

Minutes of University Senate

NON-CONFIDENTIAL

9:00 a.m. – 12:00 p.m., Saturday, October 24, 2020

Meeting held electronically

Due to COVID -19 public health guidelines restricting face-to-face meetings of large numbers of people, the Senate meeting was held electronically.

The Senate executive committee approved the following format for the October 24, 2020 Senate meeting:

- October 14 - A link to the confidential Senate package will be circulated via email.
- October 14th to October 23rd at noon - Ten (10) days will be allowed to Senators to propose revisions to the agenda and minutes contained in the meeting materials. If there are no proposed revisions, the agenda and minutes will be considered approved by consensus.
- October 24th, 9:00 a.m. – noon. During this time, Senators will have the opportunity to ask questions about agenda items by emailing university.secretary@usask.ca . Questions received will be referred to the appropriate proponent for response.
- October 27th - Answers to any questions received will be made available on the [usask.ca/secretariat](https://secretariat.usask.ca/senate/meetings.php) website at <https://secretariat.usask.ca/senate/meetings.php>
- October 28th 9:00 a.m. – November 4th, 4:00 p.m.- Agenda items that require a decision will be voted on via electronic ballot. A link to the ballot will be sent out in an email to Senators. Voting will be open for seven (7) days and requires a 60% return of ballots and a 2/3 majority of those voting to constitute a majority, pursuant to IV, 9, (a) and (c) of the *Senate Bylaws*.
- November 5th - Results of the electronic voting will be communicated to Senators.

Attendance was taken using names provided on the electronic voting page and are attached as Appendix A. Quorum was achieved and all items received greater than 2/3 majority positive vote. Electronic voting results were sent by email to members of Senate on October 28th 2020.

1. Chair's Opening Remarks

Chancellor McCreath's opening remarks were delivered via video address. She began with the Indigenous Land Acknowledgement. She welcomed all members and explained the asynchronous format of the meeting. She invited Senators to view the other videos offered for this meeting, including the President's message, the Indigenous Engagement Strategy, and the Sustainability Strategy. She closed by thanking President Stoicheff for his leadership and thanking the Governance Office for managing the work of Senate.

2. Adoption of agenda

3. Approval of the minutes of April 2020

Items 2 and 3 were approved by consensus as no suggested edits to the agenda or minutes were received by the Governance Office before the deadline date of October 23rd.

4. Business arising from the minutes

There was no business arising from the minutes.

5. President's report

The president provided remarks via video address and his written report was distributed with the agenda materials. No questions were received on this item.

6. Report on undergraduate student activities

A written report was distributed with the agenda materials. No questions were received on this item.

7. Report on graduate student activities

A written report was distributed with the agenda materials. No questions were received on this item.

8. Report on Board of Governors

A written report was received from Joy Crawford, one of the Senate-elected members of the Board of Governors, and was distributed with the agenda materials. No questions were received.

9. Indigenous Engagement Strategy

A written report was submitted by Dr. Jackie Ottmann, vice-provost Indigenous engagement, and was distributed with the agenda materials. A video presentation was also provided with this item, including a presentation of the Indigenous Engagement Strategy which is being gifted to the University.

The following motion was voted on electronically:

HALL/SAMBASIVAM: That Senate accept the Indigenous Strategy.

CARRIED

10. Report from University Council

A report on the following items was submitted by Jay Wilson, Chair of University Council.

10.1 For confirmation: Principles for Federation and Affiliation

The following question was received: *Are federated and affiliated institutions currently presented on the Council and Senate or would this represent a new practice?*

Response from Jacque Thomarat, associate secretary, academic governance:

Representation of federated and affiliated colleges on Senate and Council is not a new practice. In accordance with the *University of Saskatchewan Act, 1995*:

Senate comprises

24(1)(a)(vi) the principals of federated or affiliated colleges of the university

Council comprises

53(2)(b) one faculty member representing each college and affiliated and federated college who is a member of the college who has been elected by the members of the college.

The following motion was voted on electronically:

SAMBASIVAM/HALL: That Senate approve the principles for federation and affiliation with USask as Part IX of the Senate Bylaws, effective October 24, 202 and along with University Council, recommend to the Board of Governors the adoptions of these principles.

CARRIED

11. Senate Executive Committee Reports

Peter Stoicheff, vice-chair of the executive committee, submitted reports on the following two items.

11.1 Report on activities

No questions were received on this item.

11.2 Conferral of degrees

No questions were received on this item.

The following motion was voted on electronically:

MCCREATH/STOICHEFF: That Senate approve the conferral of degrees, diplomas, and certificates in absentia and admit graduands of the University of Saskatchewan, with powers provided by The University of Saskatchewan Act, 1995. By way of this motion, all candidates having fulfilled their requirements maybe admitted to the degrees, diplomas and certificates to which they are entitled and to vest them with all the powers, rights and privileges pertaining thereto. These degrees, diplomas and certificates will be granted on the date of their originally scheduled convocation ceremony.

CARRIED

12. Items for Information

12.1 Sustainability Strategy

Irena Creed, associate vice-president research, submitted a written report that was distributed in the meeting materials and a pre-recorded video was made available to Senators.

The following questions were received.

This is an important initiative and it is good to see it nearing final completion. Thank you to all involved. I [have] two questions with respect to this work. 1) What specific performance indicators will be measured to confirm this work is on target? 2) I noticed the plan is to provide an annual progress report to the Board of Governors. What is the thinking in reporting annually rather than more frequently such as quarterly?

Response provided by Irena Creed, associate vice-president research:

1) The President and I discussed whether we should include the implementation strategies together with performance indicators for ongoing evaluation and revision in this strategy. The decision was to focus the strategy on the commitments, goals, and actions. Once endorsed by the three governing bodies, we would proceed with implementation strategies for each action, that would include a timeline for completion, guideposts to measure our progress on an annual basis, and performance indicators to measure the outcome (i.e., impact). The Chief Sustainability Strategist, who will lead the implementation of the strategy, will work closely with the university community to develop these implementation strategies, as it will take commitments from every level of the institution for the strategy to be successful.

2) I noticed the plan is to provide an annual progress report to the Board of Governors. What is the thinking in reporting annually rather than more frequently such as quarterly? An annual report will be produced, but this does not preclude more frequent progress reports, that focus on opportunities that arise as well as any barriers that need to be overcome. We expect that as we shift from strategy to implementation, there will be many exciting updates to share, and are prepared to include a "for information" update at each meeting of the Board of Governors.

I appreciate the effort of breaking down each commitment in this plan into individual actions. Have metrics been established for each of the action items that would allow for ongoing evaluation and revision without waiting for the opportunities for review outlined on the fifth page of the plan (USask's University Plan in 2025 and the UN Agenda in 2030)?

Response provided by Irena Creed, associate vice-president research:

Thank you for forwarding me this question. The President and I discussed whether we should include the implementation strategies together with metrics for ongoing evaluation and revision in this strategy. The decision was to focus the strategy on the commitments, goals, and actions. And then, once endorsed by the three governing bodies, to proceed with implementation strategies for each action. The Chief Sustainability Strategist, who will lead the implementation of the strategy, will work closely with the university community to develop these implementation strategies, as it will take commitments from every level of the institution for the strategy to be successful.

12.2 Equity, Diversity and Inclusion Policy

Written materials for this item were included in the agenda package. Cheryl Carver, associate vice-president, people and resources responded to the following questions:

The university needs to be commended for undertaking this critical work. It would be helpful to have more information about how this work will be implemented across the various areas. Have performance indicators been identified and will all areas across the university be asked to report on their progress in achieving these indicators?

In addition to the Policy development, the University's equity, diversity and inclusion advisory and working groups have been involved in developing an institutional EDI Strategy and Action Plan. The EDI strategy and action plan will demonstrate the university's commitment to diversity, inclusion, and equity through specific and measurable goals and actions that align to the University's Mission, Vision, and Values and the University Plan. The policy will serve as an anchor for this and other EDI work on campus. Consultation on the EDI Strategy and Action Plan is expected to begin in December, 2020.

It would seem to me that this policy is already covered in the Mission, Vision, and Values of the University. In 2016 the University spent considerable effort to update the MVV and it is generally agreed that "the vision, mission, and values statements provide direction for everything that happens in an organization. They keep everyone focused on where the organization is going and what it is trying to achieve. And they define the core values of the organization and how people are expected to behave." (Lumen "Principles of Management, Module 3" online) Given that the Policy is really only effectively aimed at University leaders such as Deans and senior administrators (almost everyone else is covered under complementary policies and procedures), why is it necessary? Could not more explicit Values be provided up front?

While the responsibilities outlined by the policy vary, the scope of the policy includes "all members of the university community, including students, researchers, postdoctoral fellows, staff, faculty, institutional leadership, members of governing bodies, all persons participating in university businesses or activities (e.g. visitor, service provider, contractor, volunteer)." More specific opportunities for community members to participate in achieving our EDI goals will be articulated in the EDI Strategy and Action Plan (under development).

The EDI Policy supports the direction setting of the MVV by:

- Setting clear expectations by and for our leadership and our community;
- Defining and providing context to the principles and values of diversity, equality, human dignity and inclusiveness outlined in the MVV;
- Clearly articulating our position on EDI to internal and external stakeholder groups (including employees and their representatives, regulatory bodies, funding agencies;
- Providing sufficient information from which to develop supplemental procedures and guidelines.

The policy is meant aspirational, and a call to action for and by our community to exemplify our commitment to EDI and to take responsibility to nurture a diverse and inclusive university community. The policy is also intended to replace the outdated Employment Equity and Gender Neutral Language policies.

12.3 Student Enrolment Update

Materials were provided by Patti McDougall, vice-provost, teaching, learning and student experience. No questions were received on this item.

Items 12.4, 12.5 and 12.6 were submitted by Chelsea Willness, university secretary and chief governance officer. No questions were received on these items.

12.4 Policy Oversight Committee annual report

12.5 Report on academic student discipline for 2019/20

12.6 Senate election update

13. Other Business

The following questions were received on other matters.

I regret being unable to contextualize my question by in person positively commenting on the President's and other leadership on the UofS pandemic response, the dedicated Indigenous Strategy, EDI Policy and concrete Sustainability Strategy. So much work well done merits praise. That said, the biggest issue of concern I am aware of regarding the UofS is the reporting of many resignations of professors in the College of Education, (and elsewhere?) and the environment there. Within the limits available could Senate please have some further light shed on this issue?

Response provided by Melissa Just, interim provost and vice-president academic:

We are aware of recent concerns raised about the departure of Indigenous faculty from the University of Saskatchewan. While the public depiction of these departures was missing significant context, we acknowledge there is always more to do, and we remain committed to doing more as we continue on our path to be the best place we can be for increasing numbers of Indigenous faculty, staff and students at the university, and their communities. Campus conversations are underway, and more are planned, so that we can work together to address challenges and barriers that ensure we can successfully retain the faculty and staff that we have been able to successfully recruit.

Over the past several weeks, many discussions were held with College of Education faculty, staff, and administration which will help us to better understand any issues and/or challenges and implement the necessary actions for a unified path forward in the college. These discussions included the vice-provost Indigenous engagement, the provost, and the university president, and were very constructive, collegial, and candid conversations. The points recently raised regarding Indigenous faculty and staff retention were openly discussed and constructive actions are being carefully explored.

Based on the meetings we've had within the college, we are proceeding with a thorough process of further dialogue with all Education Indigenous faculty, staff and students. To lead these conversations and ensure we have the fullest picture possible, we have secured the services of nationally recognized third party consultants. The benefit of engaging external consultants is that it brings independent perspectives and processes to identifying the issues and reduces the perception of bias of the process.

Recognizing that all voices need to be heard, the College of Education assessment process that is conducted by the consultants will include hearing from everyone within the college through surveys and more selective interviews. In the final stage, we would move directly to engagement of active processes and action that address any and all areas of concern. We are confident the process will help restore the

trust and positive working relationships of all within the college and partners beyond. These open, honest, and collegial conversations are needed to better learn and understand the situation, and the findings from the college assessment will help us take all necessary steps to ensure that our teaching, learning and research spaces are inclusive and respectful.

In addition to this discovery and healing process within the College of Education, the president, provost and vice-provost Indigenous engagement will begin an ongoing series of meetings with Indigenous faculty and staff across to ensure we fully understand all opportunities and challenges in implementing change that fosters reconciliation at USask.

As we work together to build this path forward, we also shouldn't lose sight of what we have already accomplished in the college and across the university. Even in the midst of a pandemic, our overall undergraduate and graduate Indigenous student numbers remain strong. We continue to dedicate resources to improve student access and support, and to ensure that all Indigenous students who aspire to be at USask have that opportunity, and to be the best place we can be for them.

The hiring of and investments in increasing Indigenous faculty and staff representation across campus have continued. Over the past five years, 23 highly regarded Indigenous faculty have been hired, for a total of 45 working at the university. We have lost some of our Indigenous faculty for many different reasons during that time, but we plan to increase the total number well beyond our current levels. Our Indigenous faculty and staff are role models for our Indigenous students, and we acknowledge there is more to be done to support and retain them, to hear them.

Supported by the Office of the Vice-Provost of Indigenous Engagement (OVPIE), the university helps retain our talented Indigenous faculty and staff by creating retention plans and strategies, and by ensuring that the new University Standards for promotion and tenure acknowledge Indigenous scholarship.

The University Plan 2025 weaves USask's commitment to Indigenization and reconciliation throughout its many goals. In 2015, USask hosted the first national forum on "Building Reconciliation" in response to the Truth and Reconciliation Commission of Canada's final report. Also, in that year, all colleges and schools committed to incorporating Indigenous knowledges and experiences into their many degree programs. The university has seen physical changes such as the Gordon Oakes Red Bear Student Centre and our new Prince Albert campus (opening this month) aimed at ensuring we are a welcoming place for Indigenous students. Supporting our work are the first-of-a-kind agreements with the FSIN, Métis Nation-Saskatchewan, Prince Albert Grand Council, Office of the Treaty Commissioner, and the Saskatoon Tribal Council.

Indigenous researchers lead research projects across campus, particularly in community-based, health-related areas. For instance, we have attracted top Indigenous researchers to work with Indigenous communities across Saskatchewan to support community-based research and healthcare initiatives. We are home to the national CIHR Indigenous Peoples' Health Research Institute. We are the national coordinating centre for the nine Network Environments for Indigenous Health Research (NEIHR) and we lead the Saskatchewan NEIHR network—the First Nations and Métis Health Research Network—to advance health research within Indigenous communities in the province, working in close partnership with the Federation of Sovereign Indigenous Nations, Métis Nation-Saskatchewan, the Whitecap Dakota First Nation, and a team of more than 60 researchers and community partners. This spring, we

announced the CIHR-funded Indigenous Research Chair in Nursing to build research capacity in Indigenous nursing and improve the health of Indigenous peoples.

We've been honoured with an Indigenous Chancellor, an Indigenous Board Chair, and a Vice-Provost of Indigenous Engagement over the last five years, and with six Indigenous Student Union presidents in the last eight years, including the first female this year. We offer the Nunavut Law Degree program, a certificate in the study of Indigenous Languages, and an Indigenous Land Management program. Professional programs ensure spots for Indigenous students, and non-Indigenous students have experiences grounded in Indigenous world views. Beginning this year, all degree students in Arts and Science (almost half our student population) will fulfill an Indigenous learning requirement. Enrichment opportunities such as the Indigenous Student Achievement Pathways and the Indigenous Engineering Student Initiative are now provided for Indigenous students as they join the university.

Leading real change is hard, and we acknowledge that there is much more to do. The journey is long and will require us to actively listen, be adaptive, and work with all to ensure we achieve our shared vision for the University of Saskatchewan.

Adjournment was recognized by the close of voting at 4:00 pm, November 4, 2020.

Senate Attendance October 2020 (Information gathered from online voting platform)

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Barry, Alpha	P	Clarke, Darlene	R	Alcorn, Jane	R
Balaski, Beverly	P	Doig, Anne	P	Beaudry-Mellor, Tina	R
Bergstrom, Twyla	P	Gillies, Sandra	P	Bedard-Haughn, Angela	P
Bilson, Max	P	Gustafson, Barb	P	Berry, Lois	R
Bratvold, Robert	P	Hall, Lee	P	Bonham-Smith, Peta	P
Browning, Lynda	R	Hermiston, Lisa	P	Brothwell, Doug	P
Buydens, Norma	P	Hnatiuk, Garfield	R	Burshtyn, Debby	R
Claypool, Tim	P	Jobb, Gail	R	Chad, Karen	R
Conan, Nicole	P	MacDonald, Michelle	P	Favel, Blaine	R
Cooley, Carol	P	Matthews, Colleen	P	Fowler, Greg	P
Cote, Richard	P	McLeod, Tim	R	Harasmychuk, Robert	R
de la Gorgendiere, M.	P	Mitten, Rae	R	Harrison, William	P
Dick, Bethany	P	Smuk, Shawna	R	Isinger, Russell	P
Fox, Stephanie	P	Usunier, Marc	P	Just, Melissa	P
Garven, Stuart	P	ELECTED MEMBERS-AT-LARGE		Kresta, Suzanne	P
Hamilton, Don	P	Berg, Susanne	P	London, Chad	P
Harvey, Eileen Mae	P	Conan, Nicole	R	Luke, Iain	P
Harwood, Judy	R	DeCillia, Brooks	P	Manley-Tannis, Richard	P
Hrudka, Christine	P	Gough, Rhonda	P	Martini, Jeromey	R
Jones, Michael	P	Howie, Leah	P	McCaffrey, Geordy	R
Kreuger, Monica	P	Hunt, Cecile	R	McCreath, Grit	P
Leis, Tim	R	Kaminski, Nicholas	P	McDougall, Patti	P
McKercher, Grant	P	Kelly, David	R	McKercher, Peggy	R
Morrison, Karen	R	Kobes, Brent	R	McLoughlin, Mark	R
Notay, Jay	P	Moore, Kelley	R	Muir, Gillian	R
Peterson, Kent	P	Robertson, Jordan	P	Ottmann, Jackie	P
Pilat Burns, Charlotte	P	Sambasivam, Bud	P	Pawelke, Michael	R
Rozdilsky, John	R	Wesolowski, Christine	R	Peternelj-Taylor, Cindy	P
Sharma, Sandeep	P	Wesolowski, Fred	P	Pezer, Vera	R
Taypotat, Evan	R	STUDENTS		Phillipson, Martin	R
Thronberg, John	P	Ding, Jimmy	P	Pozega Osburn, Debra	P
Wagner, Larry	P	Henderson, Robert	P	Prytula, Michelle	R
Walton, Jack	P	Iftikhar, Tauqeer	P	Ramaswamy, Meghna	R
Weninger, Dean	P	Inam, Humaira, GSA	P	Romanow, Roy	R
Wiens, Rod	R	Jain, Rishit	P	Smith, Preston	R
Yee, Tim	P	McLachlan, Taryn	P	Sorenson, Charlene	R
Zaba, Eileen	R	TBA		Still, Carl	P
Zatlyn, Lorna	R	P=present		Stoicheff, Peter	P
		R=regrets		Vanelli, Tony	R
		A=absent		Willoughby, Keith	P
				Wilson, Ken	R
				NON-VOTING	
				Willness, Chelsea	P