Proceeding for Prince Albert Campus

In front of a crowd of more than 200 attendees on Sept. 16, 2019, I was joined by the premier and local city and indigenous leaders to unveil the campus' new exterior signage as well as renderings of what the renovated space will look like when it officially opens in fall 2020.

The new campus in Prince Albert will enhance our ability to provide high-quality post-secondary education to Indigenous and northern communities and will serve as an anchor for the university's emerging northern strategy. Our students, faculty and staff will benefit from an investment that promotes quality educational programs and student support services.

The campus, located in the heart of Prince Albert at 1061 Central Avenue and purchased in spring 2018, will be renovated over the next year to include classrooms, offices, lab facilities and common gathering areas. The two-storey, 110,000-square foot building was built in 2003, sits on 2.39 acres of land and is LEED (Leadership in Energy and Environmental Design) Gold certified. The space will bring together the university's educational programming currently taking place at sites across the city.

The campus will bring together students in the Colleges of Agriculture and Bioresources, Arts and Science, Education, Kinesiology and Nursing, and the Edwards School of Business. Additionally, students will also be able to complete one year of study towards: dentistry, law, medicine, nutrition, pharmacy, physical therapy and veterinary medicine.

USask has a long history of presence in the north—running academic programs and conducting research with communities. The new campus, along with the development of a northern strategy, reaffirms the university's commitment to Indigenous and northern education. During the 2018/2019 academic year, more than 410 students in the colleges of arts and science, nursing, and medicine took USask classes in Prince Albert. Of those students, 55 per cent were Indigenous

Sustainability Agenda

In my first GAA address to the campus community I stated that “universities well positioned for the future also place a high priority on sustainability.” Sustainability isn't merely another problem to be tackled or solved by innovative research and study (though it does deserve a large amount of research attention); it needs to be foundational to many of the decisions made within the university.

The significance of sustainability is why I ensured it was one of the key principles in our mission, vision, and values document and a pillar of our University's strategic plan. To support sustainability's presence in those crucial documents, I established the first President's Sustainability Council three years ago. In reviewing my own goals and progress in this area, I have realized that there is a need to bring together the many initiatives already underway on campus, identify where areas of improvement may lie and then build a cohesive strategy to better foster the growth of a culture of sustainability throughout all areas of campus life including: academic programming, research, operations, governance and community engagement.

To this end, I've appointed Dr. Irena Creed, Associate Vice-President Research, former professor in and previous executive director of SENS, and former CRC in watershed science, as a Special Advisor to the President on Sustainability. Dr. Creed, along with staff from my office and across campus, will be tasked with the development of a comprehensive sustainability strategic plan for the University of Saskatchewan.

Even in the absence of a comprehensive plan, there are many activities and initiatives that fall within the scope of sustainability at USask. Academically, we are home to a School of Environment and Sustainability, the Global Institute for Water Security, the Sustainability Education Research Institute, and numerous undergraduate programs with a direct and indirect focus on sustainability issues. Administratively, our Office of Sustainability ensures our facilities are built and our lands are maintained with sustainability in mind, offers funding to environmental initiatives on campus, and promotes sustainability throughout campus. My office and the USSU continue to fulfill the commitments of a MoU signed three years ago that annually distributes funding to student applications for sustainability-related initiatives.

Despite this considerable list of work, I feel it is important to make a comprehensive statement about the University of Saskatchewan's commitment to sustainability, a statement I hope to make with this plan and the actions resulting from it. Both I and Dr. Creed look forward to engaging with and reporting back to Senate as we progress with the plan's development.

Report to University Senate - Presented by the Executive
University of Saskatchewan Students' Union
October 2019

The University of Saskatchewan Students' Union has as its vision "to be the recognized leader in enhancing the student experience." To this end, each May, a four-person Executive, headed by the President, is sworn in to oversee and take governance responsibility for the organization, its programs, its services, and through the General Manager, 150 or so staff members.

Primary among the services we provide are the following:

1. U-Pass: A city transit pass discounted by 75% for all undergraduates.
2. Studentcare: A health and dental plan which can save students hundreds of dollars in medical expenses not covered by Saskatchewan Health.
3. Campus Club Funding: A ratification and funding system, managed by the VP Operations and Finance, who works with over 150 clubs.
4. Academic Advocacy: Whereby students can find information about potential academic grievances and, if necessary the Vice President Academic Affairs or designate, can be present for case hearings. The VP Student Affairs deals with non-academic appeals.
5. Centres: The USSU owns and operates the Food, Help, Pride, and Women's Centres, as well as Safewalk to provide positive and particularistic safe spaces for students to congregate.
6. Louis' and Louis' Loft - These are our two restaurant spaces. The Loft is primarily geared to daytime coffee and lunch traffic in the Upper MUB while Louis' in Lower MUB vis our campus pub. Both spaces also host special events.
7. XL Print and Design: Our print shop, housed in Place Riel, provides for the poster, banner, and general printing needs of students and others on campus.
8. Place Riel: Our primary building houses our offices, the Student Health and Wellness Centre, and a variety of tenants including dental and optometric providers, technological assistance (phone store and computer repair shop), a hair salon, and a number of food outlets. The Place Riel Tunnel houses access to ISSAC, to the Gordon Oakes Redbear Centre, Health Sciences, Murray Library, and the Arts Building.

Over the past six months the Executive has concentrated its attention on two principal initiatives. The first is **The Path Forward**. With four points – Promoting Education, Facilitating Leadership, Decolonizing Systems, and Revitalizing Community – this plan seeks to do significant outreach both across campus and to the wider community. Our second initiative has been to revive the Saskatchewan Students' Coalition, a consortium of student unions from across Saskatchewan, with the express purpose of lobbying the provincial government for universally accessible education for qualified students. The SSC works in harmony with Undergraduates of Canadian Research Intensive Universities, whose mandate is to work at a federal level to support the needs and aspirations of undergraduate students country-wide.

The remainder of the Executives' term will be dedicated to furthering the mandate of the USSU and we invite any feedback or suggestions members of Senate may have.



University of Saskatchewan Graduate Students' Association

GSA Report to Senate – October, 2019

Dear Members of Senate,

On behalf of the Graduate Student's Association Executive team, we are happy to welcome all members of University Senate to the new 2019/2020 academic year. We are looking forward to a wonderful year ahead and to working closely with members of University Senate to enhance the academic and professional experience of our graduate students. We hope to foster a diverse and equitable environment so that our graduate students have a positive experience at our institution. Consequently, for this academic year, the Executives of the Graduate Students Association will focus on four main areas that aim to provide opportunities for graduate students and enhance their experience at the University of Saskatchewan:

1. Engaging our Students with the Community
2. Mental Health Activities
3. Student-Supervisor Relationship
4. Board of Governors

1. Engaging our Students with the Community

We will continue our efforts to engage graduate students with our faculty leaders and campus community so that they; grow their network, continue to learn one another's identities, and build multicultural and multiverse relationships. We are working towards promoting diversity and cultivating ideas that impact the future and better the health of our graduate students. We will continue working on planning future events for our graduate students as well as supporting them

to enhance their graduate students' experience here at the University of Saskatchewan. The GSA believes in the importance of inclusiveness and participation, which allows for multiple and unique perspectives, thus ensuring a better opportunity to arriving at a well-informed decisions.

2. Mental Health Activities

The GSA continues to foster a positive relationship with representatives of the Student Wellness and Student Outreach teams, and as Executives, we will continue promoting awareness of mental health issues and disseminate effective practices to prevent them. We are very excited to be working with Peer Health to develop new initiatives and resources that would support our overarching goal. We will continue looking to host activities that will support our students and help them to have greater experiences on and off campus.

3. Student-Supervisor Relationship

We will continue promoting the student-supervisor agreement, which is a document created in collaboration between the GSA and the CGPS. We will host a forum to obtain feedback from students and faculty members who are already using this document. We will continue encouraging other members to use it as this is a tool that: (1) helps students and supervisors reach their goals and expectations, (2) ensures accountability, (3) supports the period of completion of the program, and (4) improves the academic life of both graduate students and faculty supervisors. The agreement is a guideline that contains and discusses the major components of a graduate student's academic journey, from finance to publications. With support of our partners on campus, we will continue to advocate for the use of this document across Colleges and Schools.

4. Board of Governors

The GSA will continue working towards acquiring a seat on the Board of Governors for graduate students. We look forward to working closely with members of Senate for the ultimate benefit of our graduate students.

We look forward to working closely with members of Senate for the ultimate benefit of our graduate students.

Mery Mendoza

President, Graduate Students' Association

Report from Council

FOR CONFIRMATION

- PRESENTED BY:** Jay Wilson, Chair, University Council
- DATE OF MEETING:** October 26, 2019
- SUBJECT:** **Admissions Qualification Change –Master of Science (M.Sc.) in Marketing**
- DECISION REQUESTED:** *It is recommended*
That Senate confirm Council’s approval of changes to the admissions qualifications for the Master of Science (M.Sc.) in Marketing for applicants admitted for September 2020 or later

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the Department of Management and Marketing are recommending a change to the admissions qualifications for the Master of Science (M.Sc.) in Marketing. The change will now allow for students to submit a Graduate Record Examination (GRE) score equivalent to the current requirements of a 550 on the Graduate Management Admissions Test (GMAT) as an alternative required qualification for admission. Additionally, the requirement of a recognized standardized test will be waived if the applicant’s admission average is 80% or higher or if the applicant has significant research experience.

The Department of Management and Marketing is proposing this change to increase the potential pool of applicants, recognizing that many students coming into the program are from non-business backgrounds. Additionally, the proposal to waive the requirement for a standardized test will allow the department to provide a holistic evaluation of students’ abilities beyond single standardized measures.

CONSULTATION:

The Academic Programs Committee considered the proposal at its October 2, 2019 meeting and University Council approved the change at its meeting on October 17, 2019.

ATTACHMENTS:

1. Proposal: Adjustment to Entrance Requirements for M.Sc. in Marketing Program



MEMORANDUM

To: Academic Programs Committee of University Council
Copy: Dr. Maureen Bourassa, Marketing Graduate Chair, Edwards School of Business
From: Office of the Associate Dean, CGPS
Date: September 25, 2019
Re: Amendment to admission requirements for MSc in Marketing

On May 14, 2019, and September 16, 2019, the Graduate Programs Committee considered a proposal to amend the requirement for the Graduate Management Admission Test (GMAT) to allow an equivalent Graduate Record Examination (GRE), or to waive the requirement where applicants have a higher admission average and research experience.

Following the initial review in May 2019, the proponents revised the proposal providing additional details and clarifying that Educational Testing Service (ETS) provided a comparison tool that could be used as a mechanism for determining equivalent test scores. The Graduate Programs Committee was satisfied with the proposal, and the following motion was passed unanimously:

To recommend approval of the modification to the GMAT requirement for admission to the Master of Science in Marketing program. Tanaka/Morrison CARRIED

On September 25, 2019, the Executive Committee of CGPS reviewed the proposal, and approved the change with minor clarifications to the wording of the requirement.

The proposed change to the GMAT requirement is marked up as follows:

Admission Requirements

- GMAT Score of 550 or equivalent GRE.
Results from one of the recognized standardized tests (GMAT or GRE) must be submitted. The requirement to satisfy the minimum score will be waived if the applicant's admission average is 80% or higher or if the applicant has significant research experience. Significant research experience could include the successful completion of a research-based undergraduate honours degree, successful completion of an extensive research project for an advanced undergraduate course, or a minimum of one year working as a research associate for a research group or firm.

Attached please find the proposal from the Department of Management and Marketing, along with supporting memos from the Executive Committee and the Graduate Programs Committee.

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



MEMORANDUM

To: Academic Programs Committee (APC)

Copy: Dr. Heather Heavin, Chair CGPS Graduate Programs Committee

From: Dr. Trever Crowe, Chair, Executive Committee, CGPS

Date: September 25, 2019

Re: Amendment to admission requirements for MSc in marketing

On September 25, 2019, the Executive Committee (CGPS) considered a recommendation from the Graduate Programs Committee (CGPS) to approve the modification to the GMAT requirement for admission to the Master of Science in Marketing Program. (Tanka/Morrison).

Comments from the executive indicate that the proposal was complete fairly straight forward.

The executive committee approves the admission requirement modification of GMAT Score of 550 or equivalent GRE. The minimum score requirement for GMAT/GRE may be waived if the applicants' **admission average** is 80% or higher **or** if the applicant has significant research experience. K.WALKER/H.HEAVIN **all in favour CARRIED**

If you have any questions please contact lori.lisitza@usask.ca on behalf of the Executive Committee.



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Maureen Bourassa, Marketing Graduate Chair, Edwards School of Business

From: Graduate Programs Committee

Date: September 19, 2019

Re: Amendment to admission requirements for MSc in Marketing

On May 14, 2019, and September 16, 2019, the Graduate Programs Committee considered a proposal to amend the requirement for the Graduate Management Admission Test (GMAT) to allow an equivalent Graduate Record Examination (GRE), or to waive the requirement where applicants have a higher admission average and research experience.

Following the initial review in May 2019, the proponents revised the proposal providing additional details and clarifying that Educational Testing Service (ETS) provided a comparison tool that could be used as a mechanism for determining equivalent test scores. The Graduate Programs Committee was satisfied with the proposal, and the following motion was passed unanimously:

To recommend approval of the modification to the GMAT requirement for admission to the Master of Science in Marketing program. Tanaka/Morrison CARRIED

The proposed change to the GMAT requirement is marked up as follows:

Admission Requirements

- GMAT Score of 550 or equivalent GRE. The minimum score requirement for GMAT/GRE may be waived if the applicant's minimum grade average is 80% or higher or if the applicant has significant research experience. Significant research experience could include the successful completion of a research-based undergraduate honours degree, successful completion of an extensive research project for an advanced undergraduate course, or a minimum of one year working as a research associate for a research group or firm.

Attached please find the proposal from the Department of Management and Marketing.

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



MEMORANDUM

TO: Graduate Programs Committee

FROM: Marjorie Delbaere
Graduate Chair, MSc Marketing, Department Head, Associate Professor
Edwards School of Business

DATE: July 30, 2019

RE: Adjustment to Entrance Requirements for MSc Marketing Program

The Edwards MSc Marketing Committee conducted a program and competitor review, and requests the Graduate Programs Committee approve the following program changes:

Current minimum entrance requirements for the Edwards MSc Marketing Program:

- Undergraduate business degree or a degree in a related field (e.g., psychology, economics)
- GPA of 70% (3.0/4.0)
- GMAT of 550
- Statement of goals and interests
- Resume or C.V.
- Three letters of reference—at least one from an academic reference
- TOEFL or equivalent (as set by U of S Grad Studies)

Proposed adjustments to the minimum entrance requirements for the MSc Marketing Program

- GRE score equivalent to a GMAT score of 550. A conversion tool such as the one supplied by ETS (see URL) will be used to determine equivalent scores
https://www.ets.org/gre/institutions/admissions/interpretation_resources/mba_comparison_to_ol?WT.ac=40361_owt06_180820
- The minimum score requirement for GMAT/GRE can be waived if the applicant's minimum grade average is 80% or higher or if the applicant has significant research experience. Significant research experience could include the successful completion of a research-based undergraduate honours degree, successful completion of an extensive research project for an advanced undergraduate course, or a minimum of one year working as a research associate for a research group or firm.

Rationale:

We are not proposing to adjust the minimum requirement for the GMAT score as we do recognize the message communicated by a lowered score. We are proposing to keep this

minimum score but to also allow applicants to submit scores from the GRE as an additional standardized test.

The most significant difference between the GMAT and the GRE is that the GRE is used as part of admissions for a wider variety of graduate school programs, while the GMAT is only used to apply to business schools. Many students in the MSc Marketing program come from non-business backgrounds (Psychology, Arts, Agriculture, Engineering, etc.) Therefore, in order to increase our potential student pool of applicants, we ask that our program be allowed to accept either the GMAT or GRE. When put in a GMAT/GRE converter, the proposed GRE score will be equivalent to a 550 GMAT score. The admissions committee will submit copies of these converted scores, as is currently done for the MSc Finance program admissions.

Our other proposed adjustment is to allow for the possibility of waiving the minimum score requirement for the GMAT/GRE if an applicant excels on other criteria, specifically a high grade average and/or significant research experience. This approach would provide a holistic evaluation of students' abilities beyond single standardized measures and would allow the possibility of admitting otherwise strong applicants who fall short on the standardized test. This approach is consistent with admissions requirements for the MSc Marketing at Concordia University and the MBA Marketing at the University of Calgary (see table at end of memo).

About the GRE and the GMAT

	GRE	GMAT
Why Take It	The test is required for admission to most graduate schools and a growing number of business schools.	The test is required for admission to most business schools.
Test Structure	The GRE consists of a 60-minute Analytical Writing section - with two essays at 30 minutes each. There are two 30-minute Verbal Reasoning sections. There are two 35-minute Quantitative Reasoning sections. There's also a 30-35 minute experimental section that can be either math or verbal.	The GMAT consists of a 30-minute Analytical Writing section with one essay, a 30-minute Integrated Reasoning section, a 62-minute Quantitative section and a 65-minute Verbal section.
Test Format	Offered as a computer adaptive by section exam. Paper version only offered in areas of the world where computer-delivered testing is not available.	The GMAT is a computer-adaptive test.
How It's Scored	Verbal and Quantitative scores from 130 to 170 in 1-point increments.	The overall, or composite, GMAT score ranges from 200 to 800 in 10-point increments.
Cost	\$205	\$250
Testing Time	3.75 hours (Computer) -- 3.5 hours (Paper)	3.5 hours

Source: <https://www.princetonreview.com/business/gmat-vs-gre>

Competitor Analysis

Currently our two biggest competitors, both in program design and geography, accept the GMAT or the GRE:

- MSc Marketing – University of Lethbridge
 - Minimum GMAT of 550 (GRE 310), with 4.0 in the Analytical Writing section
 - Source: <https://www.uleth.ca/future-student/graduate-studies/master-science-management>
- MSc Marketing – University of Manitoba
 - Results of a graduate aptitude test, preferably the Graduate Management Admissions Test (GMAT), with a minimum score of 600. The GRE will be accepted with a mean percentile score across the three areas similar to the current acceptable percentile level of the GMAT. GMAT and GRE scores must not be older than five years.
 - Source: http://umanitoba.ca/faculties/management/programs/graduate/msc_phd/msc-admission.html

Minimum Entrance Requirements for Marketing Graduate Programs in Canada

Institution	Degree	Minimum Average	Standardized Test
Concordia MSc in Marketing	UG degree	3.0	GMAT 580; waived for GPA above 3.7 with research experience
U Lethbridge MSc in Marketing	4 year degree	3.0	GMAT 550; GRE 310
Brock MSc in Marketing	4 year degree	78%	GMAT 550 or GRE 60 th percentile
Guelph MSc in Marketing	4 year degree	B+	GMAT 600 or GRE 60 th percentile
Queen's MSc (Management – Marketing)	4 year degree	B+/77%	GMAT 640; GRE 160 verbal, 163 quantitative Lower scores can be accepted
UWO MBA in Marketing		B	GMAT 600, but GRE is okay, lower score could be acceptable
UCalgary MBA in Marketing	4 year degree	3.0	GMAT 550; can be waived with 3.2 GPA in UG business degree

UNIVERSITY OF SASKATCHEWAN
UNIVERSITY SENATE
ITEM FOR INFORMATION

PRESENTED BY: Jay Wilson, chair, University Council

DATE OF MEETING: October 26, 2019

SUBJECT: **New vision for interdisciplinary public health programming**

PURPOSE:

With the USask Plan 2025 now in place, there is an opportunity for the original mission of the School of Public Health (SPH) and the public health programs at this university to be revitalized to better align within an interdisciplinary health sciences model. We intend to find the right academic governance and administrative structure(s). The vision will take time to develop and enact.

SUMMARY:

On October 17, 2019, University Council considered a proposal to support a new vision for interdisciplinary public health programming at the University of Saskatchewan. On April 16, 2020, University Senate will be asked to confirm an authorization from Council to disestablish the School of Public Health on academic grounds. Upon the confirmation of Senate, the Board will be asked to provide for this disestablishment effective June 30, 2020. All of the university's public health programs currently housed in the School will continue to be offered. The College of Dentistry has interim institutional responsibility for public health programs currently housed in SPH.

USask's commitment to public health has evolved and matured to the point where a new academic administrative structure is needed. It has become clear that a stand-alone unit, i.e. the School, is no longer the appropriate conduit to achieve our bold ambitions for public health programming and interdisciplinarity. Therefore, the change in structure to SPH is recommended, but the academic programs will be maintained and strengthened. This recommendation points to the difficulties and shortcomings in establishing and implementing the school as initially envisioned, however it also speaks to the significant accomplishments made in public health programming across the campus.

SPH has been the subject of five reviews since its establishment in 2007. In 2015, interim provost, Dr. Ernie Barber, conducted a final review. It was determined at that time that a new executive director would be hired and a renewal would be attempted. It has since been determined that the school is not the appropriate structure for public health programs at USask.

Provost Tony Vannelli and a project team have led the development of this transition plan with careful consideration including financial analysis, leadership transitions, change management, analysis of previous reviews of SPH, analysis of previous closures of units on campus, and establishment of a Public Health Task Force. Extensive consultation has been conducted with USFA, individual faculty, staff, University Council and Council committees, and senior leaders.

To ensure ongoing faculty engagement, in the fall of 2018, Dr. Vannelli met with every faculty member of SPH to discuss the future of the school. Since August 1, 2019, Dr. Brothwell, interim executive director of SPH, met with every faculty and staff member of SPH to discuss their ongoing engagement in the delivery of the public health programs currently housed in SPH. Transfers of SPH faculty to their new academic homes will follow the process outlined by the USFA Collective Agreement.

Academic programs will go on uninterrupted and students will continue to be actively recruited into the public health programs currently housed in SPH. (101 students are currently enrolled in SPH programs, 26 enrolled in 19/20.)

TIMELINE AND NEXT STEPS:

Governing Body	Notice of Motion	Request for Decision
Board of Governors	Oct. 8, 2019	June 23, 2020
University Council	Oct. 17, 2019	March 19, 2020
Senate	Oct 26, 2019	April 25, 2020

ATTACHMENTS:

1. Relevant sections of *The University of Saskatchewan Act 1995*
2. Report on the new vision for public health programming
3. Letter of support from academic programs committee

Attachment 1

Relevant sections from the *University of Saskatchewan Act 1995* for the disestablishment of a school are as follows:

(61)(1)(e) The **council** may... where it considers it appropriate on academic grounds, authorize the board to provide for... (ii) the disestablishment of any college, school, department, chair, endowed chair, or institute...

62(3) Notwithstanding any other provision of this Act, the following decisions of the Council are to be reported to senate at its next meeting and are not to be implemented until either the **senate** confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier:... (c) a decision to authorize the disestablishment of any college, school, department, chair, institute or endowed chair.

(49)(1)(l) The **board** may... provide for the disestablishment of any college, school, department, chair, endowed chair or institute (i) if authorized by the council on academic grounds...

Attachment 2 - REPORT ON THE NEW VISION FOR PUBLIC HEALTH PROGRAMMING

Executive Summary

The original vision of the School of Public Health (SPH) at the University of Saskatchewan (USask) was to be recognized locally, nationally and internationally as a leader in public health education, discovery and collaborative partnerships. Its mission was forward thinking: to engage in interdisciplinary teaching, research and practice to improve the health outcomes of the people of Saskatchewan, Canada and the world. The school's faculty and students, in collaboration with university and community partners, [was to] build on the unique features of Saskatchewan to offer programs of teaching, learning, and research." Unfortunately, the plans for the school's design and infrastructure were never fully implemented to support its vision and mission and as a result the school has struggled.

The SPH will be disestablished as an academic administrative structure through appropriate governance processes with Council, Senate and Board. Upon Council's authorization and approval of the disestablishment, confirmation will be sought from Senate. With the completion of these steps, the authorization of Council is elevated to the Board, who holds the ultimate authority to provide for the disestablishment of the school. Through this process, SPH will no longer exist as a structure, however, the university's commitment to continue to be a centre of excellence in all areas relevant to public health will be retained in favour of a new way of delivering and enhancing public health. For this purpose, the faculty, staff and all current public health programs will be retained.

The disestablishment of the school points to the difficulties and shortcomings in establishing and implementing the school that was initially envisioned, however it also speaks to the accomplishments made in public health programming. The university has made, and will continue to make a commitment to programming in public health, but as a university, we need to keep moving forward. The university's commitment to public health has evolved and matured to the point where we need a new mechanism to move to the next step. The school is no longer the conduit to achieve that goal.

As a university, we have the fortitude and obligation to review, analyze and make decisions to strengthen and support the success of interdisciplinary public health programs that will best advance our programming to fit the needs of our province and tap on the unique features of our campus. We will redesign the existing model and consider a new platform whereby multiple units collaborate on interdisciplinary, inter-professional, inter-college public health programs. The vision of this new platform will take time to develop and enact.

In the interim and until its final disestablishment, the SPH will go through a period of transition. The dean of the College of Dentistry, Dr. Doug Brothwell, will act as interim executive director of the School and will have institutional responsibility for the faculty, staff and programs currently housed in SPH. A Public Health Task Force has been established to recommend to the provost the appropriate interdisciplinary structure(s) and platform for the university's public health programs going forward.

Context and Background: Establishment

The SPH was established in May 2007. The school was to draw upon a large faculty complement from across the Health Sciences to create a vibrant research community and promote innovative interdisciplinary approaches to knowledge creation, synthesis and exchange beyond what might be attained by any individual department. The school was to bring together a number of outstanding research centers and initiatives in a manner not previously possible and with greater alignment of academic strengths than any other university in Canada (School of Public Health Steering Committee, 2007).

The school's mandate was to create a national and international centre of excellence in interdisciplinary education and research in the areas of: 1) Vaccinology and Immunotherapeutics; 2) Veterinary public health; 3) Agricultural and rural public health; 4) Aboriginal peoples' health; and 5) Socio-behavioral health. Ultimately, six new graduate programs were established including a Masters of Public Health (MPH), an MSc in and PhD in Biostatistics, a PhD in Epidemiology, and an MSc and PhD in Vaccinology and Immunotherapeutics.

Amongst other things, the initial proposal called for the creation of a large faculty complement comprised of: new joint appointments to the school (new faculty to be recruited) with academic homes in the other existing colleges; existing faculty positions that were also to become joint appointments; associate and adjunct appointments from related departments and external agencies respectively. For example, the College of Medicine departments of Community Health and Epidemiology (CH&E), Psychiatry, and the Canadian Centre for Health and Safety in Agriculture (CCHSA).

It was anticipated that at least 15 new faculty positions would had been required to achieve the necessary complement for accreditation with the US based Council on Education for Public Health, and that those positions would be filled over a time frame of 10 years. However, the plans to approximate a large faculty complement did not come to fruition. In actuality, the school became the academic home and the appointment location, diverting from the original idea, an approach that also factored in and impacted the struggle of the school.

Reviews of the School

Since its establishment, the school has been the subject of five reviews, the last of which suggested the school's status as a free-standing entity should be re-evaluated in 2018. After significant consideration, the provost and vice-president academic determined that while it is important that we retain the programs and the faculty and staff supporting them, it is no longer feasible to maintain the school in its current form. This requires that we rethink how to carry and advance the university's commitment to public health further, and differently.

As noted, since the establishment of SPH, it has been the subject of five formal reviews:

1. A report on facilitation around the University of Saskatchewan School of Public Health. (Thompson, 2010).

2. Consultation Report on the Development of the School of Public Health. (Goel & Wilson, 2011).
3. A review of the teaching and learning environment and student experience in the School of Public Health. (Scoles & Steele, 2012)
4. School of Public Health: External Review Report. (Aronson, Janes, Virnig, & Tyler, 2015)
5. University of Saskatchewan School of Public Health Task Force Report. (Berry, et al., 2016)

The reports contained a number of recurrent themes. In particular, the school lacked a critical mass of faculty to achieve the original vision and deliver on a robust program of collaborative research programs. There was also an inability to integrate the school and one of its main building blocks, i.e. CH&E, and that SPH had drifted away from the original mission and vision.

The leadership of the founding executive director appointed to the school placed a priority to pursue the accreditation of the program with the Council of Education for Public Health (CEPH) and worked to grow the MPH program rapidly. This growth was not commensurate with the growth of the faculty. The push for accreditation, coupled with rapid enrollment growth in the program placed significant teaching loads on the small faculty complement supporting the school. Concerns about the academic quality of the program and the student experience were raised and a number of complaints were lodged with the College of Graduate and Postdoctoral Studies (CGPS).

Transition

In the 2016 USask School of Public Health Task Force Report (Berry et al., 2016), the recommendations laid out an eight-point action plan for how the school could address the challenges that it faced. In February of 2016 Interim Provost Ernie Barber wrote to the faculty and staff of the school to share the task force's report, a provided a summary of findings and the list of recommendations. The first of those recommendations was that:

"The School of Public Health should remain a distinct, free-standing academic and research entity, with re-evaluation of this status within two years. If at the end of the evaluation period the School has failed to meet designated targets, it should be disbanded and programs dispersed to other units."

In the fall of 2018 the faculty shortages that had plagued the school since its inception continued and there was no pathway for the school to achieve the large faculty complement that was critical to its success. The school also continued to operate in a precarious financial position. Taking these and other factors into consideration, Provost Anthony Vanelli proposes to dissolve the school noting that the designated targets have not been met and accentuating that the structures established to enable the school's success did not work as it was hoped that it would.

In spite of this dissolution the programs offered by the school are important for the university and our province and will be retained as graduate programs offered through the College of Graduate and Postdoctoral studies, with institutional responsibility in the

College of Dentistry. The disestablishment of the school and the transition required to bring the process to its final conclusion will not result in any job losses for faculty or staff nor in program changes for the students.

In recognition of the outcomes and recommendations of the reviews conducted, and in acknowledgment that the structures and resources established did not enable the school's success, the provost recommends the disestablishment of the school as an academic administrative entity. Faculty will transition to other academic homes in existing colleges, while retaining the commitment to continue their contributions to the public health programs. The programs and associated support staff will also be transitioned to a new platform that will better align and support the university's commitment to public health within the interdisciplinary health sciences model. In the interim, and through this transition, the College of Dentistry will have institutional responsibility for the public health programs currently in the School of Public Health.

Renewal

In terms of leadership, the provost is the executive sponsor for the restructuring of interdisciplinary public health programming at USask, and is responsible for the disestablishment of the SPH. Leadership of SPH during this process and the transition stage will be provided by the dean of Dentistry as the interim executive director of SPH. The dean of Dentistry will have institutional responsibility for the programs. An advisory task force to the provost and vice-president academic was established in April 2019 to support the mid- and long-term reorganization of interdisciplinary public health programs at the university.

The mandate of the task force is to inform the strategy for the reorganization of the public health programs to ensure the ongoing and augmented success of interdisciplinarity in the health sciences at university. The goal is to avoid the creation of new barriers, and to learn from the challenges and opportunities that were presented in the last decade of the school's operations. In addition to the internal expertise the task force will provide, external expertise and advice will also be sought from comparable institutions as well as external partners and agencies. We know for instance that the University of British Columbia, McMaster University, and the University of Manitoba have put immense effort into their redesign of the integration of health sciences.

During the transition, all current and future students enrolled in public health programs will continue without interruption. All students will continue to be enrolled in CGPS, with their progress in the programs administered by the College of Dentistry. The university will continue to offer and actively recruit students into public health programs. We also know, however, that it may be difficult for faculty to recruit thesis-based graduate students during this time of uncertainty.

Current staff in the SPH supporting the programs will report to the interim executive director of SPH. SPH faculty will also report to the interim executive director of SPH until their transfers are finalized. Transfers of SPH faculty to their new academic homes will

follow the process outlined by the Collective Agreement with the University of Saskatchewan Faculty Association (USFA) and will be completed by December 2019. Updated letters of appointment documenting the details of the transfers confirming the new academic homes and ongoing commitment to the public health programs will be issued in accordance with the requirements of the USFA Collective Agreement.

During this transition stage, and until the permanent platform and structure for the public health programs is established, the interim executive director will negotiate and coordinate with the health sciences deans the contributions transferred faculty will continue to provide to the programs. The coordinated approach will also assist in determining what additional faculty support is required for the successful delivery of the public health programs. The provost will approve these agreements.

Permanent reallocation of resources to redesign and support of public health programs will follow the decisions made under TABBS/RCM for the support of interdisciplinarity at the university.

Summary

In summary, the disestablishment of SPH as an academic entity will follow the appropriate governance process with Council, Senate and Board. The university's vision for public health programs currently in SPH remains unchanged, but will be delivered under a different structure. The short-term strategy involves moving institutional responsibility for public health programs currently under SPH to the College of Dentistry. The public health programs will continue uninterrupted. The transition plan involves aligning the faculty and staff, programs, and resources to support the new structure and platform for the administration and delivery of public health programs. No faculty or staff will lose their jobs as a result of this change.

The long-term plan for aligning current public health programs with the university's strategic plan and vision for interdisciplinary health sciences will be developed by a task force, chaired by the provost and vice-president academic.

With the *USask Plan 2025* now in place, the original bold vision and mission under which the school was initially designed can be strengthened and better realized by revisiting the structures supporting the way that public health fits and works within an interdisciplinary health sciences model.

Works Cited

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- School of Public Health Steering Committee. (2007, 05 9). *School of Public Health: Proposal to University Council*.
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MEMORANDUM

TO: Tony Vannelli, Provost and Vice-President Academic
Darrell Mousseau, Chair, Planning and Priorities Committee

Cc: Jacquie Thomarat, Associate Secretary, Academic Governance

FROM: Ryan Brook, vice-chair, academic programs committee of Council

DATE: October 3, 2019

RE: **Disestablishment of the School of Public Health**

Thank you, Dr. Vannelli, for attending the academic programs committee on October 2, 2019 to discuss the proposed disestablishment of the School of Public Health. The committee appreciates the opportunity to review the proposal and to provide input.

The committee was pleased to hear that the academic programs will be maintained and appreciated the efforts that will be made to strengthen the existing programs and to build better links to undergraduate programming across the university. A discussion occurred about program accreditation, both now and going forward. The committee is hopeful that the ultimate goal of the Master of Public Health program achieving North American accreditation is realized with the new anticipated administrative structure that will support the academic program and was pleased to hear that work is currently underway to ensure the program maintains its current accreditation.

Members at the committee asked if there were any concerns about the optics of the disestablishment, given some of the history surrounding the School of Public Health. Your frank answer about the need for a change in delivery model to better serve the academic programs was well received by committee members.

The committee urges all those involved with this disestablishment to ensure that students currently enrolled in academic programs offered through the School of Public Health are kept informed of changes and that the quality of their programs and the value of their degrees are maintained throughout this change. The committee recognizes the amount of consultation that has already occurred on this point.

The academic programs committee is supportive of this disestablishment and, again, is pleased that the academic programs are being maintained.

Report from Council

FOR CONFIRMATION

- PRESENTED BY:** Jay Wilson, Chair of Council
- DATE OF MEETING:** October 26, 2019
- SUBJECT:** *Fostering Tomorrow's Leaders: The Learning, Teaching and Student Experiences Plan* and Enrolment 2025 targets.
- DECISION REQUESTED:** It is recommended that Senate confirm Council's decision to approve the University of Saskatchewan's enrolment goals to 2025, as presented in *Fostering Tomorrow's Leaders: The Learning, Teaching and Student Experiences Plan*.

PURPOSE:

The purpose of the plan, *Fostering Tomorrow's Leaders: Learning, Teaching and Student Experiences*, is to lay out the vision for Learning, Teaching and the Student Experience at the University of Saskatchewan over the next six years to 2025. This document is designed as an institution-wide plan intersecting with all academic and administrative units.

SUMMARY:

The LTSE plan interweaves the core areas teaching and learning, student experience, and strategic enrolment management. Embedded within the LTSE Plan are the enrolment goals for the university, mapping the growth the university seeks out to 2024-25. Thus, the goals around enrolment growth are articulated within and across each commitment area and do not stand in isolation. The enrolment goals are detailed in the companion document, Appendix A.

This plan draws on foundational principles and documents including (but not limited to) the University Plan 2025, our Learning Charter, the International Blueprint, the Wellness Strategy, and Building Reconciliation. This plan articulates how we will create teaching, learning and student experiences that develop our future learners, professionals and leaders.

Leadership within the portfolios of Teaching, Learning, and Student Experience (TLSE) and the College, of Graduate and Postdoctoral Studies (CGPS) developed the areas of focus. Importantly, these commitments and goals were informed by plans from all colleges and schools, and were further shaped and refined through extensive consultation with units across campus, our governing bodies, our senior leaders, and our student leaders.

The plan includes measureable pursuits to ensure that we can assess our success in achieving our goals. The plan ends with our aspirations. In 2025, we will know that we realized the vision of the plan when these aspirations become our reality. The plan will come to life through the college, school, and administrative unit plans, and development of an implementation plan for the TLSE that will become a road map by clearly identifying priorities and strategic outcomes.

The enrolment goals were developed through one-to-one consultations with all colleges and schools. The goals include not only the desired numbers of undergraduate and graduate students, but also diversity goals for the university as a whole. All goals are realistic and based on strategic growth in areas of study.

ATTACHMENTS:

Fostering Tomorrow's Leaders: Learning, Teaching and Student Experience including Appendix A: Enrolment 2025

Fostering Tomorrow's Leaders: **Learning, Teaching and the Student Experience**

2019 - 2025



UNIVERSITY OF
SASKATCHEWAN

Our Context

In 1907, the creation of the University of Saskatchewan was inspired by the desire to be “a world-class university”.

One hundred and ten years later, we have reconfirmed our vision “to be the university the world needs”. Through our history, we had a “sense of place”. We continue to honour our prairie roots and acknowledge that we are on Treaty 6 territory and the homeland of the Métis. We have a proud history of discovery and confronting problems of local and global importance. Student

learning and success have been the foundational building block for our services and programs, and we consistently endeavor to enhance the quality of USask student experiences. We reconfirm these commitments. In a time of rapid change, and a new digital reality, we plan to foster learners that have the passion, respect, drive and creativity to be tomorrow’s leaders.

To be the University the world needs, we must think about our next generation. We must think about the interconnectedness of our societies, our economies, and our ecosystems in a world that is increasing automated, globalized and complex. We need to prepare learners for jobs still unimagined. We must provide the learning environments, supports and experiences that foster lifelong learners who are creative, adaptable, critical thinkers with the empathy and resilience to solve local and global challenges.

The title of this plan – *Fostering Tomorrow’s Leaders* – speaks to a core role of the University, teaching and learning. This plan draws on foundational principles and documents including (but not limited to) the University Plan 2025, our Learning Charter, the International Blueprint, the Wellness Strategy, and Building Reconciliation. This plan articulates how the university will create teaching, learning and student experiences that develop our future learners, professionals and leaders.

To foster our future leaders, we need to model and inspire traits of respect, honesty, commitment, passion, accountability, collaboration and creativity. We acknowledge that there are times to lead and times to support. We recognize that leadership stems from social influence, and as such, we are all learners and leaders. We will foster the mind-set and the skill-set to develop the capacity to lead, and the humility and knowledge to understand when to lead and where to support.

As we implement this plan, a spirit of generosity and integrity grounds us. We are driven by the desire to offer a university experience where people can learn, create and grow in the context of inclusion and respect. We are inspired by the vision to develop learners that have the competencies needed to address challenges of local and global importance.

We will foster tomorrow’s leaders.

Our Strategy

There is a braid that ties us together as we move

forward. Student experiences, strategic enrolment management, and teaching and learning are the strands that unite our work. This braid acknowledges that we are stronger when we work together and offers us the flexibility and courage to focus.

Five key commitments are advanced and championed within this plan.

1 | Enhancing and aligning systems, structures and processes.

We will reexamine and modify our systems, structures and processes as the key tool for growth.

2 | Sharing our stories and celebrating our successes.

We seek to honour our history, share our stories, and celebrate our successes.

3 | “Walking the talk” of reconciliation.

We will intentionally contribute to a sense of belonging, resilience and achievement for all.

4 | Co-create a climate of inclusion, empowerment and support.

We will create learning environments that recognize the whole person.

5 | Preparing learners the world needs.

We will advance the development of core skills and enable lifelong learning.

Collectively, these five commitments will empower us to foster tomorrow’s leaders with the humility and generosity to respond to change, and with the integrity to focus our energy.

Our Commitments

1 | Enhancing and aligning systems, structures and processes.

We will reexamine and modify our systems, structures and processes as the key tool for growth.

To enable growth, to support students and to continuously innovate, we must get our systems, structures and processes in order. To respond to changing economic, environmental and societal needs, we must have flexible structures that support collaboration. To effectively work across our institution and our communities, we must have systems that enable connectivity. To support the diverse needs of our students, we must have processes that respect those they serve. To enhance the quality of our student experiences, our ability to attract and retain students, and our commitment to quality teaching and learning, we must align these systems, structures and process. This alignment will provide the foundation upon which we will build, grow and achieve.

To achieve our institutional commitment to “boundless collaboration” we must reduce barriers that negatively impact our students’ experiences and our ability to attract and retain our learners, and our desire to transform learning. To support the academic and engagement goals of our colleges and schools, we must seek solutions that support partnerships and mitigate challenges of distance: virtually and physically. We must create safe and sustainable environments that embolden collaboration and acknowledge the diversity of need.

Enhancing and aligning systems, structures and processes require us to focus on three goals:

- **Leverage technologies.** We will optimize existing and new technologies to enhance our academic and student experiences. We will create a sustainable environment for our learners, our teachers and our decision makers by reducing redundancies and optimizing space. We will support data-informed decisions and contribute to a culture of accountability and transparency.
- **Streamline processes.** We will enhance service by simplifying processes and reducing bureaucracy. We will develop inclusive processes that recognize the whole person and the diversity of our student needs. We will ensure that our processes are created in partnership, work for the user, and are clearly communicated to students, staff and faculty, and community partners.
- **Optimize resources.** We will seek sustainable, flexible solutions that enhance the quality of our programs and services. We will grow strategically in response to need and capacity. We will cultivate a culture of respect that enables faculty, staff and students to fulfill their potential.

The following five pursuits will demonstrate our success in enhancing and aligning systems, structures and processes:

- Measurable and effective use of our resources, including our spaces, our people and our finances, to create sustainable supports, learning environments and services.
- Measurable reductions in “red-tape” by streamlining, clarifying, communicating and simplifying academic and student policies and processes across the institution through collaboration and partnership.
- Strategic growth in new academic programs designed to meet the economic, environmental and social needs of our communities and in existing programs with capacity.
- Measurable improvements in our level of student and staff engagement and satisfaction at the unit and institutional levels.
- Investing in and enhancing our virtual infrastructure to align with our strategic priorities, increase efficiencies and transparency, and create timely, integrative, flexible and user-friendly systems, policies and technologies.

2 | **Sharing our stories and celebrating our successes.**

We seek to honour our history, share our stories, and celebrate our successes.

To be globally recognized, we must share our stories. We must do so with respect, humility, and with a sense of boldness that showcases our achievements, our potential and our impact on the world. We seek to highlight stories of the incredible resiliency and resourcefulness of our communities, the creativity and curiosity of our learners, and our ability to work together to solve problems of local and international importance. We will celebrate our success in ways that reflect our diverse communities, build a sense of pride and belonging, and inspire our future leaders and learners. We will share our achievements in ways that demonstrate our responsiveness, our deep commitment to reconciliation and the quality of our student experiences.

To enhance our institutional commitment to “inspired communities,” we will highlight and celebrate the national reputation of our programs, schools and colleges. We will distinguish our graduates as well-rounded learners ready to tackle issues and challenges of global importance. We will recognize success, in our people and programs. We will elevate our profile and attract talent to our campuses.

Sharing our stories and celebrating our successes requires us to focus on three goals:

- **Amplify value.** We will showcase our strengths, successes, aspirations and the impact of our work. We will tell stories about the quality of our student experiences, and we will celebrate our teaching and learning achievements with a sense of humility and pride.
- **Build community.** We will cultivate a sense of community spirit within and beyond our institutional walls. We will enhance a sense of belonging for our learners near and far. We will be seen as a first-choice partner that fosters reciprocal learning opportunities and experiences. We will grow our international partnerships and exchanges to attract students and offer diverse experiences for our learners.
- **Respond to need.** We will anticipate and plan for the emerging needs of our learners. We will shift priorities to meet the needs of public partners, Indigenous communities, industry and government by remaining responsive and open to feedback. We will actively engage with our collaborators to enhance the well-being of our diverse learners and our communities.

These five pursuits will demonstrate our success in sharing our stories and celebrating our successes:

- Global recognition as a pre-eminent institution whose graduates create positive change in the world as demonstrated by our rankings, visibility and public perceptions.
- Measurable growth in undergraduate and graduate student numbers (see Appendix A), the diversity of our student body across all colleges, schools and campuses.
- Strengthening relationships with alumni, government agencies, industry, professional associations, universities, and Indigenous communities at the local, national and international level.
- Enhancing global community through focused internationalization efforts including increased number of study abroad opportunities, student participation and professional development opportunities at home and abroad.
- Reflecting community need through enhanced program offerings, conferences, and experiential learning opportunities with greater student participation and engagement.

3 | **“Walking the talk” of reconciliation.**

We will intentionally contribute to a sense of belonging, resilience and mastery for all.

To achieve our collective goal of reconciliation, the university must lead and support with respect. We must consistently and tirelessly demonstrate our deep commitment to changing for and with our communities inside and beyond our institutional walls.

We will continue to be intentional about decolonization as we come together in a university community of lifelong and lifewide learners. Our heartfelt value of diversity must be openly expressed and run through all of our processes, structures and experiences to ensure that we become a university that lives out intercultural competency. As we collectively realize this commitment, the university environment will be enriched for us all.

Our University has explicitly and repeatedly stated its bold and unwavering commitment to reconciliation. Our relationships with Indigenous communities have shaped who we are and who we want to be. We will embrace, inspire and celebrate Indigeneity in our teaching and learning. We will respectfully collaborate with Indigenous communities to revise and introduce programming that is grounded in Indigenous worldviews. We will create safe and welcoming spaces and learning pathways that support success for all our learners.

Walking the talk of reconciliation requires us to focus on three goals:

- **Commit to reconciliation.** Reconciliation will be at the forefront of all we do. Our programming, our policies, our practices, our traditions, and our celebrations will respect Indigenous worldviews. We will ensure that all people are invited in to be active and essential participants in reconciliation. Our graduates will leave our institution with an understanding of Indigenous worldviews.
- **Uplift Indigenous learners.** We will enrich our learning and teaching environments to position Indigenous students for success. We will develop, decolonize and ground our learning activities in ways that are culturally relevant, adaptive and responsive. We will clear pathways of intentional and unintentional barriers, and ensure there is access to inclusive supports and services that facilitate engagement and relationship building. Students will feel safe, feel they belong, and have voice.
- **Cultivate opportunities to learn and unlearn.** We recognize our responsibilities to one another and accept different Knowledges and understanding into our learning experiences. We will offer high quality programs that foster reciprocal learning processes that are individual, co-constructed and experimental. We will support students and educators to enter into active and engaged learning opportunities that are respectful, dynamic, and continue to change as our University moves forward.

These five pursuits will demonstrate our success in walking the talk of reconciliation:

- Measurably enhancing student experiences that demonstrate feelings of engagement, safety, and a deepened understanding of Indigenous worldviews.
- Enhancing recruitment, and the development of ongoing supports, that contribute to student growth and degree completion for Indigenous students, especially in our graduate programs.
- Developing and implementing a Northern strategy that reflects and responds to local and international needs and enables “learn where you live” opportunities for life-long learners across our province.
- Creating new and enhanced academic programming and learning activities, across all programs, that are grounded in Indigenous worldviews that incorporate learning outcomes connected to Indigenous Knowledges and that are responsive to changing needs of our communities, our learners and our educators.
- Enriching practices, ceremonies, and processes that reflect Indigenous cultures in meaningful ways.

4 | **Co-create a climate of inclusion, empowerment and support.**

We will create learning environments that recognize the whole person.

We are committed to thinking deeply and intentionally about wellness. We aim to create a learning environment that, despite differences in background and stages of life, is inclusive and supportive. We want to create and live in a university community that cares for each other, our learners and educators,

individually and collectively, regardless of the physical location of the campus. We believe that learning is about the whole person and that a supportive environment can uplift people to fulfill their potential. We intend to enhance and maintain wellness, while at the same time mindfully adopt practices that reduce intentional and unintentional harm. We strive for an internationalized learning environment that reflects our diversity, our genuine appreciation for one another, and enables a strong sense of belonging and community.

Our University holds dear the conviction to Embrace Manacihitowin (respect one another). We are committed to acknowledging and celebrating diversity, and supporting the learning and practice of cultural competencies and international experiences. Collectively, we will ensure that our real and virtual spaces are user-focused, safe, accessible and inclusive and contribute to a vibrant, supportive campus climate. Collaboratively, we will develop frameworks and services that are flexible and responsive to the changing needs of our diverse learning communities and lead to positive change and connection.

Co-creating a climate of inclusion, empowerment and support requires us to focus on three goals:

- **Cultivate inclusion.** We are driven by the desire to offer a university experience where people can learn, create and grow in the context of diversity. This calls us to seek and achieve diversity in our people, our academic programs and our services. We will attract a diverse international student body, and we will co-create learning opportunities that lead to an informed community of global citizens.
- **Honour the whole person.** We acknowledge and support all aspects of wellness. We will cultivate a culture of empowerment, respect and care. We will intentionally seek out and resolve processes that cause unintentional harm, and establish an environment that promotes the health and well-being for all who study at our campuses.
- **Enhance retention/completion.** We will support students at the right time in the right way. We will develop, implement and strengthen flexible, learner-focused structures and programs that support students throughout the learning and development cycle. We will enable students to fulfill their potential through the development of comprehensive retention and completion strategies and services that are accessible and inclusive. We will welcome lifelong learners back to our campuses.

These five pursuits will demonstrate our success in maintaining a climate of inclusion, empowerment support:

- Increasing levels of students' self-reported engagement in their learning and university experiences as demonstrated by changes over time and in comparison to other U15 institutions.
- Enhancing retention, where appropriate and needed, across the university and growth in graduation rates across our campuses
- Enhancing self-reported levels of student mental health and well-being, curricular change to enable positive mental health, and the expansion and effectiveness of health promotion activities and supports across our campuses.
- Increasing the percentage of students participating in experiential learning and education abroad opportunities, especially for Indigenous students, and increasing participation in learning activities by visiting scholars.
- Measurably increasing the number of courses with learning outcomes reflecting international and cross-cultural knowledges and experiences, as well as growth in the number of extracurricular activities that foster intercultural understandings.

5 | **Preparing learners the world needs.**

We will advance the development of core skills and enable lifelong learning.

To foster the creativity, empathy, curiosity and resilience needed to tackle the challenges associated with our digital age and our changing and uncertain future, learning must be a lifelong pursuit. We must prepare learners for jobs yet to be imagined, and create a learning environment that enables continuous retraining, retooling and relearning. We need to provide our learners with core skills and competencies, and give them the ability, confidence and courage to apply that learning in different situations and contexts. We need to develop and support active and responsive learning activities, curricular and co-curricular, that provide our learners with opportunities to experiment and develop the human lens needed to solve the problems of today and those of tomorrow.

The University Plan challenges us to enrich disciplines and embolden partnerships. Our college and school plans offer numerous and rich opportunities for curricular change and growth. These new programs and courses defy distance, respond to community needs, and bring together expertise across our campuses and around the globe. There are brand new programs in emerging fields, there are experiential learning opportunities, and there are value-added certificates and non-credit opportunities. The foundation of all these enhanced learning activities is our commitment to quality.

Preparing learners the world needs requires us to focus on three goals:

- **Enrich teaching.** We will maintain and enhance respectful and inclusive learning environments and leverage technologies to support the learning of all students. Our teaching will enable the development of forward-looking core competencies and skills that our students can identify, develop and articulate. We commit to exemplifying learning by engaging in meaningful reflection and professional growth, embodying the spirit of curiosity, broad thinking and lifelong learning.
- **Enhance quality.** We will engage in ongoing and transparent quality enhancement including curricular renewal, sharing our successes, and opportunities for growth. We will enhance or develop programming that meets current and future societal needs, and align learning outcomes, instructional activities and assessment. We will provide access to and utilize innovative learning technologies to support our aspirations in teaching, learning and ongoing enhancement. We will grow our enrolment strategically to ensure programs and people are appropriately resourced and supported.
- **Enable transformative learning.** We will enhance and expand opportunities for active and practice-based learning including interdisciplinary, experiential, and work integrated learning. We will create flexible pathways for learning and support students' development and articulation of the knowledges, understanding, skills, and attributes laid out in our Learning Charter.

These five pursuits will demonstrate our success in preparing learners the world needs:

- Enhancing graduate outcomes, including students' self-reported development of core skills through their university experience, feelings of preparedness, and employment that utilizes their skills, as demonstrated by our own reports and measures and those of the province.
- Enhancing teaching practices, including renewed assessment practices, as evidenced by faculty reports of practice, attitudes to teaching, and perceptions of the teaching climate, as well as feedback from students indicating their course experiences here contributed to their learning.
- Consistent and ongoing quality enhancement of graduate and undergraduate learning opportunities through regular assessment of courses and programs by educators and leaders, and the resultant curricular renewal and co-curricular development.

- Strategic credit and non-credit programming development that embraces strategic priorities including interdisciplinarity, internationalization, Indigenization and the development of core skills in response to societal need, and enhanced flexibility and mobility for an increased number of students.
- Increasing number of, and access to, experiential and practice-based learning opportunities, including work integrated learning, and resulting growth of students, particularly Indigenous students, engaging in these opportunities.

Our Aspirations for 2025

Together, we will create learners who are prepared and able to address issues of local and global significance.

The University of Saskatchewan is ready to transform our teaching and learning environment through innovation, partnership and a commitment to excellence. We are ready to uplift all learners by

integrating reconciliation into each and every aspect of what we do. We commit to ongoing examination of and reflection on our practices, and will continually enhance our approach as we learn from, and grow with, our colleagues and students. We see our learners from a holistic perspective that respects individual needs and collective well-being. We are prepared to foster leaders the world needs.

We are at a pivotal moment in our history. We are living in a digital age, and experiencing a rise of technology and automation that is changing the world in which we live and work. As the world changes, so must we.

It is with this sense of exceptional possibility that we aspire to be the change we want to see. Four aspirations will guide and encourage our work over the next six years. These aspirations reflect our spirit of generosity and integrity, and our desire to foster respectful and creative leadership.

We will know that we have achieved our goals when the following hopes are realized:

- **Empowered learners.** We aspire to develop lifelong and lifewide learners that have the humility, conviction, skill, resilience and respect to forge new paths.
- **Transformative learning.** We aspire to create, and recreate, learning opportunities that respond to emerging needs and opportunities at the local, national and international level.
- **Global competencies.** We aspire to develop learners who deeply value diversity and collaboration, and have the fundamental competencies and skills to tackle global problems yet to be imagined.
- **Inspirational leaders.** We aspire to create role models and mentors who build community, and reflect the University of Saskatchewan with pride and humility.

The University of Saskatchewan will be known for its graduates. We will be internationally recognized as a university with exemplary academic programming and unparalleled student experiences. Our future leaders will distinguish us, and renew our commitment to foster tomorrow's leaders.

Fostering Tomorrow's Leaders: Learning, Teaching and the Student Experience

APPENDIX A

Enrolment 2025

Overview of 2025 Enrolment Goals

- The goal for U of S strategic enrolment growth is set at an annualized enrolment of approximately **29,316 by 2025**. This represents an **increase of 4,392 students (17.5%) from the 2017-18 baseline**. A portion of this targeted growth (18%) was achieved through an increase of 779 students in 2018-19.
- Undergraduate enrolment will make up approximately 78-79% of our student population; graduate enrolment will make up approximately 16-17% of our student population with smaller enrolments for non-degree and post-graduate student activity (~5%). These proportions represent a steady state of the distribution in our student population.
- The university has set diversity targets for the university as a whole in the areas of Indigenous and international students.
 - **Indigenous students:** Undergraduate 15% and Graduate 10%
 - **International students:** Undergraduate 10% and Graduate 35%
- Following an extensive period of consultation with each college and school, projected enrolment figures show that a growth goal exceeding 28,000 students for the university as a whole is attainable by 2025. In the tables that follow, enrolment is illustrated at a university level (Table 1) as well as within each college for undergraduate (Table 2) and graduate (Table 3) enrolment. The values in these tables are reflective of consultations undertaken up to the end of the Spring of 2019.
 - It is important to note that the enrolment goals described in Appendix A: Enrolment 2025 surpass the original planning parameters set out and discussed at University Council and Senate in the Spring of 2019. That is, in the initial high-level planning, it was projected that the University would grow to 28,000 students by 2025; however, more detailed planning driven by the colleges and schools has yielded a slightly higher predicted enrolment growth.
- The projected distribution of student enrolment as of 2024-25 will be as follows:

Undergraduate	23,094
Graduate	4,770
Non-Degree	900
Post-Graduate	552
Total	29,316

TABLE 1 | BASELINE, PROGRESS AND ENROLMENT GOALS FOR THE UNIVERSITY AS A WHOLE

Level	Baseline (2017-18)	Progress to Goal (2018-19)	Goal (2024-25)
Undergraduate	19,466	20,088	23,094
Graduate	4,164	4,337	4,770
Non-Degree	745	769	900
Post-Graduate Clinical	549	509	552
Total	24,924	25,703	29,316

TABLE 2 | BASELINE AND PROJECTED UNDERGRADUATE ENROLMENT GROWTH BY COLLEGE

College	Baseline (2017-18)	Goal (2024-25)	Change
Agriculture and Bioresources	1,351	1,417	66 (5%)
Arts and Science	9,414	10,814	1,400 (15%)
Dentistry	117	142	25 (21%)
Education	1,691	2,422	731 (43%)
Edwards	1,982	2,725	743 (37%)
Engineering	1,675	2,037	362 (22%)
Kinesiology	571	813	242 (42%)
Law	417	417	-
Medicine	408	408	-
Nursing	1,043	1,043	-
Pharmacy and Nutrition	434	501	67 (15%)
Western College of Veterinary Medicine	333	350	17 (5%)
Other	30	5	-
Total for all colleges	19,466	23,094	3,628 (19%)

TABLE 3 | BASELINE AND PROJECTED GRADUATE ENROLMENT GROWTH BY COLLEGE

College/School	Baseline (2017-18)	Goal (2024-25)	Change
Agriculture and Bioresources	327	362	35 (11%)
Arts and Science	1,004	1,214	210 (21%)
Dentistry	0	33	33 (-)
Education	602	773	171 (28%)
Edwards	259	304	45 (17%)
Engineering	504	504	-
Kinesiology	46	46	-
Law	25	25	-
Medicine	334	354	20 (6%)
Nursing	132	148	16 (12%)
Pharmacy and Nutrition	81	65	-16 (-20%)
School of Environment and Sustainability	137	186	49 (36%)
School of Public Health	170	170	-
School of Public Policy	190	226	36 (19%)
Western College of Veterinary Medicine	153	160	7 (5%)
Other (e.g. interdisciplinary programs)	200	200	-
Total for all colleges/schools	4,164	4,770	606 (15%)

Report of the Senate Executive Committee

FOR INFORMATION

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

DATE OF MEETING: October 26, 2019

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

SENATE ACTION: For information only

BACKGROUND:

The Senate executive committee met on June 14, 2019 and September 26, 2019, to discuss the items listed below. The following information is a report on the work of the Senate Executive Committee.

DISCUSSION SUMMARY:

Survey: recording of Senate meetings and remote attendance

Interim guidelines for recording Senate meetings were distributed at the April 2019 Senate meeting. More information was sought out through a survey of Senators. The survey was sent to Senators to gather opinions regarding remote attendance and audio recordings of Senate meetings.

The survey results were discussed at the June 14, 2019 executive committee meeting. As the response was small with only one-third of Senators responding, and as results did not indicate a clear preference, it was decided that at this time the guidelines would be amended only for clarity on the audio recording of the meetings. These amended guidelines are attached for your information.

Senate Forum update

The executive committee chose Judy MacMillan, Monica Kreuger and Susanne Berg to the Senate Forum Planning Committee. The planning committee met in July and September and decided to hold the forum on the topic of climate change. The forum is taking place October 16th.

Requests Received by Senate Executive

A request was received on April 25, 2019 from Rae Mitten and Larry Hubich requesting a motion to implement a discussion of revisions to the University of Saskatchewan Conflict of Interest Policy. The Senate executive committee denied this request as this process was already underway by the Conflict of Interest Working Group.

ATTACHMENT:

Guidelines for the Recording of Senate Meetings

UNIVERSITY OF SASKATCHEWAN SENATE

Guidelines for the Recording of Senate Meetings

1. The Office of the University Secretary will arrange for an audio recording to be made of each meeting of the Senate in order to support the drafting of accurate minutes. These recordings will remain under the control of the Office of the University Secretary.
2. Any member of the Senate may ask to listen to the recording, and the Office of the University Secretary will make arrangements for this to take place.
3. No digital copy of the recording of a meeting will be made or distributed. At the request of a member of the Senate, the Office of the University Secretary may provide a copy of a portion of the recording pertaining to an identified item in appropriate circumstances.
4. Once the minutes of a meeting have been approved by the Senate, the recording will be erased.

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY:	Peter Stoicheff Vice-chair, Senate executive committee
DATE OF MEETING:	October 26, 2019
SUBJECT:	Nomination to the Senate nominations committee
DECISION REQUESTED:	That Senate approve the recommendation of the Senate executive committee and appoint Michelle MacDonald to the Senate nominations committee for a one-year term beginning immediately and ending June 30, 2020.

SUMMARY:

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

At the April 2019 Senate meeting, Rhonda Gough was nominated to serve on the nominations committee but was not successful in the Spring election, leaving a vacancy to be filled.

ATTACHMENT:

Senate Nominations Committee Terms of Reference

Nominations Committee

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

(a) Membership

The Committee shall be composed of:

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

(b) Term

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

(c) Chair

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

(d) Duties and Powers

- (i) To recommend annually to the spring meeting of the Senate individuals for membership on the Executive Committee.
- (ii) To recommend annually at the spring meeting of Senate individuals for membership on, and chairs of other standing committees of Senate, and Senate representatives on other committees.
- (iii) To make appointments to standing committees of Senate and for Senate representation on other committees when vacancies arise between meetings of the Senate, and to report these to Senate at its next meeting.
- (iv) In the final year of the Chancellor's term, to recommend to the fall meeting of the Senate individuals for appointment to a joint nominations committee for Chancellor.
- (v) In the event of a vacancy in the office of the Chancellor or if it is known there will be a vacancy within the academic year, to recommend to the next meeting of the Senate individuals for appointment to the joint nominations committee for Chancellor.

- (vi) To receive nominations from the members of Senate and from the Executive Committee for members of the Board of Governors to be elected by Senate, and to present the nominees for election by the Senate, and to establish procedures for presenting background information on the nominees to Senators prior to the election.
- (vii) To nominate a roster of eight (8) members of Senate to serve for three years, from which members may be selected to serve on Boards for Student Discipline and Appeal Boards.
- (viii) To nominate two (2) members of Senate to serve on University Council pursuant to section 54(j) of the *University of Saskatchewan Act, 1995* as non-voting members for a one year term, renewable annually for up to two additional years to a maximum of three years.

UNIVERSITY OF SASKATCHEWAN
UNIVERSITY SENATE
ITEM FOR INFORMATION

PRESENTED BY: Marcel de la Gorgendière, chair of the Joint Senate Conflict of Interest Policies Review Committee

DATE OF MEETING: **October 26, 2019**

SUBJECT: **Interim report of Joint Conflict of Interest Policies Review Committee**

PURPOSE:

The University of Saskatchewan (USask) has a number of conflict of interest related policies. The purpose of this document is to provide an interim update from the joint committee of Senate, Council and Board, which is responsible for the review of these policies. The terms of reference for the review committee provide that this joint committee determine the scope of the review and report in October 2019 regarding the range of policies that would be under review. This update identifies issues for the Senate and sets the stage for the review work.

SUMMARY:

By way of background, at its meeting on April 21, 2018, the Senate agenda included a presentation from a panel consisting of representatives of Research Services and University Relations, a faculty member, and the university secretary. Following that session, Senate passed the following motion:

That Senate direct the Executive Committee and the Education Committee to formulate a proposal for a review of conflict of interest policies at the University of Saskatchewan through a committee composed of representatives of the three governing bodies and chaired by an experienced person from outside this university.

A Senate working group was then struck. Its mandate was to formulate a proposal for the review of the conflict of interest policies. Membership of the working group was selected from the Executive Committee and the Education Committee of Senate. Members of the Senate working group included: Leah Howie and Iain Luke, Education Committee representatives; Corinna Stevenson and Aidan Murphy, Executive Committee representatives; Beth Bilson, secretary; and Lesley Leonhardt, recording secretary.

In the fall of 2018, the working group met to draft the terms of reference for a Senate committee to review the university's conflict of interest policies. As a result of this work, on April 27, 2019, Senate approved the terms of reference for the Joint Conflict of Interest Policies Review Committee (attachment 1).

With respect to membership of the review committee, the terms of reference provided that there should be two members from each of the governing bodies, as well as an external person with expertise in governance and conflict of interest issues. The membership of the Joint Committee to Review the University's Conflict of Interest Policies includes: Marcel de la Gorgendière, John Rozdilsky (Senate representatives); Jason MacLean, Chris Willenborg (Council representatives), Joy Crawford and Grant Isaac (Board representatives), Merrilee Rasmussen (External expert, attachment 2), Beth Bilson, Jacquie Thomarat (recording).

On September 4, 2019, the committee met. Marcel de la Gorgendière was selected as chair. The scope for the review was considered. The committee determined that it would restrict the review to university-wide policies, notably the [Conflict of Interest Policy](#)¹ itself, the [Gift Acceptance Policy](#)², and the [Responsible Conduct of Research Policy](#).³ In terms of review criteria, the committee will consider examples of policies from other organizations (including but not limited to the U15), secondary research on the issue of conflict of interest, previous reviews and revisions of these policies .

Over the coming months, the joint committee will meet several times. An inventory of USask conflict of interest related policies at department and college level will be assembled. Research will be conducted. Principles and criteria for the review will be developed, and the review will be completed. A final report will be presented to Senate in the spring of 2020; the report will include any recommendations for changes to university policies developed by the review committee. Future steps will involve bringing those recommendations forward to the university's Policy Oversight Committee for review and to determine how next to proceed.

ATTACHMENTS:

1. Conflict of Interest Policies Review Committee – Terms of Reference
2. External expert biography – Merrilee Rasmussen

¹ <https://policies.usask.ca/policies/operations-and-general-administration/conflict-of-interest.php>

² <https://policies.usask.ca/policies/advancement/gift-acceptance.php>

³ <https://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>

Conflict of Interest Policies Review Committee – Terms of Reference

(approved by Senate May 23, 2018)

The *University of Saskatchewan Act, 1995* lists the following among the powers of the University Senate:

Section 23

The senate may:

- o) recommend to the board or the council any matters or things that the senate considers necessary to promote the interests of the university or to carry out the purposes of this Act...
- t) do any other thing that the senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act.

In the context of these statutory provisions, the Senate has initiated a review of the university's conflict of interest policies. This document contains the terms of reference for the committee charged with conducting that review.

1. Membership

The committee shall be composed of:

- Two members of the Senate elected by the Senate
- Two members of the Board of Governors appointed by the Board of Governors
- Two members of University Council elected by University Council
- One person from outside the university with policy expertise
- The University Secretary, non-voting

In making their appointments, the governing bodies are asked to consider their appointees' experience or understanding of issues of conflict of interest, risk management and/or policy formation.

2. Term

The term of a member on this committee shall begin upon the filling of member positions and will end upon completion of the work of the committee.

3. Chair

The chairperson shall be selected by and from among the membership of the committee

4. Meetings

Meetings will be held at the call of the chair with the assistance of the Office of the University Secretary.

A quorum for meetings will be one member from each of the governing bodies plus the external person.

4. Responsibilities and Powers

The responsibilities of the committee will be as follows:

- To examine a sample of conflict of interest policies from other U15 universities.
- To present an interim report to the Senate which will include the criteria the committee has adopted to guide the review.
- To determine which University of Saskatchewan policies, including any relevant major college, school or departmental policies, touching on conflict of interest in addition to the Conflict of Interest Policy, the Gift Acceptance Policy and the Responsible Conduct of Research Policy should be within the scope of the review.
- To attempt to achieve consensus in making decisions or formulating recommendations.
- To review the selected policies, and to formulate recommendations for any revision to be submitted to the Board of Governors.
- To report to the three governing bodies on the results of the review, including the substance of any recommendations to the Board of Governors for revision of any of the policies reviewed.
- To develop an inventory of written conflict of interest policies covering the university or one or more of its academic or administrative units.
- To observe any obligations concerning privacy or confidentiality established in law or in governing university policies.

The committee may:

- Gather information on conflict of interest issues from sources within or outside the university.
- Consult with any persons for their advice and opinion on any or all of the policies being reviewed.
- Communicate with the governing bodies at any point in the process through their representatives on the committee.
- Request assistance from the Office of the University Secretary in carrying out any of its responsibilities.

4. Timelines

The committee shall make all reasonable efforts to observe the following timelines:

- October 2019 – presentation of interim report including review criteria to Senate
- April 2020 – presentation of final report including any recommendations to Senate

Rasmussen Rasmussen & Charowsky

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Merrilee Rasmussen



Merrilee was born in Regina and completed high school and university there. She has a B.A. (Hons.) (1972) and M.A. (1995) from the University of Regina. Her M.A. Thesis, "The Decline of Parliamentary Democracy in Saskatchewan" was awarded the Governor General's Gold Medal in 1995. She has an LL.B. (1973) and LL.M. (2001) from the University of Saskatchewan. Her Master's Thesis in Law was titled, "Prairie First Nations and Provinces: Is there a Fiduciary Relationship that gives rise to Fiduciary Obligations?" Merrilee was admitted to the Law Society of Saskatchewan in 1976 and was appointed Queen's Counsel in 1996. She was admitted to the Law Society of Nunavut in 2004.

Prior to moving to private practice, Merrilee served as Legislative Counsel and Law Clerk for the Saskatchewan Legislature for many years. She is a member of the Canadian and Regina Bar Associations. She has served as Chair of the Legislation and Law Reform (South) Section of the Saskatchewan Branch of the Canadian Bar Association. Merrilee has been a sessional lecturer in Political Science and Human Justice at the University of Regina and at the College of Law at the University of Saskatchewan in the area of legislation and legislative drafting. She served as Chair of the Saskatchewan Law Reform Commission from 2000 to 2008 and Chair of the Saskatchewan Archives Board from 2005 to 2009.

Merrilee is a long-time advocate and passionate supporter of public libraries in Saskatchewan. She served for 20 years on the board of the Regina Public Library and as Chair of several ministerial advisory committees for the Province of Saskatchewan. She was Secretary to the Saskatchewan Library Trustees Association for almost a decade and is the recipient of the Frances Morrison Award for Outstanding service to Saskatchewan Libraries from the Saskatchewan Library Association.

Merrilee has worked extensively in the area of Aboriginal law since moving to private practice. She was a constitutional advisor on Aboriginal issues to the province during the 1992 constitutional negotiations that developed the Charlottetown Accord, and continued to advise the province's departments dealing with intergovernmental and Aboriginal affairs from 1992 to 1995. She was also the province's representative on the drafting team that produced the Agreement on Internal Trade in 1994.

Since 2000, Merrilee worked extensively for the Federation of Saskatchewan Indian Nations on a number of matters, but most importantly on the self-government negotiations between the FSIN, Canada and Saskatchewan. She has also advised a number of individual First Nations in the province on a variety of issues.

In addition to her work on Aboriginal issues, Merrilee practices in the area of administrative law, including, in particular, matters involving self-regulating professions, and in the areas of labour law and the law of wrongful dismissal. She has served as an arbitrator on numerous occasions and on human rights adjudications. She is also an adjudicator of residential school claims in the process established in the class action settlement approved by the courts in jurisdictions across Canada.

Report of the Senate Education Committee

FOR INFORMATION

PRESENTED BY: Leah Howie, Chair
Senate Education Committee

DATE OF MEETING: October 26, 2019

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

BACKGROUND AND SUMMARY:

The education committee is to provide at each Senate meeting an opportunity for education or exploration of issues relating to the university.

The education committee met on September 9, 2019, and September 25, 2019, and agreed to recommend the topic "Sustainability at the University of Saskatchewan". The Senate executive approved the recommendation at its meeting of September 26, 2019.

The education committee topic will be presented later in the meeting. There will be three presenters and time will be allotted for a question period.

The committee also began planning for the April 2020 Senate meeting topic: the student experience.

Request for Input

PRESENTED BY: Beth Bilson, University Secretary

DATE OF MEETING: October 26, 2019

SUBJECT: Living Our Values Policy

SUMMARY:

The Living our Values policy translates the values adopted by the governing bodies of the University of Saskatchewan in 2016 as part of the Mission, Vision and Values into a statement of expectations for the conduct of members of the university community. The policy provides definitions of these values, and reaffirms the responsibility of all those connected with the university to act in accordance with them.

BACKGROUND:

In 2017, a working group, consisting of the associate vice-president people and resources, the vice-provost teaching, learning and student experience, the vice-provost faculty relations and the university secretary, was charged with considering what disposition should be made of the recommendation in the Brown Governance report that the university adopt a comprehensive code of conduct.

This working group concluded that a single code of conduct governing all of the constituent groups associated with the university would not be feasible, and elected instead to draft an aspirational statement that would draw on the values articulated in the Mission, Vision and Values statement adopted by all of the governing bodies of the university in 2016. The draft document has been the subject of consultation with several unions representing employees, the two student organizations and committees of Council. The development of the document has also been reported to the Board.

The statement of expectations takes the form of a university-wide policy. The policy does not contain a separate regime for compliance, but it is accompanied by more specific policies, regulations and agreements that govern the conduct of members of the university community, and which provide the mechanisms for compliance. Educational and promotional activities will be planned to support the roll-out of this policy.

NEXT STEPS AND TIMELINE:

Feedback is being sought from the three governing bodies of the university this fall, with the expectation that a final version will be presented for approval to Council, Senate and the Board by June 2020.

ATTACHMENT: Living Our Values Policy Draft

University of Saskatchewan Policy Template

Living Our Values

Category:	<i>Leave this blank; a category will be assigned</i>
Number:	<i>Leave this blank; a number will be assigned</i>
Responsibility:	<i>Indicate the senior administrative position responsible for the policy (the sponsor)</i>
Approval:	<i>The University Secretary, on the advice of the Policy Oversight Committee, will identify the appropriate approvals e.g. Board of Governors, Council, Senate, PEC.</i>
Date:	<i>Date initially approved: Date(s) reformatted or revised</i>

Purpose:

This policy translates the values adopted by the governing bodies of the University of Saskatchewan in 2016 as part of the Mission, Vision and Values statement into a statement of expectations for the conduct of members of the university community. The policy provides definitions of these values, and reaffirms the responsibility of all those connected with the university to act in accordance with them.

Principles:

The principles set out in the Mission, Vision and Values statement create a conceptual framework for the kind of university we want the University of Saskatchewan to be. These principles include academic freedom, which is the foundation for innovation and inquiry in an academic institution. This policy is not intended to modify the university's commitment to the principle of academic freedom or the other principles adopted in the Mission, Vision and Values statement.

Being accountable for how we conduct ourselves is contingent upon good judgement and sensitivity to the way others see and interpret our actions. All members of the University community have a priority responsibility to live our values and reflect them back in our daily interactions and decisions.

Definitions:

- **Collegiality:** A cornerstone of our University, collegiality is evidenced when we are congenial and work cooperatively to achieve a common purpose. A collegial approach assumes an equitable and democratic responsibility for the good of each particular discipline and our institution as a whole.
- **Fairness and Equitable Treatment:** Fairness and equitable treatment is achieved when all people are treated evenhandedly, and differences acknowledged and valued, regardless of experience, gender, cultural background or any other distinguishing factors. It recognizes and

appreciates everyone's unique contributions and encourages full participation through the elimination of discriminatory practices and behavior.

- **Inclusiveness:** Inclusiveness is achieved through embracing diversity and appreciating everyone's unique contributions. It fosters a welcoming and accessible environment.
- **Integrity, Honesty and Ethical Behavior:** The values of this university require everyone to maintain a high standard of personal integrity, which includes upholding and observing truthfulness, transparency, responsibility and openness.
- **Respect:** **nīkānītān manācihitowinihk | ni manachīhitoonaan** ("Let us lead with respect") is the name gifted by the Indigenous community to the University Plan 2025; nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michif reflects the humility and boldness that inextricably define the University of Saskatchewan's spirit. A respectful environment is free from unlawful discrimination and harassment, however, it involves more than compliance with human rights legislation and other laws. Respectful approaches support the productivity, the safety, and the dignity and self-esteem of every member of the University community by fostering positive relationships through kindness, empowerment and cooperation.

Scope:

This policy applies to all members of the University community including individuals employed directly or indirectly, students, members of governing bodies, volunteers and visitors of any kind.

Policy:

This policy defines the core values that all members of the University community are expected to exemplify on a daily basis. Ongoing education and awareness will outline how values can inform the work we do and how to incorporate our values into everyday practice.

Responsibilities:

All members of the University community own the responsibility for understanding and upholding this policy.

Every member of the community not only has a responsibility to model our values but also report instances to a supervisor or University official when the values outlined in this policy are not followed.

Non-compliance:

This policy does not incorporate a separate regime for compliance, but articulates the basic values already reflected in existing compliance-based University policies. All members of the University community are accountable for how they conduct themselves and are expected to comply with the accepted standards of conduct in existing policies. See Associated Documents (for applicable existing policies).

Procedures:

All members of the University community will be supported to ensure they understand how to advance a commitment to putting values into action.

All new members of the University community will be asked to review this policy and participate in education and awareness opportunities pursuant to pre-employment and/or onboarding requirements. This will reinforce that each individual is accountable for acting in accordance with the values outlined in this policy.

All supervisors are encouraged to discuss the expectations for living our values with their direct reports.

The management of this policy including policy education, monitoring, implementation and amendment is the responsibility of People and Resources.

Revision History:

A review of this policy will occur every two (2) years unless circumstances warrant a review in the interim.

Contact:

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306 966-1219

Associated Documents:

University of Saskatchewan Mission, Vision and Values

Employment Practices

Animal Control

BioSafety

Compliance Enforcement Pertaining to Hazardous Agents

Discrimination and Harassment Prevention

Energy and Water Conservation

Health and Safety

Radiation Safety

Sexual Assault Prevention Policy

Smoking, Alcohol and Substance Policy

Violence Prevention Policy

Accountable Professional Expense Funds (APEF)

Assets Management Policy

Commercial Directorships held by Faculty and Staff

Conflict of Interest

Use of Materials Protected by Copyright

Deans' and Senior Administrators' Expense (DSAE)

Information Technology Use Policy

Fraud Deterrence Policy

Freedom of Information and Protection of Privacy

Hospitality

Information Technology Security

Procurement

Property Used Off Campus

Safe Disclosure Policy

Travel

Use of University Property and Services

Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning

Students with Disabilities: Academic Accommodation and Access

Medical Faculty Policy

Care and Use of Animals in Research

Human Research Ethics policy

Responsible Conduct of Research Policy

Research Publications

Principles of Evaluations of Teaching (Council, 2002)

Guidelines for Faculty and Students using Internet Social Networking in the Academic Context at the University of Saskatchewan (ASC, 2009)

Learning Charter (Council, 2018)

Academic Advising Charter (Advising Council, 2013)

Guidelines for Academic Conduct (Council 1999)

Student Academic Misconduct Regulations (Council 2017)

Student Appeals of Evaluation, Grading and Academic Standing (Council 2012)

Standard of Student Conduct in Non-Academic Matters (Senate, 2017)

Collective agreements – disciplines, grievance procedures, non-discrimination clauses

Common law powers of employer to discipline for insubordination, theft, violence, disruptive behavior

**Policy Oversight Committee
Annual Report
October 2019**

The university's [Policy on the Development, Approval and Administration of University Policies](#) defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a [Policy Oversight Committee \(POC\)](#). Membership includes the vice-provosts, associate vice-presidents, and representatives from University Council and Deans Council. [Terms of Reference](#) for the Committee establish that this is as an advisory committee to the University Secretary, with a mandate to coordinate university-level policies.

The Policy Oversight Committee generally meets four times a year. It is the intention that in these four meetings the Committee considers the cases made for new policies (review of Notices of Intent), reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible change or removal.

In 2019, the Office of the University Secretary initiated a review of university policies on behalf of the Committee. Several policies require minor housekeeping changes resulting from organizational restructuring, while other policies require consideration of joint sponsorship, major revision or deletion.

Sponsors are reviewing their policies and their relevancy.

Several policies presented to the Policy Oversight Committee between July and June of 2019 continue to be reviewed and are being circulated for further consultation. The committee anticipates that these policies will be approved within the next year.

This report presents new policies approved and existing policies amended or deleted between July 1, 2018 and June 30, 2019. Links to the policies have been provided for information.

New and Amended Policies approved by governing bodies in 2018-2019

March 2019

Information Technology Use Policy - Computer Use Policy revisions and name change

This title better describes the technology infrastructure and includes for example social media. The concept of the policy remains the same – what is the acceptable use.

Broad consultation was carried out with the university community including with the privacy officer in reference to a user's reasonable expectation of privacy when using university IT services. This must be balanced with the university's legal rights and obligations to examine systems or electronic records if there is reason to suspect violation of this policy, other university policies, or of other regulations and laws.

The scope of the policy has changed to include public access. The policy will apply to all university IT services and infrastructure regardless of how they are provided (hosted on campus or through vendor services); where they originate or where they are being accessed from (on campus or off campus); type of device being used to access them (i.e. desktop, mobile); ownership of the end-point device (university-owned or personally-owned devices).

Financial Reserves Policy amendment

The purpose of this policy is to promote long-term financial sustainability of the university through the effective use and deployment of financial resources, in alignment with academic/administrative unit and university strategic directions. A related purpose is to ensure financial reserves held across the university are appropriate and reasonable, and managed in accordance with university guidelines. The policy was last updated in 2015.

December 2018

University Risk Management Policy – amendment

The purpose of University Risk Management (URM) is to ensure that the portfolio of risks that could influence the achievement of both the university's strategic and key operational objectives is being consistently and effectively managed. The policy was last updated in October 2016.

Flag Policy – revisions

The USask official flag is the flag flown atop the Thorvaldson Building. Revisions to the existing flag policy came about because of a request to have the Pride flag flown with the official flag during Pride Week. No process was in place for dealing with requests from other organizations so a committee was struck to review the policy and processes.

October 2018

Smoking, Alcohol and Substances Policy revisions

In October 2018, the Federal Government (Bill C-45) and Provincial Government (Bill 121) passed legislation that legalized recreational Cannabis across Canada. Due to this development in the law, a policy was required to define the rules regarding the control, sale, possession, and consumption of recreational cannabis as it relates to employment, academic and learning activities, as well as living on campus.

During the review of a new policy, it was identified there was also no policy regarding alcohol or other substances as it relates to impairment through the course of employment, studies, or living on campus. Although the new legislation is specific to Cannabis in a recreational capacity, the university identified exposure and risk in not having a policy to outline rules as it relates to other substances that result in impairment. The policy pertains to all students, University staff and faculty, volunteers, and visitors working, studying, living or participating in activities on University Property or while acting as representatives of the University while off University property.

Tuition and Fees Authorization Policy revisions

The tuition fees and authorization policy was last updated in November 2004. Since then the university has established principles of tuition-rate setting and developed new administrative practices on tuition and fees. The policy updates now ensure tuition and fees are assessed, collected, and allocated in a transparent manner as part of the effective stewardship of the university financial resources.

June 2018

IT Communications Policy

The policy was discussed and approved to be brought forward to the board by the Policy Oversight Committee on February 21, 2018. The policy was approved by the Board at its June 2018 meeting.

The IT communications environment has changed significantly over the last decade with the advent and integration of new communication services. Electronic mail is now just one of many modes of digital communication used to conduct university business today. As a result, the current electronic mail (email) policy that was established in 2006 needed to be revised and updated.

The existing email policy has been updated and expanded to include other e-communication services provided by the university. The revised policy also now addresses e-communications services provided by other service providers, such as social media services, instant messaging services, and text messaging services. It also allows for cloud-based IT communications services. The policy consultation process was extensive and included input from the following groups: Information Systems Steering Committee (ISSC), Administrative Systems Steering Committee (ASSC), Educational Systems Steering Committee (ESSC) and Research Systems Steering Committee (RSSC), Deans' Council, PPC, TLARC, RSAW, VPFR leadership team, VPTLSE leadership Team, Communications team, Human Resources, Privacy Officer, Institutional Planning and Assessment, VPUR leadership team, Faculty Association.

Policies Deleted Administratively

Computer use policy replaced with Information Technology use policy

Policies Currently Under Development/Revision

Administrative Leave for Senior Administrators
Investment Policy
Living our Values
Responsible Conduct of Research (revisions)
Fitness to Study

Policies Pending Development or Revision

Gift Acceptance
Conflict of Interest
Radiation Safety
Workplace Safety and Environmental Protection
Immunization
Religious Observance
Plagiarism Detection Guidelines

Report for Information

FOR INFORMATION

PRESENTED BY: Beth Bilson, University Secretary

DATE OF MEETING: October 26, 2019

SUBJECT: **Report on non-academic student discipline for 2018/19**

DECISION REQUESTED: For information only

BACKGROUND AND SUMMARY:

Senate approved the Standard for Student Conduct in Non-Academic Matters in October, 2008 with revisions in October 2016 taking effect January 1, 2017. The procedures provide for resolution of complaints using an alternative dispute resolution (ADR) process if this seemed more appropriate than a formal hearing. The following is a report on the number and disposition of complaints received from July 1, 2018 to June 30, 2019.

OUTCOMES:

A total of seven formal complaints were lodged with the University Secretary (compared to nine cases the previous year).

Two complaints related to allegations of sexual assault; four related to allegations of verbal and non-verbal threats, aggression, and/or intimidation; and one related to sexual harassment and violation of university policies.

One complaint was satisfactorily handled through the ADR.

The remaining six complaints went to a formal hearing of the Senate Hearing Board. In three cases, there was not sufficient evidence for the hearing board to find that there had a violation of the Standard of Student Conduct. In the remaining cases, the students were found to have violated the Standard. The outcomes were as follows:

- Letter of apology, acknowledging the bad behaviour and the harm caused;
- Conflict resolution training
- Letter of Reprimand on the student's file

In two cases, sanctions had not yet been determined at the time of this report.

There was one appeal of a non-academic misconduct decision filed, but the Provost determined that the grounds of appeal were not met.

ANALYSIS:

Due to the small number of formal complaints each year, it is not possible to release more detailed information without risking identifying those involved in the complaints. That said, a few trends have been identified with regard to both the manner of resolution and those involved in complaints. We caution the reader that one risk in analyzing data made up of small sample sizes is that any extrapolated conclusion could be inaccurate because the increase in numbers may be due to completely different factors (i.e. one event in a year could involve three or four students which would completely skew the numbers).

Complaints involving graduate students accounted for 57% of complaints, which is inconsistent with their representation within the student population (about 18%). Consistent with previous years, graduate students were over represented in complaints made under the Standard, 33% of complaints involving graduate students in 2016-17 and 80% in 2015-16. In 2017-18, they made up only 11% of complaints filed under the Standard, so more in line with their representation in the student body.

We continue to observe the number of complaints made against international students. This year, 29% of complaints involved international students as respondents, in line with 2016-17, when 26% of complaints involved international students as respondents. This is significantly lower than in previous years (in 2017-18, 88% of complaints had international students as respondents and in 2015-16, 70% of complaints involved international students as respondents), but is still an overrepresentation, as international students only represent about 14% of the overall student population. Given the disparity from year to year, the Office of the University Secretary will continue to observe this issue.

SENATE ELECTION UPDATE 2020

Senate nominations will open on November 1, 2019 for the 2020 election (member-at-large and one district position)

In the 2020 election, there are five (5) member-at-large positions available and one (1) district position (District 9). 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.

Nominations close March 1, 2020.

Members-at-large with expiring terms

Davida Bentham (not eligible for re-election)
Dan Danielson
Victoria Jurgens
Michelle Thompson (not eligible for re-election)
Fred Wesolowski

District 9: Nipawin – Melfort – Hudson Bay
(Postal code beginning with SOE)

There were no nominations received for District 9 in the last election.