

## AGENDA

2:30 p.m. Thursday, March 15, 2018  
Neatby-Timlin Theatre – Arts 241

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2017/18 academic year marks the 23<sup>rd</sup> year of the representative Council.*

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

1. Adoption of the agenda
2. Opening remarks
3. Approval of Minutes of the meeting of February 15, 2018
4. Business Arising from the Minutes
5. Report of the President
6. Report of the Provost
7. Student Societies
  - 7.1 Report from the USSU
  - 7.2 Report from the GSA
8. Planning and Priorities Committee
  - 8.1 Request for Decision – Approval of the University Plan

*It is recommended that Council approve the University Plan 2025*
9. Governance Committee
  - 9.1 Request for Decision – Changes to Council Bylaws Part I Section III 2 & 3: Chair-person and Vice-chairperson

*It is recommended that Council approve the changes to Part I Section III 2 & 3 of the Council Bylaws as shown in the attachment, with the changes to take effect July 1, 2018.*

- 9.2 Notice of Motion – Changes to Council Bylaws Part II Section IV: International Activities Committee Membership

*It is recommended that Council approve the changes to Part II Section IV of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.*

- 9.3 Notice of Motion – Changes to Council Bylaws Part II Section VI: Planning and Priorities Committee Membership

*It is recommended that Council approve the changes to Part II Section VI of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.*

- 9.4 Notice of Motion – School of Physical Therapy Faculty Council Membership

*It is recommended that Council approve the membership change to the Faculty Council of the School of Physical Therapy as shown in the attachment.*

- 9.5 Report for Information – Update on Affiliation and Federation of the University with other Academic Institutes and Organizations

10. Academic Programs Committee

- 10.1 Request For Decision: Changes to Admissions Requirements for the Master of Business Administration (M.B.A.) program

*It is recommended that Council approve the proposed changes to the admissions requirements for the Master of Business Administration (M.B.A.) program, effective September 2018.*

- 10.2 Report for Information: Graduate Program Review 2016/17

11. Research, Scholarly and Artistic Work Committee

- 11.1 Report for Information: Artistic Discovery Report

12. Teaching, Learning and Academic Resources Committee

- 12.1 Notice of Motion: Student Experience of Teaching and Learning Instrument

Motion 1:

*It is recommended that the SETLQ instrument be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan.*

Motion 2:

*It is recommended that the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.*

13. Other business
14. Question period
15. Adjournment

*Next meeting April 19, 2018 – Please send regrets to [barb.welland@usask.ca](mailto:barb.welland@usask.ca)  
Deadline for submission of motions to the coordinating committee: April 2, 2018.*



*Minutes of University Council  
2:30 p.m., Thursday, February 15, 2018  
Arts Building Room 241 Neatby-Timlin Theatre*

*Attendance: See Appendix A for listing of members in attendance.*

Chelsea Willness, acting chair of Council, called the meeting to order at 2:30 p.m., observing that quorum had been attained.

1. Adoption of the agenda

DOBSON/GJEVRE: *To adopt the agenda as circulated,*

CARRIED

2. Opening remarks

The acting chair reminded members of the usual procedures for debate and reported on the two topics discussed at the most recent meeting of Council chairs with members of the president's executive committee. The first of these involved the strategic increase of student enrolment and the new Teaching, Learning and Student Experience Plan; the second involved the university's plans for addressing the challenges created by the legalization of cannabis.

The acting chair also acknowledged Lee Ahenakew, chair of the university's Board of Governors, in attendance at the meeting.

3. Minutes of the meeting of January 18, 2018

SMITH/GJEVRE: *That the January 18, 2018 Council minutes be approved with the correction to the second paragraph under the Report of the President to refer to the "West Bank and Gaza area."*

CARRIED

4. Business Arising from the minutes

There was no business arising from the minutes.

5. Report of the President

Peter Stoicheff, president, presented the President's Report. The President reported on the federal Innovation Superclusters Initiative indicating that the federal government had announced that morning that \$950 M in total funding would be provided to five national superclusters. President Stoicheff indicated the university was significantly involved with two of the nine proposals that advanced to the final stage of consideration, and that one of these—Protein Industries Canada—was ultimately successful. The President described the award as fabulous news, serving as confirmation that world class universities are the platform on which innovative economies are built and commended those who worked to bring the proposal to fruition.

The President referred to the recent signing of the MOU with the City of Saskatoon and the importance of connecting with the city in an aligned way. He cited the university's involvement with the agricultural supercluster, the various other MOUs recently signed, including the MOU with the Remai Modern Gallery and the MOU forged with other post-secondary institutions committing to the Truth and Reconciliation process, as examples of the university connecting with what the world needs. He described these actions as the central expression of the new University Plan. The foundation of the plan is rooted in Indigenous concept of *Nikānitān manāchitowinihk |Ni manachihitooaan* ("Let us lead with respect"). The President indicated that he sees a rich reciprocity between the two processes—to lead with respect and to respect what the world needs us to be.

Questions were invited of the President. An update on whether the university will sign a MOU with the Saskatoon Tribal Council was requested. President Stoicheff indicated that in discussions with the new Chief, both parties have made clear the desire to have a formalized partnership. A follow-up question was asked about whether the university will commit to a procurement policy that requires a percentage of the employees hired through procured services to be Indigenous. The President indicated this was a separate issue and informed Council that former Chancellor Blaine Favel is exploring the MOU with the Tribal Council and the possibility of a procurement policy.

## 6. Report of the Provost

Tony Vannelli, provost and vice-president academic, presented the Provost's Report. Provost Vannelli commented on the recent full-day workshop with deans and executive directors about the college and school plans, the recent meeting of senior leadership with the new Minister of Advanced Education, the province's fiscal challenges, and the university's commitment to multi-year planning to achieve its aspirations and goals.

The Provost spoke about the verdict reached in the Stanley trial and the value of courage, indicating that diversity is where light is found and that to fall away from inclusiveness leads to darkness and fear. He indicated the university will always embrace its Indigenous faculty, staff, and students. He expressed that he was proud of the response of students and student leadership to the outcome of the trial and recognized those colleges who added to the dialogue to create positive and encouraging discussions. A member expressed support for the Provost's remarks, commenting that university leaders had conducted themselves in an exemplary manner in response to the situation.

The same member referred to the sentence in the Provost's written report about finding opportunities for decreasing reliance on funding from the decreasing provincial operating grant. Rather than supporting the view that the disinvestment by public funders is inevitable, he requested that the university make the case publicly for a public investment in the university as a public institution. Provost Vannelli concurred and provided a number of examples of the value the university brings to the province, concluding his remarks by emphasizing the importance of presenting these contributions in dialogue with provincial leaders.

A member thanked Provost Vannelli for attending the smudge ceremony earlier in the week and expressed her gratitude at having the university community to call upon at this difficult time. She inquired about the status of the definition of Indigenization that a group of Indigenous faculty were working on, indicating her question was prompted by the concerns of a colleague who spent a great deal of time on working on the definition and was not aware of an outcome. Patti McDougall, vice-provost teaching, learning and student experience, reported that the definition was submitted to Council by the teaching, learning and academic resources committee last spring, with the request

that students similarly have the opportunity to work on the definition. This work is occurring and has been shared with Jacqueline Ottmann, vice-provost Indigenous engagement.

The member who asked the question also encouraged the university to mentor its Indigenous members to assume senior leadership roles. The university's commitment to the training and mentoring of internal leaders was affirmed by Provost Vannelli.

## 7. Student Societies

The acting chair asked for agreement from the GSA and the USSU to have item 7.2 Report from the GSA presented prior to item 7.1 USSU report. Both parties agreed.

### 7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association (GSA) presented the report. Mr. Ghaith indicated the written report of the GSA was before Council and he would not provide any additional remarks in order to allow for more time to discuss item 7.2. (a).

#### 7.2 (a) Request for Decision: Graduate Student membership on the University Board of Governors

Mr. Ghaith indicated that the GSA seeks formal endorsement from Council of the request to have formal representation of graduate students on the Board of Governors. The request is based on the increased number of graduate students enrolled and the unique perspectives that graduate students, as researchers and future leaders of academia, are able to provide within a research-intensive university. Further, Mr. Ghaith indicated that the university is the only U15 member without a graduate student member on its governing board.

The concern that the motion appears to be outside the mandate of Council was registered by a member, with the view expressed that how each of the university's tricameral governing bodies governs itself is up to that body.

Members speaking in support of the motion noted the motion is for support in principle if there is a change to the university's governing legislation, and that Council is not being asked to make a decision about the Board of Governors. The motion provides an opportunity to increase the size of the board, add a valuable voice, and advance toward the inclusiveness to which the university is dedicated, all of which were mentioned as reasons to support the motion.

FINDLAY/CARD: That University Council support in principle:

- a) A request from the Graduate Students' Association, on the next occasion when amendment is being considered, for amendment of the University of Saskatchewan Act 1995 to provide for the appointment or election of one graduate student member of the Board of Governors.
- b) In the interim, a request from the Graduate Students' Association to have an appointed or elected representative with status as a non-voting observer or resource person on terms formulated in agreement with the Board of Governors.

7.1 Report from the USSU

David D'Eon, president of the University of Saskatchewan Students' Union (USSU) presented the USSU Report. Mr. D'Eon reported the USSU released a statement on social media in response to the verdict in the Gerald Stanley case to reaffirm the USSU's commitment to decolonization and antiracism. Mr. D'Eon thanked Candace Wasacase-Lafferty, director, Indigenous Initiatives; Iloradanon Efimoff, GSA Indigenous liaison; and the Indigenous Students' Council for their efforts since the verdict was released.

Reports of caustic responses to the verdict have resulted in some Indigenous students expressing concerns about their safety and indicating that the university does not feel like home to them. Mr. D'Eon reminded Council members to be leaders in the face of racist comments and the voice of what the university stands for.

Other topics engaging the USSU in discussion with the Ministry of Advanced Education are the future of the university's funding and the funding of student scholarships, bursaries, and student loans. The USSU projects an increase in student debt burden in the medium to long term. USSU elections are approaching and Mr. D'Eon encouraged members to refer students interested in student leadership and governance to the USSU office.

8. Planning and Priorities Committee

Dirk de Boer, committee chair, presented the notice of motion.

8.1 Notice of Motion – Approval of the University Plan

Professor de Boer reported that feedback received in response to the committee's request for input submitted to Council in January about the plan was positive, with questions received about wording and operationalizing the plan. On January 31, the planning and priorities committee received a revised version of the plan and carried a motion to approve that the plan be submitted to Council with a notice of motion to approve the plan at the March meeting of Council. Provost Vannelli confirmed that the plan remains in draft form until approved.

Debra Pozega-Osburn, vice-president, university relations, made a presentation to Council about the plan, attached as appendix B. The plan now includes the guideposts for the plan, which are thought of as similar to an inuksuk, representing markers to guide the university's path as it moves forward in embracing the plan. The visual plan design elements will be developed once the plan content is approved.

Dr. Pozega-Osburn explained that the plan as presented contains the concepts, ideas, and text of the plan. There will be many more infographics, examples, and stories that bring the concepts of the plan to light. The metrics by which the university's progress against the plan will be measured are another layer to the plan being developed by the Institutional Planning and Assessment Office.

Vice-president Pozega-Osburn outlined the notable changes to the plan since last viewed by Council, which include the addition of the President's Letter, a clearer reflection of the university's sense of place and community, the inclusion of the geographical ribbons "regional, provincial, national, international" in the *weave* infographic, the use of the Oxford comma throughout, and the removal of the specific aspiration to be among the world's top 150 universities, among other changes. Consultation continues with Indigenous elders about the language in the plan. Dr. Pozega-Osburn presented each of the goals within the plan with the accompanying text of the guideposts.

The chair opened the floor for discussion. Topics discussed were the alignment of the guideposts within the college and school plans, with Provost Vannelli confirming there is flexibility in this regard, and an objection to the commitment "courageous curiosity" as being a nonsensical term. The member objecting pointed out that being curious does not equate to being courageous. Rather, universities can be said to be courageous when asking the question "why" in challenging the established conventions and beliefs of the status quo.

Discussion focused on the university's transparency and accountability with respect to its Indigenous peoples and the request for an acknowledgment of where the university has failed in this respect. This was requested to make a strong and clear commitment to the words in the plan about Indigenization and openly address truth and reconciliation. The member making the request contended that only once this painful, but necessary, retrospective process of review is undertaken can the university look forward and engage with its Indigenous communities. The possibility of looking at the model developed in support of Indigenous mentorship and the expectations of Indigenous faculty members as part of a grant was suggested as another approach.

The president of the Indigenous Students' Council offered gratitude for the sentiments conveyed and noted that a few decades ago, Indigenous people could not attend university without giving up their status. He requested that Indigenous students and alumni be part of the process. As a non-voting member on Council he expressed that the Indigenous student community does not have a say or a vote on where it would like to take the university. Similarly, Indigenous students do not have a vote on the Board of Governors. He called upon Council committee chairs, members of Council, Senate, and the Board of Governors to look at this situation, indicating that if the university is sincere about reconciliation, then Indigenous students need a collective voice to offer their stories for tomorrow's Indigenous students.

Provost Vannelli acknowledged the comments made and indicated that the remarks made would be considered.

## 9. Governance Committee

Heather Heavin, vice-chair of the governance committee, presented the report to Council.

Chelsea Willness, acting chair, recused herself as chair for this item in order to prevent any perceived conflict of interest, and Professor de Boer assumed the role of chair.

### 9.1 Notice of Motion – Changes to Council Bylaws Part I Section III 2 & 3: Chair-person and Vice-chairperson

That Council approve the changes to Part I Section III 2 & 3 of the Council Bylaws as shown in the attachment, with the changes to take effect July 1, 2018.

Professor Heavin explained the amendments to the Council Bylaws proposed by the governance committee. The changes comprise an amendment to remove the requirement that the chair of Council present a budget to Council for approval, as this has become an administrative matter, and a process to provide for an orderly succession of the chair and vice-chair when the vice-chair is in the acting chair role. If the vice-chair is called on to serve as acting chair, after one month an acting vice-chair is nominated by the nominations committee. If the vice-chair is called on to serve as acting chair for three months, a motion is presented to Council to remove the chair. An election for a new chair then occurs.

The governance committee perceived that having an acting chair in the role for longer than a three-month period of time might impair the function of Council. The changes proposed allow the question of electing a new chair to be asked of Council, regardless of the circumstances. Council members may then vote in favour for or against the motion.

#### 10. Academic Programs Committee

Professor Willness resumed the role of chair.

Terry Wotherspoon, chair of the academic programs committee, presented the committee reports to Council.

##### 10.1 Request for Decision: Admissions Qualifications Change – Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management

Professor Wotherspoon noted the change submitted arises from previous changes to the program. One of the admissions pathways to the diploma programs requires the completion of Indigenous Studies 107. The change requested permits students admitted to the diploma programs to complete INDIG 107 as a requirement within the first year of their program.

WOTHERSPOON/DETMER: That Council approve the change in admissions qualifications for Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management, effective May 2018.

CARRIED

##### 10.2 Request for Decision: Admissions Qualifications Change – Doctor of Philosophy (Ph.D.) program in Biostatistics

Professor Wotherspoon explained the change in admissions qualifications will ensure that students in the program have completed course content in mathematical statistics, statistical inference, or equivalent courses, as students are admitted to the program from a variety of backgrounds.

WOTHERSPOON/DETMER: That Council approve the change in admissions qualifications for the Doctor of Philosophy (Ph.D.) program in Biostatistics, effective September 2018

CARRIED

10.3 Report for Information: Deletion of the Northern Teacher Education Program (NORTEP)

Professor Wotherspoon emphasized the decision to delete the program was solely in response to the provincial government's decision to terminate funding for the program and find a new delivery model, specifically Northlands College in La Ronge. The decision to terminate the program should not be interpreted as the university retreating from Northern programming as the university is working to enhance and solidify its commitment to northern programs in Saskatchewan and beyond. The College of Education has been working with Northlands College to facilitate the transition and ensure that students have access there to the university's B.Ed. program.

10.4 Report for Information: Second Degree Policy for the College of Agriculture and Bioresources

Professor Wotherspoon indicated the second degree policy was approved by the academic program committee based on interest from students registered in the College of Agriculture and Bioresources for a parallel degree pathway.

10.5 Report for Information: Deletion of the Large Animal Clinical Sciences Field of Study for the Master of Veterinary Science (M.Vet.Sci) program

As a result of the introduction of the new project-based clinical Master of Science program in the college, the M.Vet.Sci program has become redundant.

11. Other business

Beth Bilson, university secretary reported on the Council elections for members at large. As more than 23 nominations have been received for 23 member-at-large vacancies, an election will be held within the first two weeks of March. Information about vacancies on Council and other university-level committees will be printed in the March edition of *On Campus News*.

12. Question period

A member inquired about the discussion on legalized cannabis referred to by the acting chair in her remarks. Vice-provost Patti McDougall indicated that she attended the president's executive committee meeting with Council chairs to speak to the item. At this time, the university is seeking legal assistance in considering how to approach the legalization of cannabis. If the university takes the approach of restricting cannabis use through a ban on smoking, estimates are that only 25% of cannabis will be consumed through smoking, and therefore a smoking ban will not be effective. Dr. McDougall indicated she was interested in hearing views on how the university should approach the question.

13. Adjournment

The meeting adjourned by motion (DOBSON/GROSVENOR) at 4:35 p.m. carried

COUNCIL ATTENDANCE 2017-18

Voting Participants

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Abbasi, Aliya	R	A	R	A	A	P				
Aitken, Alec	P	P	R	R	R	L				
Bell, Scott	A	A	A	A	P	A				
Bindle, David	P	P	P	P	P	P				
Bonham-Smith, Peta	P	R	P	P	P	P				
Bowen, Angela	A	P	R	P	R	R	R	R	R	R
Brothwell, Doug	P	P	P	P	P	P				
Bruni-Bossio, Vince	P	P	P	P	P	P				
Buhr, Mary	P	R	P	R	P	P				
Burgess, David	P	P	P	P	P	A				
Calvert, Lorne	R	P	R	A	P	R				
Cameron, Mason	A	A	A	A	A	A				
Card, Claire	R	P	P	P	P	P				
Carter, Mark	P	R	P	P	P	P				
Chernoff, Egan	P	P	P	P	R	R				
Chibbar, Ravindra	P	P	R	P	A	R				
Crowe, Trever	P	P	P	P	P	P				
De Boer, Dirk	P	P	P	P	P	P				
Deters, Ralph	P	P	A	A	P	P				
Detmer, Susan	P	P	P	R	P	P				
Dick, Rainer	P	P	P	R	R	P				
Dobson, Roy	P	P	R	P	P	P				
Downe, Pamela	P	P	P	P	P	P				
Dumont, Darcy	P	P	R	R	R	R				
Elias, Lorin	P	P	P	R	P	P				
Eskiw, Christopher	A	P	A	P	P	A				
Findlay, Len	P	A	P	R	P	P				
Flynn, Kevin	P	P	R	R	R	R				
Freeman, Douglas	P	R	R	R	R	P				
Gabriel, Andrew	A	A	R	R	A	A				
Gjevre, John	P	P	P	P	P	P				
Goodridge, Donna	P	P	P	P	P	P				
Gordon, John	P	P	R	P	P	R				
Greer, Jim	P	R	P	P	P	P				
Grosvenor, Andrew	P	P	P	P	P	P				
Gyurcsik, Nancy	P	P	R	R	P	P				
Hamilton, Murray	P	P	P	R	P	R				
Harrison, William	P	P	P	R	R	A				
Heintz, Austin James	R	A	R	R	A	R				
Henry, Carol	R	R	P	P	R	R				
Honaramooz, Ali	A	P	P	P	P	R	R			
Jensen, Gordon	P	P	R	P	P	R				
Jones, Paul	R	P	R	P	P	R				
Just, Melissa	P	R	P	P	R	P			R	
Kalra, Jay	P	P	P	P	P	P				
Kampman, Courtney	A	A	A	A	A	A				
Khandelwal, Ramji	P	P	R	P	P	P	R			
Kiani, Ali	A	P	P	P	P	P				
Ko, Seokbum	n/a	P	P	R	P	P				
Kobes, Brent	P	A	A	A	A	A				
Koh-Steadman, Noah	A	A	A	A	A	A				
Kresta, Suzanne	n/a	n/a	n/a	n/a	P	A				
Kumaran, Arul	P	P	P	A	P	P				
Lamb, Eric	P	P	P	P	P	P				
Lane, Jeffrey	P	P	P	P	P	P				

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Langhorst, Barbara	P	R	R	A	P	P				
Lemisko, Lynn	P	P	P	P	R	P				
Lindemann, Rob	P	A	P	A	P	A				
London, Chad	P	P	P	P	R	P				
Luke, Iain	R	R	R	P	R	A				
Macfarlane, Cal	A	A	A	A	A	A				
Macnab, Sabrina	A	P	R	A	P	A				
Mathews, Rosemary	A	A	A	A	A	A				
McMillan, Alexandria	P	R	R	P	A	R				
Mousseau, Darrell	P	A	P	A	P	A				
Muri, Allison	P	R	P	P	P	P				
Murphy, Aidan	P	P	R	P	P	P				
Murphy, JoAnn	P	A	R	R	A	A				
Nagel, Madison	A	A	A	A	A	A				
Nicol, Jennifer	P	R	P	R	R	R				
Osgood, Nathaniel	R	R	P	R	P	P				
Papagerakis, Petros	A	P	P	R	P	P				
Phillips, Peter	P	P	P	R	P	P				
Phillipson, Martin	R	P	R	A	P	R				
Pocha, Sheila	R	P	R	A	P	A				
Poettcker, Grant	A	A	A	A	A	A				
Prytula, Michelle	R	P	P	P	P	P				
Racine, Louise	P	R	R	R	R	R	R	R	R	R
Risling, Tracie	P	P	P	P	P	R				
Roy, Wendy	P	P	R	P	P	R				
Sarty, Gordon	P	P	P	P	P	P				
Saxena, Anurag	P	A	P	A	P	R				
Shevyakov, Alexey	P	P	R	R	P	P				
Smith, Charles	A	P	R	P	P	P				
Smith, Preston	P	P	P	A	P	P				
Solose, Kathleen	P	P	R	A	A	P				
Soltan, Jafar	P	P	P	R	P	P				
Spurr, Shelley	P	P	P	R	P	R				
Stoicheff, Peter	P	P	P	P	P	P				
Swidrovich, Jaris	P	P	P	R	R	P				
Stone, Scot	P	R	P	P	R	P				
Tait, Caroline	R	P	P	P	P	P				
Tyler, Robert	P	R	P	P	R	P				
Tzeng, Huey-Ming	P	P	P	A	P	P				
Vannelli, Tony	P	P	P	R	P	P				
Vargo, Lisa	P	R	P	R	P	P				
Vassileva, Julita	P	P	R	P	P	A				
Waldner, Cheryl	n/a	P	R	R	A	P				
Walker, Keith	R	R	P	P	R	R				
Walker, Ryan	P	R	P	P	R	R				
Wasan, Kishor	P	P	P	P	P	P				
Willness, Chelsea	P	P	P	P	P	P				
Willoughby, Keith	P	R	P	P	P	P				
Wilson, Jay	P	P	P	P	P	R				
Wilson, Ken	P	P	R	P	P	P				
Wilson, Lee	P	A	P	P	P	A				
Wotherspoon, Terry	P	P	P	P	P	P				
Wurzer, Greg	P	P	P	P	P	R				
Zello, Gordon	P	R	P	P	P	R				

# University Plan 2025: Strategic Framework

# Notable changes

## **President's Letter**

- Adds context and contributes to sense of place
- Positions the University of Saskatchewan among its peers
- Differentiates us by denoting our commitment to reconciliation
- Reinforces key concept and intent of being the university the world needs

## **Languages intro**

- Recasts to avoid implication of colonialism
- Continuing to work with Elders on finalizing

## **Explanation of “weave” concept**

- Positions “weave” as an information graphic
- Reinforces key concepts on which plan is based
- Helps build common understanding
- NOTE: Other infographics will be included in the designed version of the plan as needed

## **Weave information graphic**

- Addition of geographic regions of impact and commitment
- Inclusion of concept of “daring”
- Strengthening of some verb concepts

## **Explanation of narrative, goals and guideposts**

- Builds shared understanding of concepts
- Shows how concepts relate to each other
- Explains the writing process

## **Various text edits throughout**

- Suggestions from numerous consultative groups and committees
- Continued engagement with indigenous communities

## **INTENT OF THE UNIVERSITY PLAN:**

**Through this plan, the University of Saskatchewan  
will be the university the world needs.**

**We will achieve our vision of contributing to a sustainable future by fulfilling our mission to lead interdisciplinary and collaborative approaches to discovery, teaching, and outreach. Informed by principles of connectivity, sustainability, diversity, and creativity, we will engage communities to discover and share knowledge and solutions that impact lives and create opportunities throughout Saskatchewan, across Canada, and around the world.**

**STRATEGIC COMMITMENT #1:**  
Courageous Curiosity

## Essence and Aim

**Empower a daring culture of innovation with  
the courage to confront humanity's  
greatest challenges and opportunities.**

# Goals

## **UNLEASH DISCOVERY.**

**Inspire students, faculty, and staff with the responsibility and expectation to be boldly curious as learners, researchers, scholars, and artists.**

### **GUIDEPOSTS**

- Growth in scholarly influence, visibility, and impact
- Success in attracting the best students, trainees, faculty, leaders, and staff across the globe
- Improved competitiveness for peer-reviewed funding
- Teaching excellence that inspires curious, courageous learners

# Goals

## **UPLIFT INDIGENIZATION.**

**Expand the understanding and practice of Indigenous ways of knowing and concepts of innovation.**

### **GUIDEPOSTS**

- Growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples
- Recognized Indigenous leadership at all levels of the academy, administration, and governance
- Systems and structures—including tenure, promotion, and merit practices—that support and recognize Indigenization
- The whole university community—Indigenous and non-Indigenous—is increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization
- Local, provincial, national, and international recognition as leaders of Indigenization and decolonization

# Goals

## **EMBRACE INTERDISCIPLINARITY.**

**Cement and catalyze interdisciplinary endeavour as a core premise of learning, research, scholarship, and creativity.**

### **GUIDEPOSTS**

- Growth in the number, diversity, and strength of interdisciplinary research and training programmes across colleges and schools
- Recognized leadership in interdisciplinary models, and methods
- Systems and structures aligned with interdisciplinary culture
- Growing global recognition and leadership in applying interdisciplinary approaches within our signature areas

# Goals

## SEEK SOLUTIONS.

**Foster a problem-solving, entrepreneurial ethic among students, faculty, and staff, harnessing opportunities to apply our research, scholarly, and artistic efforts to community and global priorities.**

### GUIDEPOSTS

- Increasingly empowered culture of experimentation and entrepreneurship among students, faculty, and staff
- New and enhanced applied learning experiences for students
- Growing leadership and recognition in scientific, technological, and social innovation
- Growth in commercialization outcomes
- Expanding community engagement in discovery and innovation

# Courageous Curiosity

**UNLEASH DISCOVERY**

**UPLIFT INDIGENIZATION**

**EMBRACE INTERDISCIPLINARITY**

**SEEK SOLUTIONS**

**STRATEGIC COMMITMENT #2:**  
Boundless Collaboration

## Essence and Aim

**Invigorate the impact of collaboration  
and partnership in everything we do.**

# Goals

## **ENRICH DISCIPLINES.**

**Build, enhance, and sustain research, scholarly, and artistic strength central to vibrant collaboration within and among all disciplines and academic units.**

### **GUIDEPOSTS**

- Notable improvement in academic rankings within disciplines and across the university as a whole
- Growth in the recruitment of global faculty and students to all disciplines
- Increased recognition of disciplinary strength and impact globally
- Stronger, more diverse community connections within disciplines

# Goals

## **ALIGN STRUCTURES.**

**Ensure that academic, administrative, and physical infrastructure enable collaborative opportunities for all students, faculty, and staff.**

### **GUIDEPOSTS**

- Systems and structures increasingly contribute to building the culture of trust essential to collaboration
- Tenure, promotion, and merit systems appropriately recognize and reward collaboration and community-engaged scholarship
- Student experience is increasingly shaped by collaborative learning opportunities
- Physical and virtual environments across our campus enable a connected, collaborative, and welcoming community

# Goals

## **EMBOLDEN PARTNERSHIPS.**

**Foster, expand, and diversify local, national, and global partnerships—with governments, businesses, and civil society in rural and urban communities—rooted in reciprocal learning and the co-creation of knowledge.**

### **GUIDEPOSTS**

- Growth in the number, diversity, and scale of local, national, and international partnerships in research, scholarship, and training
- Our university is viewed as an accessible, go-to resource by partners and stakeholders in Saskatchewan and beyond
- International students increasingly view the university as a destination for unique, high-value learning opportunities
- Institutional policies and support systems are designed to enable effective partnerships across sectors, geographies, and cultures
- A spirit of holistic wellness and mutual respect imbues all our engagement efforts

# Goals

## **EXPERIENCE RECONCILIATION.**

**Nurture the humility, ethical space, and conviction central to embedding the spirit and practice of reconciliation in all our engagement efforts.**

### **GUIDEPOSTS**

- Growth in the number, diversity, and strength of reconciliation programming across colleges and schools
- Recognized leadership in reconciliation models, initiatives, and methodologies
- Systems and structures that support reconciliation
- Local, provincial, national, and international recognition for the strong stance on reconciliation and for meaningful reconciliation initiatives
- Strong evidence of initiatives that are responsive to the TRC Calls to Action

# Boundless Collaboration

**ENRICH DISCIPLINES**  
**ALIGN STRUCTURES**  
**EMBOLDEN PARTNERSHIPS**  
**EXPERIENCE RECONCILIATION**

**STRATEGIC COMMITMENT #3:**  
Inspired Communities

## Essence and Aim

**Inspire the world by achieving meaningful change with and for our communities.**

# Goals

## **EMBRACE MANACIHITOWIN (RESPECT ONE ANOTHER).**

**Strengthen bonds of respect, trust, and shared benefit with Indigenous communities in Saskatchewan, across Canada, and globally.**

### **GUIDEPOSTS**

- Increased number of experiential cultural and language opportunities for all students, staff, faculty, and leadership
- Policies and protocols that are respectful of the diverse Indigenous cultural groups in colleges and schools
- Systems and structures that support collaborative and reciprocal relationships and partnerships with Indigenous peoples on- and off-campus
- Policies and practices that honour Elders, Traditional Knowledge Keepers, and Language Teachers
- The articulation and teachings of Manacihitowin will be fluid and deeply known and evident throughout the whole campus community

# Goals

## **AMPLIFY VALUE.**

**Distinguish the university as an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability, and student success in rural Saskatchewan, in our towns and cities, and in communities across Canada, and globally.**

## **GUIDEPOSTS**

- Enhanced contribution to communities' overall health and wellness, quality of life, and capacity to achieve social intents
- Increased impact on communities' capacity to protect the environment and promote ecological sustainability
- Amplified contribution to GDP, job creation, and economic security in Saskatchewan and across Canada

# Goals

## **CELEBRATE STORIES.**

**Equip all members of our community with the tools and opportunities to share and propagate the university's knowledges, successes, and stories—locally and globally.**

### **GUIDEPOSTS**

- Increased share of traditional and digital media
- Improved reputation and institutional recognition locally, provincially, and globally
- Strengthened position in relevant international rankings

# Goals

## **ENERGIZE CHAMPIONS.**

**Galvanize and diversify relationships with alumni and the donor community.**

### **GUIDEPOSTS**

- Growth in the degree and depth of alumni engagement—as ambassadors, partners, supporters, and donors
- Expanded, more diverse donor base in Saskatchewan, across Canada, and globally
- Substantial increase in donor support toward our mission

# Inspired Communities

**EMBRACE MANACIHITOWIN (RESPECT ONE ANOTHER)**

**AMPLIFY VALUE**

**CELEBRATE STORIES**

**ENERGIZE CHAMPIONS**

# 2025 Aspirations

**2025 Aspirations****TRANSFORMATIVE RECONCILIATION.**

Indigenous students, faculty, staff and communities are holistically strengthening the spirit and methodologies we inhabit.

**PRODUCTIVE COLLABORATION.**

Community, private-sector and international partnerships animate every facet of our research enterprise.

**MEANINGFUL IMPACT.**

Our knowledge, discoveries and innovations are helping communities achieve their social, cultural and economic goals.

**DISTINGUISHED LEARNERS.**

Our graduates are among the most inventive, collaborative and sought-after in Canada and around the world.

**GLOBAL RECOGNITION.**

Our research, graduates, academic programming and reputation are recognized as world-class.



## Federal Budget Highlights

The federal budget was released on Feb. 27 marking the biggest investment in science and university research in Canadian history. This investment will strengthen the University of Saskatchewan's ability to contribute to knowledge and innovation in Saskatchewan, Canada and beyond.

The budget provides an increase of \$354.7 million each for the Natural Sciences and Engineering Research Council and the Canadian Institutes of Health Research over the next five years, and \$215.5 million for the Social Sciences and Humanities Research Council. An additional \$231.3 million over five years is targeted for the Research Support Fund – a critical program that assists universities with the institutional costs of research, such as facility costs and technology transfer supports.

The government will also establish a tri-council fund to support research that is international, interdisciplinary, fast-breaking and, higher-risk, with \$275 million over five years to be administered by SSHRC.

As well, granting councils will be required to increase tri-council collaboration, support for interdisciplinary research, and diversity among funding recipients – including women, early-career researchers and other underrepresented groups. This aligns well with university leaders' adoption of seven principles to advance equity, diversity and inclusion, along with a five-year action plan, in October 2017.

Budget 2018 invests \$763 million for cutting-edge research infrastructure through the Canada Foundation for Innovation over the next five years, reaching a stable base of ongoing funding at \$462 million per year by 2023-24.

The Fundamental Science Review Panel, chaired by David Naylor, president emeritus of the University of Toronto, laid out a blueprint for the future of Canada's research ecosystem in April 2017. This budget makes important advances on the Naylor report. Overall a very positive budget for Canadian universities.

## Supercluster Success

I am very proud to write that the University of Saskatchewan will be a pivotal partner in Canada's agricultural supercluster—Protein Industries Canada—announced in Ottawa by Innovation, Science, and Economic Development Minister Navdeep Bains as one of five national superclusters awarded a total of \$950 million.

The industry-led supercluster will create new products that add value to crops such as wheat, canola, lentils and other pulses. The supercluster involves more than 120 corporate, industry and post-secondary partners.

Protein Industries Canada is a pan-western Canadian cluster, covering Alberta, Saskatchewan and Manitoba. The consortium includes small- to large-sized enterprises, academic institutions, and other stakeholders involved in crop breeding, agricultural crop production, food and food ingredient processing, and their supporting services companies.

The Innovation Supercluster Initiative is a first of its kind for Canada. The other four successful superclusters are: AI-powered Supply Chain supercluster; Advanced Manufacturing supercluster; Digital Technology supercluster; and Ocean supercluster. The initiative aims to foster new partnerships and large-scale programs between the private sector and universities that will help to shape Canada's economy in the future.

### Approval for Bond

The Province of Saskatchewan has approved issuing a bond to carry out critical infrastructure renewal projects on campus. The overall cost of a bond, in this instance, is lower than with traditional borrowing.

The \$85-million bond, dedicated to much-needed capital work, will be put towards renewal of five core campus buildings that are essential to the university's academic mission, including Physics, Thorvaldson, W.P. Thompson (Biology), Murray Library and Arts, as early as this spring. This approval is a positive step for us as it gives us an innovative and cost-effective financing solution and allows us to more quickly address critical infrastructure needs. The upgrades to classrooms, teaching labs and student spaces will improve the student experience and enable an environment that better supports teaching, learning and research.

Although this will be the first time the U of S has proceeded with this approach to finance capital work, within the last few years at least eight other Canadian universities—McGill, McMaster, Ryerson, Trent, Western and York Universities and the Universities of Ottawa, Regina and Windsor—have pursued bonds to finance large projects.

Construction is expected to continue for about four to five years and everything possible will be done to minimize disruption to students, faculty and staff during renewal work.

### Gathering for miyo mahcihowin (physical, mental, emotional and spiritual well-being)

We are proud to sponsor the University of Saskatchewan's health science colleges and schools as they invite health professionals, Indigenous health service organizations, students, community partners and key Indigenous stakeholders to a two-day Gathering in Saskatoon, March 15 - 16, 2018.

The Gathering for miyo mahcihowin (physical, mental, emotional and spiritual well-being) planning committee engaged indigenous community members and invited them to identify health priorities. The priorities identified include mental well-being, access to services, chronic diseases and promising approaches to wellness.

The Gathering will also showcase approaches to developing reciprocal, respectful partnerships between communities and researchers. Four internationally recognized Indigenous health researchers will be invited to speak and guide sessions organized around the health priorities. Concurrent sessions will feature a mix of panels and nationally recognized local speakers to explore these topics in more detail.

**PROVOST'S REPORT TO COUNCIL**

**March 2018**

**GENERAL REMARKS**

Later this afternoon at Council, we will be discussing and voting on the approval of the University Plan 2025 that “has been developed with broad consultation over an extensive period of time. Consultation has included Indigenous elders and knowledge-keepers, an advisory committee, Council members, whose membership has included the chair and vice-chair of Council and several Council committee chairs. The University Plan was submitted to Council in January with a request for input about the plan, and a revised version of the plan was submitted to Council in February with a notice of motion.” Quote from Dirk de Boer and myself ***Request for Decision (PPC excerpt– Approval of the University Plan)***.

This university plan is a “living document” that will continue to be enhanced over the years to follow by complementary plans from Colleges, Schools, Office of Teaching, Learning and Student Experience, Office of Vice-President, Research and the New Office of Indigenous Engagement among several others. The intent of this process is to allow a plan that is shaped at the highest level by a visual known as a “weave” to come to life as it drives planning at all levels of this great institution.

We “humbly” feel that this is an empowering and aspirational plan that will guide us to make the University of Saskatchewan the university that the world needs.

**COLLEGE AND SCHOOL UPDATES**

**Edwards School of Business**

The N. Murray Edwards School of Business at the University of Saskatchewan has earned accreditation by AACSB International—The Association to Advance Collegiate Schools of Business.

Founded in 1916, AACSB International is the longest serving global accrediting body for business schools.

Synonymous with the highest standards of quality, AACSB Accreditation inspires new ways of thinking within business education globally and, as a result, places Edwards among the top 5 per cent of business schools worldwide. Today, 810 institutions across 53 countries and territories maintain AACSB Accreditation in business.

AACSB Accreditation provides a framework of 15 international standards against which business schools around the world assess the quality of their educational services. Achieving accreditation follows a process of rigorous internal review, engagement with an AACSB assigned mentor and external peer evaluation.

## **College of Graduate & Postdoctoral Studies**

### **CGPS Student Financial Aid**

The CGPS is pleased to announce that our funding portfolio has increase by an additional \$745,000 (total annual awards portfolio is approaching \$15M). We are working with our communications partners to bring campus a full press release on this achievement. New funding opportunities include:

- Tuition scholarships for doctoral Deans' Scholarship recipients,
- Funding for new international graduate students and postdoctoral fellows and
- An Indigenous Graduate Leadership Award.

### **Devolved Funding**

The total annual amount of devolved scholarship funding available to 44 academic units is \$3.6 million.

### **Scholarships and Awards**

There continues to be a variety of funding sources for graduate students at the University of Saskatchewan. Many students are supported by a combination of awards, fellowships and scholarships from university-wide competitions, department-specific opportunities, and national or external awards. Scholarship highlights in 2017-18 to date include:

#### **Dean's Scholarship Competition**

- A total of 77 nominations were received in the first round of the Dean's Scholarship Competition. Nine (9) domestic students (8 PhD and 1 Master's) and five (5) international students (4 PhD and 1 Master's) were awarded a Dean's Scholarship for a total of \$564,000,
- The second round of the Dean's scholarship competition is currently underway, and awardees will be identified mid-March. There are 160 applications in the current competition.

#### **Tri-Agency Doctoral Award Competitions:**

- SSHRC – the CGPS put forward 20 SSHRC Doctoral applications for the competition (out of 33 applications received).
- NSERC- the CGPS put forward 22 applications for the NSERC doctoral competition (out of 32 applications received).
- Results for these competitions are expected to be available in April.

#### **Tri-Agency Master's Competitions:**

The University of Saskatchewan has been granted a quota of 40 Master's awards distributed across the tri-agency councils: 4 CIHR awards, 17 NSERC awards and 19 SSHRC awards. Each award has a value of \$17,500 (total funding is 40\*\$17,500= \$700,000). Recipients of the CIHR, NSERC and SSHRC Master's scholarships will be announced in March.

Every tri-agency award recipient receives a \$6,000 top-up scholarship. The source of the top up funding is the Saskatchewan government's Innovation and Opportunity Scholarship Program.

With the commitment to develop more, better-prepared scholarship applications, the CGPS awards team was proud to facilitate a number of tri-agency workshops in T1 (2017-18). These sessions were focused on helping students understand the importance of strong scholarship applications, as well as tips for application improvements. The timing of each workshop was aligned with the tri-agency application deadline.

Initial work has been done on a CGPS-hosted tri-agency digital warehouse in which students will have access to previous successful applications to provide them insight on building a stronger application package. This database is expected to be launched and available prior to the 2018-19 tri-agency application process.

## College of Pharmacy and Nutrition

### National Pharmacy Conference

With 94 delegates at the 2018 CAPSI Professional Development week, the University of Saskatchewan had an impressive showing at the national conference. The conference took place January 10-13 in Edmonton, Alberta, and key results for the U of S include:

- **Dylan Hope** earned second place at the Canada's Next Top Pharmacist pageant.
- **Logan Underwood, Darren Reithmeier, Daylin Sproule, and Laura Wu** earned third place in the Pharmafacts Bowl.
- **Michel Meng, Alex Baran, Jonathan Williams, and Diar Al-Azawi** earned third place in the Compounding Competition.
- **Kaitlyn Tress** accepted the CAPSI Guy Genest Passion for Pharmacy Award for Saskatchewan.
- **Darren Reithmeier and Tatiana Orłowski** were selected to present their posters on research conducted through the College at the Health Fair.
- **Dustin MacCuish and Melissa Liu** volunteered at a blood pressure clinic and advocated for Pharmacists at the Alberta Legislature Building.

The CAPSI National Council met during the four days of the conference and discussed pertinent topics and strategic planned for the upcoming semester. National Council members from U of S include **Tara Sanders** (National President-Elect), **Stefano Barillaro** (Finance Officer), **Kaitlyn Tress** (National Secretary), **Shivani Trivedi** (CAPSI Senior), **Danielle Shymanski** (CAPSI Junior), as well as U of S alumni **Caitlin McGrath** (National Past-President).

The U of S will continue to be engaged with CAPSI on a national level during the 2018-19 year:

- **Tara Sanders** will transition to the **CAPSI President** position.
- **Sofiya Terekhovska** has been elected as the **IPSF Liaison**.
- **Danielle Shymanski** will transition to the **CAPSI Saskatchewan Senior** position.

Congratulations to all those who proudly represented the U of S!

### New Research Programs in the college

**Grants Incentive Program** This program provides one-time research grants to make unfunded but promising applications more competitive for resubmission. The program funds the proposal development and research activities that will improve a resubmission, based on reviewer comments and rating and ranking information received from the funding agency. • Up to \$40,000/project, up to 3 projects funded per year. • Applications are accepted on a continuous basis.

**Seed Fund** This fund provides research grants to explore the feasibility of promising new ideas, directions, and approaches. This opportunity is designed to allow researchers to collect data that would strengthen the rationale for a larger external funding application as well as foster new collaborations. • Up to \$20,000/project, up to 4 projects funded per year. • Applications are accepted on a continuous basis.

**Infrastructure Grant** This grant supports the acquisition, upgrade, and maintenance of research equipment. • Number of awards and amounts vary. \$250,000 is available over the next two years. • Requests benefiting multiple users are preferred. • Applications are accepted on a continuous basis.

**Journal Publication Incentive Fund** This fund provides both publishing and research funds to help researchers publish in the best possible venue for their work. The fund allows the college to highlight the caliber of its research, enhances researchers' CVs and significant contributions, and helps trainees secure competitive positions and awards. • Up to 4 awards/year of up to \$15,000 to cover: a. Author fees for an accepted peer-reviewed manuscript. b. Research materials, supplies, and service contracts for additional work suggested by

It is with great pleasure to announce the following recent research grants received in the College of Pharmacy and Nutrition for January 2018:

**Drs. Ellen Wasan and Kishor M. Wasan** have received a **new ADF-SCA Grant for \$255,000** for their project entitled "*Enhanced Vaccine Adjuvant Platform for Nasal Administration in Livestock (20170024)*".

**Dr. Holly Mansell** has received a **new SHRF-SPROUT Grant (as the principal investigator) for \$160,000** for her project entitled "*Improving Health Outcomes for Kidney Recipients: A randomized controlled trial of a pre-transplant education intervention*".

**Dr. Charity Evans**, and her colleagues have received a **new \$1.2 million grant from the Canadian Institutes for Health Research** for their project "*Prescription Drug Safety and Effectiveness in Multiple Sclerosis [DRUMS]: a population-based, multi-province platform for comprehensive pharmacovigilance.*"

**Dr. Robert Laprairie** has received a **SHRF Connections for an upcoming inaugural Saskatchewan cannabinoid research symposium (\$7,750) and an NSERC Collaborative Research and Development grant with industry partner CanniMed Therapeutics (\$75,000)** based in Saskatoon.

USSU Report March 2018

The USSU elections will be underway starting Monday, March 12th and continuing until Thursday, March 22nd. We are eager to welcome a new executive onboard to lead the USSU in the 2018/19 term.

On Tuesday, March 20th, VP Kapacila will be in Regina with other student leaders as a part of the Saskatchewan Student Coalition to advocate for better financial supports for students, more investment in northern education, and better pathways for International students to seek permanent residency in Saskatchewan.



## University of Saskatchewan – Graduate Students' Association

### GSA Report – March 2018

The GSA continues to work towards efforts geared at improving the graduate student experience at the University of Saskatchewan. We have been working hard towards our main events of the year, which include the 3MT Competition (March 15, 2018) and the Annual Awards Gala (April 7, 2018). We are excited to once again be hosting these events and thrilled to see the level of engagement and reciprocity that has come out of graduate students, faculty and community partners. Through these events we wish to provide our members with opportunities that allow them to excel in their studies, their careers and their future in all their research, scholarly and artistic pursuits. We encourage administration, faculty, staff and the community to join us in celebrating the achievements of our graduate students by attending these events.

In this month's report, we will focus on the following main topics.

#### **One: Graduate Student Representation on the Board of Governors**

We wish to sincerely thank members of University Council for supporting our motion that was brought forth at the February Council meeting. The GSA truly believes that this is an important step towards ensuring the University of Saskatchewan remains competitive with other U15 universities. Graduate students play an integral role in research and academics at our University and the GSA firmly believes that graduate student representation on the Board of Governors is a key for our University as research-intensive University that we have dedicated ourselves to be. The GSA looks forward to seeing future steps taken on by all stakeholders to reflect what has been adopted by the University Council.

## **Two: Federal Budget Announcement**

The GSA is thrilled and pleased to hear that the Federal Government has put forth commitments to supporting research and innovation at post-secondary institutions across Canada. The new Budget 2018 proposes investments to the three granting council's in the sum of 1.2 billion dollars, which means that there will be added support available for more than 21,000 researchers across Canada. Such a historic contribution will no doubt improve the level of research and commitment towards new discovery and progress. The GSA is also exultant to hear the steps the Government has taken towards providing sustainable funding for research infrastructure, especially when the University of Saskatchewan is host to two of Canada's major research facilities, VIDO and the Canadian Light Source. This will continue to support graduate students who require the use of these facilities for their innovative research.

## **Three: Graduate Student Tuition Fee and Funding**

While the GSA understand the current financial stance of our University, many of the GSA members are worried that a drastic change in their tuition fees would hinder their research, innovation and discovery activities. The GSA would like to invite our University and faculty members to consider graduate tuition fees in parallel with the graduate student funding rate to ensure affordability and accessibility of graduate education in the University. The GSA would further like to invite the University to consider the differential fees for international graduate student's inline with the University's internationalization ambitions and the University 2025 strategic plan.

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

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**PRESENTED BY:** Dirk de Boer, chair, planning and priorities committee of Council  
Tony Vannelli, provost and vice-president academic

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** Request for Decision – Approval of the University Plan

**COUNCIL ACTION:** Request for Decision

*It is recommended:*

*That Council approve the University Plan 2025.*

**PURPOSE:**

As one of the three governing bodies of the university, Council is asked to approve the University Plan.

**CONSULTATION:**

The University Plan has been developed with broad consultation, including with Indigenous elders and knowledge-keepers and an advisory committee with Council members, whose membership has included the chair and vice-chair of Council and several Council committee chairs. The University Plan was submitted to Council in January with a request for input about the plan, and a revised version of the plan was submitted to Council in February with a notice of motion.

**DISCUSSION SUMMARY:**

The University Plan is intended to be a “living” plan that, at a very high, conceptual level, provides direction to the university and builds synergy among units and with Indigenous communities. A new visual approach has been adopted that employs an infographic to represent the strategic framework of the plan. The infographic has come to be commonly referred to as the “weave” due to the interlacing ribbons of text. The *weave* is a depiction of the fundamental principles, commitments, and aspirations of the university, and has its roots in the university’s new [Vision, Mission, and Values](#) document. The *weave* is supported by a narrative which articulates in more detail the specific commitments of the plan – *Courageous Curiosity, Boundless Collaboration, and Inspired Communities*.

For each commitment in the plan, there are goals; and for each of the goals, there are guideposts that serve as markers along the path of the plan. Metrics are being developed to judge progress on the goals and to articulate the achievements by which the success of the plan will be measured.

**SUMMARY:**

The planning and priorities committee has had extensive discussions about the University Plan. At the committee's most recent meeting on February 28, the committee reviewed a revised version of the plan, and received an update on the changes made in response to discussion at the February Council meeting. At the meeting, the committee reaffirmed by motion its support for the plan and the presentation of the plan to Council for approval.

**FURTHER ACTION REQUIRED:**

Once approved, the University Plan will be presented to Senate for approval on April 21 and to the Board of Governors for approval on June 26, 2018. The plan will be officially launched in the Fall. A descriptive title for the plan will be identified once the plan is approved.

**ATTACHMENTS:**

1. University Plan 2025, dated March 7, 2018
2. Consultation Summary

**UNIVERSITY PLAN 2025:  
STRATEGIC FRAMEWORK  
AND NARRATIVE**



# LETTER FROM THE PRESIDENT

Universities are needed now more than they have ever been, and that is certainly true for the University of Saskatchewan. To be a university for the future, it is incumbent upon us to stay connected to the communities we serve, locally and globally—to contribute to them and, in so doing, to be the university the world needs.

Guiding us towards achieving this aspiration is our 2025 University Plan. Built through consultation and collaboration, it evolves from our 2016 Vision, Mission and Values, and is informed by and takes us beyond previous integrated plans.

This 2025 University Plan is grounded in our strengths. As our Vision document states, “we use interdisciplinary and collaborative approaches to discovery.” No other research-intensive, medical-doctoral university in Canada has the array of colleges and interdisciplinary schools we do. None has the unique scientific infrastructure we have, nor our unique signature areas through which we are having a global influence. We have an unparalleled breadth of expertise in our professional colleges, social sciences disciplines, humanities and fine arts departments, and fundamental and applied sciences units. Together, we have the tremendous variety of programming and research—and the faculty, staff, and student talent—to serve and inspire our communities: this city, this province, this country, and beyond.

Fundamental to all of this is the key role our university plays in reconciliation. This plan must impel us, and clarify our purpose, in this regard. It is fundamental because we will achieve much when we are a strong university of common purpose, a trusted partner in the national imperative of reconciliation, engaging together the many communities we serve in an era of unprecedented political and technological change.

Our challenge, to be met in this plan, is to make this whole greater than the sum of its parts. When we are successful at doing so, students around the globe will see the university in particular as a place to develop the knowledge and skills they need to thrive in a future defined by constant change. Faculty will view the university as a place that creates unmatched possibilities for collaboration, discovery, and impact. Staff will find inspiration in the opportunity to create solutions—systems, practices, physical spaces—that reflect the university’s ambition. Our diverse communities will engage with and find inspiration in everything we do. We will take our place among the world’s top institutions of higher learning.

And in the process we will be the university the world needs. I invite all of us to join together in reaching that aspiration.



**Peter Stoicheff**  
President and vice-chancellor

# PREAMBLE

In January of 2017, the University of Saskatchewan embarked on a journey to develop the university's next strategic plan—a fully integrated and engaged plan that will see us to 2025. The university plan is inspired by our four Principles—Connectivity, Sustainability, Diversity, Creativity—and reflects our Mission, Vision and Values. They are woven into the plan and will help ensure that it represents who we are and what we can achieve as an institution.

*This plan aims to be bold.* The intent of this plan is to position the University of Saskatchewan as the university the world needs, and our three strategic commitments—Courageous Curiosity, Boundless Collaboration, Inspired Communities—are the embodiment of this conviction.

*This plan aims to be an authentic expression of the university's commitment to Indigenization.* The languages, concepts, and spirit woven into this plan have been shaped by our relationships with Indigenous communities. These relationships have profoundly deepened our understanding of the principles, values, and strategic directions that will define our future.

*This plan aims to be accountable.* The commitments, goals, and aspirations we describe represent a substantive proposition for institutional development, growth, and impact. We have therefore identified a comprehensive set of guideposts that will allow us to mark and measure our progress over the coming years and ensure that we remain true to the spirit and substance of this plan.

We're looking for your input. We seek your thoughts on the plan's intent, three strategic commitments, and twelve bold yet achievable goals.

We look forward to your guidance as we prepare our university for an inspiring journey over the next seven years.

# The Deep Roots of Our Principles... and a New Way of Seeing Them

This plan is rooted in the university's four principles: *sustainability*, *creativity*, *diversity*, and *connectivity*. Looking at these principles through Cree and Michif language and concepts has brought depth, complexity and the unexpected to our shared understanding of them.

**The Cree and Michif Elders and Language Keepers who have helped us to discover the language of this plan have given our university a great gift and an inspiring source of strength.**

Indigenous peoples have shaped this plan with generous spirit and patient resolve—sustained by faith that things will happen when they're supposed to happen. After generations of forced irrelevance, the Indigenous traditions, languages, and systems of knowledge imbue our university's future in ways that were unimaginable even a few years ago. At last, this plan binds together parallel paths and uplifts all traditions in a space of peace, respect, and friendship. This plan is both a description of our university's future and a framework for mutual learning and reconciliation. And for this, we will all be immeasurably stronger.

## ***Nākatēyihitamowin | Nakaatayihtaamoowin***

**The principle of sustainability** ensures that we take care of the relationships with which we've been entrusted—with the land, with the air and water, with our students, colleagues, and neighbours—guided by mindfulness, respect, and reverence. In Cree and Michif, the idea is much bigger, extending to the attention we pay to protecting and honouring the wellness of all humanity and creation, the integrity of our cultural identities, and the stories embedded within language—the baskets of stories—our students, staff, faculty, and partners bring to our community. For the University of Saskatchewan, *Nākatēyihitamowin | Nakaatayihtaamoowin* is a cultural and ecological touchstone.

## ***Nihtāwihcikēwin | Nihtaoshchikaywin***

At its core, our university is a creative organism. **The principle of creativity** testifies that we are curious about the unexplored possibilities for growth, enrichment, and justice around us; attentive to the needs and opportunities for change that inspire imagination, and invention; and intentional about the future to which we aspire to contribute. The creative spirit is experiential; it invites participation in individual and collective journeys to discover truth and seek balance within the chaotic dynamism of the universe. *Nihtāwihcikēwin | Nihtaoshchikaywin* requires both discipline and optimism—knowing that our efforts can bring to fruition the possibilities we envision for learning and discovery.

## ***Nanātohk pimātisowina | Nanaatoohk pimatishoowin***

Life is perpetual movement and change—an unscripted journey of expanding awareness, understanding, and “coming to know”—and no two journeys follow quite the same path. Through **the principle of diversity**, our university is a meeting place for diverse journeys. Our strength derives from our respect for and belief in the tapestry of identities, traditions, and ways of knowing and being that enrich our humanity and bring us closer to an enlightened understanding of the world around us.

## ***Āniskōmohcikēwin | Naashkoopitamihk***

**The principle of connectivity** requires the University of Saskatchewan to be a global village. Our vibrant community is tied together by shared values, shared intentions, and a commitment to sharing our diverse stories in a place of mutual respect and learning. Our connectivity is our source of resilience, and the interactions that bring us closer together are energized by wonder and a playful spirit. Together, we have the flexibility to flourish in the face of change—and the confidence to take our place among leaders, emboldened by the unity of the community we carry with us.

These principles give truth, life, and an enriched sense of mission to the spirit of our plan. **Nikānītān manāchitowinihk | Ni manachihitoonaan** (“Let us lead with respect”) reflects the humility and boldness that inextricably define the University of Saskatchewan's spirit. Our university community aspires to lead “in a good way.” Through this plan, we will bring the creativity and courage to pursue a more sustainable future—and we will instill the reverence for individual expression and identity to embrace humanity's complexity and realize this future connected in our diversity. Through this plan—and through the spirit embodied in *Nikānītān manāchitowinihk | Ni manachihitoonaan*—the University of Saskatchewan will be **the University the World Needs**.

# OUR STRATEGIC FRAMEWORK: “THE WEAVE”

We have come to understand the essence of the University of Saskatchewan’s strategic plan in the visual representation on the next page: a conceptual framework that the countless community members who have contributed to its evolution now affectionately call “the weave”.

The symbolism of our strategic framework as a tightly woven belt of fabric is highly intentional. Our strategy is at once strong and flexible—resilient in an era of global urgency and unprecedented social and technological change. Our strategy is multidimensional, true to the complexities and contradictions that inspire the creativity and generosity of great institutions. And our strategy is highly integrated, tying together our University’s legacy, spirit, and future into a singular description of who we are and aspire to become.

- The vertical threads capture our four principles—SUSTAINABILITY, DIVERSITY, CONNECTIVITY, CREATIVITY—as interpreted and discovered through the gift of Indigenous languages and teachings.
- The lighter horizontal threads reinforce core elements of our mission: fostering interdisciplinary and collaborative approaches to DISCOVERY; uplifting the experience of INDIGENIZATION in our lives as students, educators, scholars, and citizens; preparing students for enriching careers and fulfilling lives as engaged global citizens through excellence in TEACHING AND LEARNING; and nurturing the innovative, accessible and welcoming spaces essential to meaningful ENGAGEMENT with our diverse communities.
- The darker horizontal threads describe the scope of our vision and spirit of engagement: our special connections to the REGIONAL communities in which our students, faculty, and staff live and work; the unique and enduring PROVINCIAL partnerships that allow our university to contribute meaningfully to the social, cultural, and economic life of Saskatchewan; the distinguishing leadership, talent, and ideas our university brings to the NATIONAL stage as we work to create a brighter, more prosperous, and more sustainable future for Canada; and the INTERNATIONAL research, teaching, and community partnerships essential to our university’s position as a globally relevant institution of higher learning.

Together, these interlaced threads give strength to the three COMMITMENTS and twelve GOALS that underpin the INTENT of this plan: to be the university the world needs. Our commitments and goals represent our contract with the communities and partners that give us purpose—an institutional promise to be better and do more, woven into the tapestry of history, identity, and vision that will stretch with us into our future.

If the weave is as true an expression of who we are and aim to become as we believe the weave to be—and if we are true to the spirit and substance of this strategic framework over the coming years—we are confident that we will be able to achieve the five ASPIRATIONS that will define the success of this plan in 2025: Transformative Reconciliation, Productive Collaboration, Meaningful Impact, Distinguished Learners, Global Recognition.

# UNIVERSITY PLAN 2025: STRATEGIC FRAMEWORK

**TITLE: TBD**

**INTENT OF THE UNIVERSITY PLAN:**

Through this plan, the University of Saskatchewan will be the university the world needs.



## 2025 ASPIRATIONS

**Transformative Decolonization Leading to Reconciliation.** Indigenous students, faculty, staff, and communities are holistically strengthening the spirit and methodologies we inhabit.

**Productive Collaboration.** Community, private-sector, and international partnerships animate every facet of our research enterprise.

**Meaningful Impact.** Our knowledge, discoveries, and innovations are helping communities achieve their social, cultural, and economic goals.

**Distinguished Learners.** Our graduates are among the most inventive, collaborative, and sought-after in Canada and around the world.

**Global Recognition.** Our research, graduates, academic programming, and reputation are recognized as world-class.



## INTERPRETING AND ANIMATING OUR TWELVE GOALS

Over the next few pages of text, we examine the significance of each of our GOALS by considering three questions: What does this goal mean to the University of Saskatchewan? What are the implications of this understanding? And if we are to fulfill its potential, what does this goal challenge us to do in the future? In answering these questions, it is not our intention to provide prescriptive directives and remedies; rather, we wish to communicate a sense of authenticity, direction, and focus to inspire our colleges, schools, units, and communities as they translate the university's institutional goals into specific actions and deliverables.

For each goal, we have also identified a set of GUIDEPOSTS. These guideposts describe the ways in which we propose to track—quantitatively and qualitatively—the university's progress toward each goal. The guideposts are not themselves specific metrics; however, as each goal implies a proposition for change, the guideposts provide a sense of the (ultimately measurable) achievements that will be important to us as we grow and evolve. Put another way, if the five ASPIRATIONS we've articulated in our strategic framework describe the endpoint of this plan, the guideposts will mark the journey.

## COMMITMENT #1:

# Courageous Curiosity

**Commitments:** Empower a daring culture of innovation with the courage to confront humanity's greatest challenges and opportunities.

**Goals:**

- **Unleash Discovery.** Inspire students, faculty, and staff with the responsibility and expectation to be boldly curious as learners, researchers, scholars, and artists.
- **Uplift Indigenization.** Expand the understanding and practice of Indigenous ways of knowing and concepts of innovation.
- **Embrace Interdisciplinarity.** Cement and catalyze interdisciplinary endeavour as a core premise of learning, research, scholarship, and creativity.
- **Seek Solutions.** Foster a problem-solving, entrepreneurial ethic among students, faculty, and staff, harnessing opportunities to apply our research, scholarly, and artistic efforts to community and global priorities.

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## UNLEASH DISCOVERY

Curiosity is the lifeblood of our university. Our passion for knowledge and understanding is the driving force of our culture of discovery—and the courage that allows us to ask tough questions and push boundaries is a direct reflection of our inherent optimism, our pragmatic skepticism, our scholarly discipline, and our aspiration to make the world a better place. Curiosity impelled University of Saskatchewan Nobel Laureate Gerhard Herzberg's pioneering work on the structure and geometry of molecules. Curiosity has given voice and vision to the many distinguished writers and artists who have found inspiration on our campus. Curiosity has propelled the growth of our research enterprise by nearly a third in just five years.

Curiosity is both a privilege and a responsibility. The freedom we enjoy to pursue knowledge and understanding is inextricably linked to our humble respect for the world's natural and cultural gifts; to our willingness to subject our work to the scrutiny of our peers; and to our commitment to sharing our discoveries in the public sphere in ways that are timely, relevant and useful.

Bold curiosity fuels an innovative society—it's the foundation for creative problem-solving, invention, and social and technological change—and universities play a vital role in nurturing, empowering, and unleashing the curiosity that will allow us to imagine a brighter, more sustainable future. It is for this reason that curiosity will be the central thesis of all colleges, schools, and administrative units at the University of Saskatchewan.

### GUIDEPOSTS

- Growth in scholarly influence, visibility, and impact
- Success in attracting the best students, trainees, faculty, leaders, and staff across the globe
- Improved competitiveness for peer-reviewed funding
- Teaching excellence that inspires curious, courageous learners

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## UPLIFT INDIGENIZATION

Together, we are uplifting Indigenization to a place of prominence at the University of Saskatchewan. Words and phrases that capture the importance of Indigenous peoples and their ways of being, knowing, and doing—philosophies, languages, methodologies, pedagogies—are evident throughout the University Plan and are a source of inspiration for our students, faculty, staff, and community partners.

Indigenization challenges us to amplify the forces of decolonization. Decolonization practices contest divisive and demeaning actions, policies, programming, and frameworks. Indigenization is the healing, balancing force; it calls us to action, invites a rebalancing of relationships, inspires opportunities for mutual cultural understanding, and helps us to find comfort in the discomfort decolonization can entail. From an Indigenous perspective, the gesture of uplifting (open hands, palms up, raised arms) conveys value, openness, honour, trust, and relationship. By uplifting Indigenization and Indigenous self-determination, we are welcoming ideas, knowledges, and perspectives that enrich us all.

Indigenization strengthens the fabric of the university. It involves the respectful, meaningful, ethical weaving of First Nations, Métis, and Inuit knowledges, lived experiences, worldviews, and stories into teaching, learning, and research. Indigenization is a gift that benefits every member of our community.

### GUIDEPOSTS

- Growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples
- Recognized Indigenous leadership at all levels of the academy, administration, and governance
- Amplified Indigenous student, faculty and staff recruitment and retention efforts
- Systems and structures—including tenure, promotion, and merit practices—that support and recognize Indigenization
- A university community—Indigenous and non-Indigenous—increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization
- Local, provincial, national, and international recognition as leaders of Indigenization and decolonization

## EMBRACE INTERDISCIPLINARITY

Interdisciplinarity is the hallmark of the University of Saskatchewan. It is the unifying model of discovery and innovation for a community of learners, researchers, scholars, and artists with the courage to step outside safe disciplinary constructs; with the ambition to tackle questions they can't tackle alone; and with the humility to share knowledge and experience in an atmosphere of radical openness. It's why we're at the forefront of the discoveries, technological changes, and social innovations needed to tackle global water and food security; it's why we're advancing an integrated view of health and wellness at the interface of humans, animals, and the environment; it's why we're punching above our weight in so many of Canada's most prestigious funding competitions.

Interdisciplinarity is impelled by and built around complex problems. It requires integrated, big-picture thinking, comfort with ambiguity, and discerning, nurturing leadership. Interdisciplinarity is not simply about probing the same question through different disciplinary lenses or traditions. It's about the new creative possibilities—the new and unexpected ways of perceiving, confronting, and understanding a problem—that can arise from the productive collision of perspectives among novel configurations of learners, researchers, scholars, artists, and communities.

With 17 colleges and schools—an almost unprecedented degree of diversity—our university enjoys a rich opportunity to harness scholarly and creative diversity to tackle some of the greatest challenges humanity faces. It is our task to unleash the fullness of our interdisciplinary potential.

### GUIDEPOSTS

- Growth in the number, diversity, and strength of interdisciplinary research and training programmes across colleges and schools
- Recognized leadership in interdisciplinary models, and methods
- Systems and structures aligned with interdisciplinary culture
- Growing global recognition and leadership in applying interdisciplinary approaches within our signature areas

## SEEK SOLUTIONS

While our purpose as an institution of higher learning is to discover, the social license that enables this purpose derives from our commitment to applying knowledge that addresses challenges and creates opportunities for the world. This spirit of problem-solving, invention, entrepreneurship, and community-building has always animated the University of Saskatchewan—from Harold Johns' development of Cobalt-60 as a revolutionary cancer treatment to our Crop Development Centre's role in securing Saskatchewan's leadership in the global pulse market.

Sustaining and amplifying this spirit will require *every* member of our campus to engage with the communities we serve and support. We will strengthen the connections linking discovery, social innovation, and technology development essential to sustainable change. And we will become increasingly comfortable with informed risk-taking and the possibility of failure. This mindset is integral to the university's culture, inspiring all members of our campus community—students, staff, faculty, and senior administration.

At the same time, the pursuit of solutions will require institutional focus to reward inventiveness and enable innovation; to facilitate knowledge translation, exchange and commercialization; and to foster the community partnerships essential to co-development and implementation of discoveries and new knowledge.

### GUIDEPOSTS

- Increasingly empowered culture of experimentation and entrepreneurship among students, faculty, and staff
- New and enhanced applied learning experiences for students
- Growing leadership and recognition in scientific, technological, and social innovation
- Growth in commercialization outcomes
- Expanding community engagement in discovery and innovation

## COMMITMENT #2:

# Boundless Collaboration

**Commitments:** Invigorate the impact of collaboration and partnership in everything we do.

**Goals:**

- **Enrich Disciplines.** Build, enhance, and sustain research, scholarly and artistic strength central to vibrant collaboration within and among all disciplines and academic units.
- **Align Structures.** Ensure that academic, administrative, and physical infrastructure enable collaborative opportunities for all students, faculty, and staff.
- **Embolden Partnerships.** Foster, expand, and diversify local, national, and global partnerships—with governments, businesses, and civil society in rural, northern and urban communities—rooted in reciprocal learning and the co-creation of knowledge.
- **Experience Reconciliation.** Nurture the humility, ethical space, and conviction central to embedding the spirit and practice of reconciliation in all our engagement efforts.

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## ENRICH DISCIPLINES

Interdisciplinary possibilities arise from disciplinary strength. The University of Saskatchewan's leadership in global food security did not begin with the establishment of the Global Institute for Food Security; it was built over decades of excellence in plant genetics, soil science, zoonotic microbiology, hydrology, agriculture policy, community extension, and development, among other fields, and continues to depend on uncompromising disciplinary focus and leadership.

If we are to realize the full potential of an engaged, collaborative, solutions-focused university with the courage to tackle humanity's greatest challenges, we need to harness scholarly strength, creativity, and inventiveness across our campus—which means that we will need to acknowledge and tackle unevenness in the quality of research, learning, teaching, and citizenship within our disciplines.

Uncompromising cultivation of disciplinary depth is essential to preparing the University for sustainable leadership in interdisciplinary research, scholarship, and creative pursuits in the future. Without exception, we will hold ourselves to the highest disciplinary standards. The measure of our success lies in attracting and retaining top talent, competing successfully for external resources and partnerships, and ensuring readiness and appetite to contribute to the university's larger collaborative and interdisciplinary efforts.

### GUIDEPOSTS

- Notable improvement in academic rankings within disciplines and across the university as a whole
- Growth in the recruitment of global faculty and students to all disciplines
- Increased recognition of disciplinary strength and impact globally
- Stronger, more diverse community connections within disciplines

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## ALIGN STRUCTURES

A culture rooted in collaboration must be enabled by an environment purpose-built for collaboration.

Over the past decade, the University of Saskatchewan has invested substantially in creating the conditions for collaboration, and today many institutional supports have been integrated into the fabric of our campus or are continuing to mature: we are home to some of Canada's most unique and valuable research infrastructure, including the Canada Light Source, VIDO-InterVac, and the Health Sciences Complex; our campus design and physical connectivity inspire creativity and create dynamic spaces for interdisciplinary interaction; our research and innovation enterprise is increasingly focused on providing services that accelerate internal and external partnerships; leaders across campus have demonstrated creativity and nimbleness in facilitating transformative collaborations.

However, we still have much work to do in modernizing our institutional practices and policies; eliminating gratuitous barriers that reinforce counterproductive silos; empowering leadership to recognize and facilitate opportunities for collaboration; aligning reward and recognition systems with our collaborative aspirations; and ensuring that the built form of our campus creates cohesive environments in which disciplines can flourish and collaborations will multiply.

### GUIDEPOSTS

- Systems and structures increasingly contribute to building the culture of trust essential to collaboration
- Tenure, promotion, and merit systems appropriately recognize and reward collaboration and community-engaged scholarship
- Student experience is increasingly shaped by collaborative learning opportunities
- Physical and virtual environments across our campus enable a connected, collaborative, and welcoming community

## EMBOLDEN PARTNERSHIPS

The resilience, reputation, and relevance of the University of Saskatchewan derive in large measure from the strength of community partnerships woven into the tapestry of our institution—with the Indigenous peoples whose philosophies, methodologies, pedagogies, practices, and languages enrich us; with the farming and northern communities that inspire our ecological and socioeconomic mission; with the extractive industries whose competitiveness and sustainability depend on University of Saskatchewan innovations; with local policymakers whose decisions rely on the evidence our scholars generate; with the cultural institutions, such as the Remai Modern, that illuminate our humanity, and stir our creative potential.

This plan calls on us to do even more in deepening, diversifying, and internationalizing our community relationships—governed by unwavering commitment to our values, to the principles of connectivity, sustainability, diversity, and creativity, and to respectful, reciprocal creation, and application of knowledge. To this end, we will embrace the view that a vigorous partnership ethic is not simply a matter of getting better at “reaching outward”: it’s about redefining the scope and reach of what’s integral to our notion of a vitally engaged university community.

As we invigorate our partnership ethos and become even more agile in recognizing and unlocking new alliances, we will exercise the cultural competency needed to develop partnerships across sectors, geographies, languages, belief systems, and traditions—while remaining resolutely grounded in the authenticity of our values.

### GUIDEPOSTS

- Growth in the number, diversity, and scale of local, national, and international partnerships in research, scholarship, and training
- Our university is viewed as an accessible, go-to resource by partners and stakeholders in Saskatchewan and beyond
- International students increasingly view the university as a destination for unique, high-value learning opportunities
- Institutional policies and support systems are designed to enable effective partnerships across sectors, geographies, and cultures
- A spirit of holistic wellness, mutual respect and inclusive diversity imbues all our engagement efforts

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## EXPERIENCE RECONCILIATION

“Reconciliation,” said Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission, “is about forging and maintaining respectful relationships. There are no shortcuts.”

As a community, we have a shared responsibility to honour and join in the journey of reconciliation. Relationships have been fractured; they require repair, redress, and healing. The tragedy of residential schooling exploited education as a tool to destroy identity. As a learning institution, the university has an obligation to use its influence to celebrate diversity and bring to the forefront the strength and beauty evident in Indigenous thought: to move forward “in a good way”.

The Truth and Reconciliation Commission has also taught us that reconciliation is a goal that may take generations to realize. The University of Saskatchewan understands that reconciliation is an enduring journey, and we are steadfastly committed to actions that contribute to respectfully enabling the balance of relationships between Indigenous and non-Indigenous peoples. Enabling this balance requires us to nurture an ethical space in which we can explore how we relate to each other through the lenses of history, culture, and lived experience. By providing opportunities to bring people together to share their experiences of truth, we will contribute to individual and collective healing and nourish deeper expressions of reconciliation.

### GUIDEPOSTS

- Growth in the number, diversity, and strength of reconciliation programming across colleges and schools
- Recognized leadership in reconciliation models, initiatives, and methodologies
- Systems and structures that support reconciliation
- Local, provincial, national, and international recognition for the strong stance on reconciliation and for meaningful reconciliation initiatives
- Strong evidence of initiatives that are responsive to the TRC Calls to Action

## COMMITMENT #3:

# Inspired Communities

**Commitments:** Inspire the world by achieving meaningful change with and for our communities.

### Goals:

- **Embrace Manacihitowin (respect one another).** Strengthen bonds of respect, trust, and shared benefit with Indigenous communities in Saskatchewan, across Canada, and globally.
- **Amplify Value.** Distinguish the university as an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability, and student success in rural and northern Saskatchewan, in our towns and cities, and in communities across Canada, and globally.
- **Celebrate Stories.** Equip all members of our community with the tools and opportunities to share and propagate the university's knowledges, successes, and stories—locally and globally.
- **Energize Champions.** Galvanize and diversify relationships with our alumni and donor community.

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## EMBRACE MANACIHITOWIN (RESPECT ONE ANOTHER)

Strong relationships are built upon respect, reciprocity, and continuous renewal of values and actions that support healthy connections. The English interpretation of this Cree/Michif phrase is “let us respect each other”. This phrase embodies humility and speaks to the spirit of the treaties. It is an invitation to walk alongside, to travel down a path, working together to realize goals and a vision that strengthen all cultures.

The University of Saskatchewan embraces the teachings of manacihitowin, which are drawn from the stories and songs of Elders and Traditional Knowledge Keepers.

Deep understanding of concepts like manacihitowin demands experiential cultural and language learning, and an inquisitive learning spirit. We cannot achieve respectful relations passively; as a university, we have both an ethical obligation and a vital opportunity to nurture the sharing of stories that will awaken understanding and inspire our community toward relationships uplifted by our histories, cultures, and lived experiences: *manacihitowin*.

### GUIDEPOSTS

- Increased number of experiential cultural and language opportunities for all students, staff, faculty, and leadership
- Policies and protocol that are respectful of the diverse Indigenous cultural groups in colleges and schools
- Systems and structures that support collaborative and reciprocal relationships and partnerships with Indigenous peoples on- and off-campus
- Policies and practices that honour Elders, Traditional Knowledge Keepers, and Language Teachers
- The articulation and teachings of Manacihitowin will be fluid and deeply known and evident throughout the whole campus community

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## AMPLIFY VALUE

An inspired community is a community that recognizes and respects the value we create as a university.

The measure of our university's ambition is therefore expressed in the value we create with the communities that give us reason to learn, to discover and to innovate: improving lives, expanding opportunities, strengthening social cohesion, protecting the environment.

This animating premise and driver of accountability has three implications. First, we will do as much as we can to achieve the greatest possible impact for our communities—we can never rest, allow ourselves to feel satisfied that we've done enough or become complacent about the complex process of translating discoveries into results for communities. Second, in order to demonstrate that our value claims are genuine, we will work hard as a university community to quantify, document, and defend the impact to which our research, scholarly, and artistic efforts are contributing—evidence of impact is both a moral obligation and a growing expectation of the partners and communities that support and work with us. Finally, we need to be very clear as a university community about when and how we can help to create the greatest value and commit energy and resources to realizing this potential.

### GUIDEPOSTS

- Enhanced contribution to communities' overall health and wellness, quality of life, and capacity to achieve social intents
- Increased impact on communities' capacity to protect the environment and promote ecological sustainability
- Amplified contribution to GDP, job creation, and economic security in Saskatchewan and across Canada
- Heightened public and private-sector recognition of the impact of our work in the region, the province, the nation, and the world

## CELEBRATE STORIES

The University of Saskatchewan has a compelling story—and countless individual stories—to tell, and it's our shared responsibility and interest to inspire the world with our ambition and achievements.

Effectively engaging communities, students, faculty, and staff, and new partners with the power of our narratives is not simply the work of dedicated communications and public relations professionals. We must entrust and empower all members of our community as University of Saskatchewan ambassadors.

Achieving this degree of community engagement has several implications. We need to tell the stories that best represent our values and aspirations. We need to share our stories in ways that are meaningful, authentic, and responsive to the diverse needs and traditions of our communities. We need to harness accessible, engaging tools—with an emphasis on digital platforms—to enable the widest possible reach and interaction with our stories. And we need to make storytelling intrinsic to our work and sense of fulfillment as students, faculty, and staff.

### GUIDEPOSTS

- Students, faculty, staff, alumni, and others in our community understand and value the university story and can carry it into their conversations
- Increased share of traditional and digital media
- Improved reputation and institutional recognition locally, provincially, and globally
- Strengthened position in relevant international rankings

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## ENERGIZE CHAMPIONS

As a university, some of our most compelling stories require the power of voices beyond our students, faculty, and staff.

Our greatest advocates, allies, and supporters are our hundreds of thousands of alumni and our generous donors—who, over the past few years, have contributed tens of millions of dollars to enable learning, research, scholarship, and creativity at the University of Saskatchewan.

We can and will do more with and for our alumni and donors by continuously cultivating opportunities for meaningful engagement; making our alumni and donors feel integral to the fabric, spirit and future of our university; ensuring that alumni and donors are as excited about our ambition and achievements as we are; and working together with alumni and donors to build a stronger, more engaged, and more innovative university community.

### GUIDEPOSTS

- Strengthening of mutually beneficial relationships with alumni to serve the needs of our graduates and our institution
- Growth in the degree and depth of alumni engagement—as ambassadors, partners, supporters, and donors
- Expanded, more diverse support base in Saskatchewan, across Canada, and globally
- Substantial increase in donor support toward our mission

## 2025 ASPIRATIONS

The impacts to which we aspire as a university testify to our ambition to be the university the world needs.

- **Transformative Decolonization Leading to Reconciliation.** The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
- **Productive Collaboration.** The world needs a university in which research and innovation are inspired by and accountable to community partners.
- **Meaningful Impact.** The world needs a university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
- **Distinguished Learners.** The world needs a university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
- **Global Recognition.** The world needs a university that sets the standard in learning, research, scholarship, creativity, and community engagement.

To be the university the world needs is a bold ambition. It will require us to remain firmly focused on our three commitments: Courageous Curiosity, Boundless Collaboration, Inspired Communities. It will require us to converge around the twelve goals, steered by the guideposts we have established to mark our path. And it will require us to be very disciplined about tracking our progress against the five areas of impact to which we aspire: Transformative Decolonization Leading to Reconciliation, Productive Collaboration, Meaningful Impact, Distinguished Learners, Global Recognition.

We believe that the University of Saskatchewan has much to offer its communities, and through this plan, we are committed to delivering on our promise. We are committed to communicate and celebrate our successes, and to gather around our challenges as a diverse community that seeks solutions with the kind of bold creativity that has characterized this university since its inception.

In doing so, we'll inspire others to reach their full potential, even as we find our place among the world's top universities. We will be the university that we must be for the future—the university the world needs.

# UNIVERSITY PLAN CONSULTATION SUMMARY

(January 2017 to February 2018)

Aboriginal Advisors Circle

Aboriginal Advisors' Circle - Office of Aboriginal Initiatives

Academic and Assistant Associate Deans

Academic Programs Committee

Associate Deans Research

Arts and Science Faculty Council

Arts and Science Students' Office

Board of Governors

Campus Community Open Forums

Civil, Geological & Environmental Engineering

Colleges and Schools

Deans' Council

Elders and Language Keepers

Financial Leaders Forum

Financial Services Management Team (with HR & ICT)

Graduate Students Association Student Council

Human Resources Leadership Team and Staff

Information and Communications Technology (Town Hall)

Indigenous Advisors Circle

Indigenous Faculty

Indigenous Faculty Committee

Indigenous Students' Council

Indigenous Students

International Activities Committee

Leadership Network Sessions (formerly Department Heads Forum)

Office of the Vice President Research Executive

Office of the Vice-Provost Teaching and Learning (Town Hall)

Planning and Priorities Committee

President's Executive Committee

President's Sustainability Council

Projects and Planning Network

Provost's Committee on Integrated Planning (PCIP)

Research, Scholarly and Artistic Work Committee

Senate

Senior Leadership Forum

Strategic Business Advisors

Teaching, Learning & Academic Resources Committee

University Council

USSU Student Council

USSU Student Forum

Wichitowin Conference

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Jay Wilson, chair  
Governance committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** Changes to Council Bylaws Part I Section III 2 & 3: Chair-person  
and Vice-chairperson

**DECISION REQUESTED:** *It is recommended:*

*That Council approve the changes to Part I Section III 2 & 3 of the Council Bylaws as shown in the attachment, with the changes to take effect July 1, 2018.*

**PURPOSE:**

The changes proposed to Part 1 Section III 2 & 3 of the Council Bylaws provide Council with a process to elect a new chair if the Council chair is unable to discharge the duties of the position for a period of three months. The amendments also require an acting vice-chair to be appointed by Council if the vice-chair is required to fill the Council chair's position for a period of more than a month.

As changes to Council's Bylaws require a 30-day notice of motion, the changes to this section of the bylaws were first presented to Council as a notice of motion.

**DISCUSSION SUMMARY:**

The governance committee met on January 11, 2018, to consider changes to the section of the bylaws outlining the duties of the chair and vice-chair of Council and the process to select the chair and vice-chair. The committee was prompted by the medical leave of the current Council chair to consider including in the bylaws a regularized process to ensure an orderly succession in the absence of the chair or the vice-chair. The changes are proposed to take effect July 1, 2018, and therefore do not apply to the current chair and vice-chair.

In addition, the requirement of the Council chair to present a budget to Council for approval has been removed as this does not occur. The budget lines of Council and Council committees are handled administratively by staff in the University Secretary's Office and used primarily to provide food and beverages for meetings.

**ATTACHMENT(S):**

1. Council Bylaws Part 1 Section III 2 & 3 with changes showing in markup

## 2. The Duties of Chairperson and Vice-Chairperson

- (a) The duties of the Chairperson will be carried out by the Vice-Chairperson when, for any reason, the Chairperson is unable to discharge these duties.
- (b) If the Vice-Chairperson is required to act as Chairperson for more than one month, the Nominating Committee shall present to Council for approval the name of a person to be acting Vice-Chairperson until the Vice-Chairperson is able to resume the position of Vice-Chairperson.
- ~~(a)(c) If the Chairperson, the Vice-Chairperson and the acting Vice-Chairperson are all unable to discharge the if-duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time. When neither the Chairperson nor the Vice-Chairperson is able to discharge the duties of the Chairperson, the Provost and Vice-president Academic will act as Chairperson.~~
- (b) The Chairperson will preside over all meetings of Council. The Chairperson's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
- (c) The Chairperson will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.
- (d) The Chairperson will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion.
- (e) The Chairperson may seek the guidance and assistance of the governance committee with respect to matters pertaining to the role of the Chairperson.
- (f) The Chairperson will be the spokesperson for the Council in communications with the Board, the Senate, the General Academic Assembly and the public. In this respect, the role of the Chairperson is to explain the activities and to communicate the policies of Council.
- ~~(g) The Chairperson will prepare a budget for Council and Council committees and will present it to Council for approval. Upon approval, the Chairperson will present to the Board a request for the amounts specified in the budget.~~

## 3. Selection and Removal Election of the Chairperson and Vice-Chairperson

- (a) The Chairperson and Vice-Chairperson will be sselected as hereinafter provided.
- (b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chairperson are being requested and will provide a nomination form for this purpose.
- (c) A Council member is nominated for the position of Chairperson when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of the Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief

description of the nominee stating the nominee's qualifications for the position of Chairperson of the Council.

- (d) Ten days prior to the date of the election, the Secretary will provide to all members of the Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.
- (e) All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of the Council. The Chairperson of the Nominations Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chairperson's decision will be final.
- (f) In the event that the two or more nominees with the most votes receive the same number of votes, the Chairperson of the Nominations Committee will select the Chairperson by lot.
- (g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.
- (h) ~~That~~ the Nominations Committee will nominate a member of Council to serve as Vice-Chairperson.
- (i) ~~That~~ the Chairperson and Vice-Chairperson will normally hold office for a period of 2 years.
- (j) Council may remove the Chairperson or Vice-Chairperson by a vote of 2/3 of the members of Council present and voting.
- (k) If the Chairperson is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chairperson, unless removed by a vote of 2/3 of the members of the Council present and voting shall be necessary for the passage of such a motion. In the event such a motion is passed, an election will be held for a new Chairperson according to the procedures laid out in these bylaws.-

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

---

**PRESENTED BY:** Jay Wilson, chair  
Governance committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** **Changes to Council Bylaws Part II Section IV: International Activities Committee Membership**

**DECISION REQUESTED:**

*It is recommended*

*That Council approve the changes to Part II Section IV of the Council Bylaws as shown in the attachment, with the changes to take effect immediately*

**PURPOSE:**

A change to the membership of the international activities committee has been proposed by the committee by motion and is supported by the governance committee. As changes to Council's Bylaws require a 30-day notice, the change is first presented as a notice of motion to Council.

**DISCUSSION SUMMARY:**

The international activities committee has requested the addition of the director of the University Language Centre as a resource member on the committee. The Language Centre manages language training for international students, who then most often enrol as students at the University of Saskatchewan. Knowledge of the contributions from the Language Centre around supporting international students will be valuable to the international activities committee.

The governance committee has also taken the opportunity to make several housekeeping changes to the membership to update titles and to reflect that the committee's administrative support is now provided by the International Office.

**ATTACHMENT(S):**

1. Council Bylaws Part II Section IV: International activities committee– revisions showing in markup
2. Current committee membership

#### IV. INTERNATIONAL ACTIVITIES COMMITTEE

##### Membership

Nine members of the General Academic Assembly, three of whom will be elected members of the Council, normally one of whom will be chair.

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

##### Ex Officio

The Provost & Vice-president Academic

The Vice-president (Research)

The [Assistant Vice-provost, Strategic Enrolment Management Director of Enrolment](#)

The President (non-voting member)

The Chair of Council (non-voting member)

##### Resource Personnel (Non-voting members)

Director of Special Projects, College of Graduate and Postdoctoral Studies

Manager, International Student and Study Abroad Centre

[Director, University Language Centre](#)

##### Administrative Support

[University Advancement Office](#)

[International Office](#)~~The Office of the University Secretary~~

##### The International Activities Committee is responsible for:

- 1) Recommending to Council on issues relating to international activities at the University.
- 2) Reviewing policies and regulations relating to international activities at the University, and reporting observations and issues to Council.
- 3) Promoting programs and curricula that provide an international perspective.
- 4) Reviewing and providing advice on frameworks, procedures and agreements with foreign institutions to relevant university officers, the Planning and Priorities Committee, the Academic Programs Committee and/or other Council committees.
- 5) Promoting interactions with university and educational/research institutions outside Canada, to foster new opportunities for University of Saskatchewan stakeholders in teaching, learning and research.
- 6) Receiving, reviewing and reporting to Council reports on matters relating to international student, research and alumni activities from the international units of the University, as well as sharing information with and forwarding reports to other appropriate bodies at the University.
- 7) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

## **INTERNATIONAL ACTIVITIES COMMITTEE MEMBERSHIP 2017-18**

### Council Members

Gord Zello (Chair)	Nutrition	2020
Jafar Soltan	Chemical and Biological Engineering	2018
Keith Walker	Educational Administration	2020

### General Academic Assembly Members

Paul Orłowski (Vice-Chair)	Educational Foundations	2020
Vikram Misra	Veterinary Microbiology	2018
Mirela David	History	2019
Nazmi Sari	Economics	2020
Karsten Liber	Toxicology/SENS	2020
Li Zhang	Library	2020

### Student Members

Crystal Lau	[USSU designate]	2018
Naheda Sahtout	[GSA designate]	2018

### Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching, Learning and Student Experience <i>(ex officio)</i>
Jim Lee	[Vice-President Research designate] Executive Director, International <i>(ex officio)</i>
Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management

### Resource members

Penny Skilnik	Director of Internationalization and Special Projects, College of Graduate and Postdoctoral Studies
Derek Tannis	Manager, International Students and Study Abroad Centre
David Parkinson	Director, University Language Centre <i>(attending as a standing guest)</i>

### Committee support

Roxanne Craig, International Activities and Information Specialist, International Office

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

---

**PRESENTED BY:** Jay Wilson, chair  
Governance committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** **Changes to Council Bylaws Part II Section VI: Planning and  
Priorities Committee Membership**

**DECISION REQUESTED:**

*It is recommended*

*That Council approve the changes to Part II Section VI of the  
Council Bylaws as shown in the attachment, with the changes to  
take effect immediately*

**PURPOSE:**

Changes to the membership of the planning and priorities committee have been proposed by the planning and priorities committee by motion and are supported by the governance committee. As changes to Council's Bylaws require a 30-day notice, these change are first presented as a notice of motion to Council.

**DISCUSSION SUMMARY:**

The planning and priorities committee has requested the addition of the vice-provost Indigenous engagement as a voting *ex officio* member on the committee. Members considered it important to have continuing Aboriginal representation on the committee, and a member able to speak broadly to Aboriginal affairs and the university's many Aboriginal initiatives. The change from a non-voting resource member to voting *ex officio* member on the committee is a reflection of the importance of the university's commitment to Indigenization.

The committee also requested that the membership be amended to remove the positions of the director of capital planning and the associate vice-president facilities management division as resource members. As a result of the restructuring of the Office of the Vice-president Finance and Resources, these positions no longer exist. As the vice-president finance and resources has overall responsibility for the university's capital portfolio and is an *ex officio* voting member on the committee, members considered that the VP finance and resources could at any time ask others to attend meetings as needed to brief the committee on capital planning and facilities management.

**ATTACHMENT(S):**

1. Council Bylaws Part II Section VI: Planning and priorities committee – revisions showing in markup
2. Current committee membership

## **VI. PLANNING AND PRIORITIES COMMITTEE**

### **Membership**

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by the Council

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

One sessional lecturer

### **Ex Officio Members**

The Provost & Vice-president Academic or designate

The Vice-president (Finance & Resources) or designate

The Vice-president (Research) or designate

**The Vice-provost Indigenous Engagement**

The President (non-voting member)

The Chair of Council (non-voting member)

### **Resource Personnel (Non-voting members)**

The Associate Provost, Institutional Planning and Assessment

The Director of Resource Allocation and Planning

The Director of Institutional Effectiveness

**The Director of Capital Planning**

**The Associate Vice-president, Facilities Management Division**

The Chief Information Officer and Associate Vice-president Information and Communications Technology

**The President's designate on Aboriginal Matters**

### **Administrative Support**

The Office of the University Secretary

### **The Planning and Priorities Committee of Council is responsible for:**

- 1) Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-president Academic.
- 2) Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.
- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the academic programs committee.

- 7) Balancing academic and fiscal concerns in forming its recommendations.
- 8) Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
- 9) Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.
- 10) Advising the academic programs committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
- 11) Integrating and recommending to Council on matters referred to it from other Council committees.
- 12) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The planning and priorities committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.
- 13) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

## **PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2017-18**

### Council Members

Dirk de Boer (chair)	Geography and Planning	2019
Ken Wilson (vice-chair)	Biology	2018
Ralph Deters	Computer Science	2018
Veronika Makarova	Linguistics and Religious Studies	2018
Peter Phillips	Johnson-Shoyama Graduate of Public Policy	2019
Louise Racine	Nursing	2020
Darrell Mousseau	Psychiatry	2020

### General Academic Assembly Members

Karen Lawson	Psychology	2018
Norman Sheehan	Accounting	2019
Angela Bedard-Haughn	Soil Science	2020
Maxym Chaban	Economics	2020

### Dean

Keith Willoughby	Dean, Edwards School of Business	2020
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### Sessional Lecturer

Meera Kachroo	Linguistics and Religious Studies	2018
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### Other members

Tony Vannelli	Provost and Vice-President Academic ( <i>ex officio</i> )
Kevin Schneider	[VP Research representative] Interim Associate Vice-President Research ( <i>ex officio</i> )
Greg Fowler	VP Finance and Resources ( <i>ex officio</i> )
Deena Kapacila	[USSU designate]
Ziad Ghaith	[GSA designate]
Kevin Flynn	Council chair ( <i>ex officio non-voting</i> )
Peter Stoicheff	President ( <i>ex officio non-voting</i> )

### Resource members

John Rigby	Associate Provost, Institutional Planning and Assessment
Jacque Thomarat	Director, Budget Strategy and Planning
Troy Harkot	Director, Institutional Effectiveness
Shari Baraniuk	Chief Information Officer and Associate Vice- President ICT
	Director of Capital Planning – <i>this position no longer exists</i>
	Associate Vice-President, Facilities Management Division – <i>this position no longer exists</i>
	The President's designate on Aboriginal Matters – <i>Jacqueline Ottmann, vice-provost Indigenous Engagement has been attending as a standing guest</i>

Secretary: Sandra Calver, Associate Secretary, Academic Governance, Office of the University  
Secretary

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Jay Wilson, chair  
Governance committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** **School of Physical Therapy Faculty Council Membership**

**DECISION REQUESTED:**

*It is recommended*

*That Council approve the membership change to the Faculty Council of the School of Physical Therapy as shown in the attachment*

**PURPOSE:**

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. As changes to Council's Bylaws require a 30-day notice, the change to the membership of the School of Physical Therapy faculty council is first presented as a notice of motion.

**DISCUSSION SUMMARY:**

The School of Physical Therapy has requested that the Assistant Dean Graduate Studies in the College of Medicine be added to the school's faculty council. The person in this position has significant interaction with the school's faculty and thesis based graduate students as this position oversees the MSc/PhD in Health Science program. This is the only thesis-based graduate program in the school.

**ATTACHMENT(S):**

1. Faculty Council Membership of the School of Physical Therapy – revisions showing in markup

## V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

### 1. Membership of the Faculty Councils

A. [section A lists those members common to each college or school faculty council]

B. [section B lists those members unique to each college of school faculty council]

#### Faculty Council of the School of Physical Therapy\*

See (i), Sections (a) to (o) above.

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Physical Therapy
- (q) The Director of the School of Physical Therapy
- (r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair
- ~~(s)~~ The Assistant Dean Graduate Studies, College of Medicine
- ~~(t)~~ Clinical Specialists in the School of Physical Therapy
- ~~(u)~~ The Director of Continuing Physical Therapy Education
- ~~(v)~~ No more than six members of the faculty of the School of Physical Therapy, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Physical Therapy Faculty Council
- ~~(w)~~ No more than eight Master of Physical Therapy student members
- ~~(x)~~ No more than a total of two people who can be either Master of Science students, Ph.D. students or postdoctoral fellows
- ~~(y)~~ Head of the Health Science Library or designate
- ~~(z)~~ The following persons are entitled to attend and participate in meetings of the School of Physical Therapy Faculty Council but, unless they are members of the School of Physical Therapy Faculty Council are not entitled to vote: Professor Emeriti, Clinical Faculty who are not represented under (u), Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA)

*\*Note: The name change of the School of Physical Therapy Faculty Council to the School of Rehabilitation Science Faculty Council will take effect May 1, 2018. Council's Bylaws will be amended at that time to reflect the approved name change.*

UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Jay Wilson, governance committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** **Update on Affiliation and Federation of the University with other Academic Institutes and Organizations**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

As part of its ongoing review of the Council Bylaws, the governance committee has initiated a review of Section IX Affiliation and Federation of the Bylaws, recognizing that this section is dated and lacks defined principles. The university has seven affiliated partner institutions: the College of Emmanuel and St. Chad, St. Andrew's College, Lutheran Theological Seminary, St. Peter's College, Horizon College and Seminary, Briercrest College and Seminary, and the Gabriel Dumont Institute, and a single federated college: St. Thomas More (STM).

**DISCUSSION SUMMARY:**

As articulated in the *Vision, Mission and Values of the University of Saskatchewan*, and the *University Plan* being developed, the university is committed to collaboration. The governance committee's review of the bylaws on affiliation and federation has its basis in the values of the university and the need to ensure that the university's agreements with its affiliated and federated colleges and institutes are mutually respectful, fair, and collegial. At present, these agreements, which were developed on an *ad hoc* basis, reflect a divergent set of arrangements. As a result, currently it is not apparent how a new request from a college or academic institute to affiliate or federate with the university would be handled as there is no clear process for review.

As a first step to better understand the benefits of affiliation and federation, principals of affiliated colleges and institutes and St. Thomas More (STM), as the university's single federated college, met with Mr. Dan Perrins, the consultant retained to assist with exploring with the principals their expectations of their relationships with university, and what benefits they see in these arrangements. To that end, the following questions were asked of each principal:

- What are the perceived advantages of affiliation (federation) with the University of Saskatchewan?
- What is your understanding of the respective rights and responsibilities of the partners to the relationship?

A brief summary of some the common themes or characteristics of the relationships that exist with the university and its affiliated and federated colleges, as identified by Mr. Perrins, follows:

- The affiliated colleges and institutes and federated college highly value the relationship they have with the university and describe it as mutually beneficial. This value is perceived in terms of the academic integrity due to the quality and reputation of the university's courses, programs, and faculty; the administrative efficiencies derived, and the student experience.
- For those affiliate colleges that are academically integrated, and for St. Thomas More, college courses and programs are also university courses and programs with students receiving a U of S degree. These colleges, offer the university specialized recruitment efforts, diversity, and offer their students a unique learning experience based on small class size, learning environments that reflect student values and culture, and responsive student services and supports leading to superior student outcomes.
- All colleges located on the university campus appreciate the benefits they receive through the university infrastructure. For those colleges located on campus, there are benefits obtained through facility management, as space is shared on a regular basis through formal and informal arrangements.
- All affiliate colleges that are not academically integrated with the university have interest in enriching the student experience by streamlining credit transfer and recognition to make it easier for students to take classes from both the colleges and the university. In addition, these affiliate colleges seek to find ways to better promote the availability of their courses and the expertise of their faculty members to the university's students and vice versa.
- Many affiliate colleges indicated it would be helpful if the university were to designate liaisons to help them navigate the complexities of the university both from an administrative point of view as well as from a student perspective.
- Overall, colleges supported more clearly articulating terms outlining their federated/affiliated relationship with the university. There is interest in better articulating the purpose of affiliation; to specify terms for affiliation including governance, accreditation, transcripts, etc.; to acknowledge academic credibility; and to enhance academic integration.

The governance committee will next meet with the provost and vice-president academic to discuss the full report submitted by Mr. Perrins. A student summer project will be to have a student to undertake an archival search for any relevant agreements or other documentation pertaining to the existing federation and affiliation relationships. As all parties, including the university, are committed to a continued relationship, the governance committee will consider what principles might best articulate the academic, administrative, and cultural arrangements that exist and are desired, with a view to strengthening these for the mutual benefit of both parties and for students.

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Terry Wotherspoon; Chair, Academic Programs Committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** **Changes to Admissions Requirements for the Master of Business Administration (M.B.A.) program**

**DECISION REQUESTED:** *It is recommended:*

*That Council approve the proposed changes to the admissions qualifications for the Master of Business Administration (M.B.A.) program, effective September 2018*

**PURPOSE:**  
Changes to admissions qualifications require approval by University Council.

**CONTEXT AND BACKGROUND:**

Changes are being requested to the admission qualifications for the MBA program. Currently the admissions qualifications outline a minimum IELTS score, but the academic unit would rather rely on the minimum language proficiency requirements detailed by the College of Graduate and Postdoctoral Studies in the English Proficiency Policy, which are an acceptable standard for the MBA program. Additional changes include the removal of the requirement that an applicant's undergraduate training be in an academic discipline relevant to the proposed field of study, as the MBA is a general business degree that is designed to allow students from all academic backgrounds to develop business skills. There is also a change to the number of academic reference letters required by an applicant.

**FURTHER ACTION REQUIRED:**

University Senate will be asked to confirm this decision at their April 2018 meeting.

**ATTACHMENTS:**

1. Request for Change to Admission Requirements for the MBA program

# Memorandum

**To:** Terry Wotherspoon, Chair, Academic Programs Committee of University Council

**CC:** Noreen Mahoney, Associate Dean, Edwards School of Business

**From:** Office of the Associate Dean, College of Graduate and Postdoctoral Studies (CGPS)

**Date:** February 21, 2018

**Re:** Amendments to the Master of Business Administration (M.B.A.) admission requirements

---

In the fall of 2017, CGPS discovered anomalies with the approved M.B.A. admission requirements in comparison to the requirements posted in the Course and Program Catalogue. While it is not clear how the error occurred, such an error could not occur with current governance processes. The error correction was posted in the October 2017, University Course Challenge.

When the error was found, the M.B.A. Program Committee in the Edwards School of Business conducted a review of the admission requirements, and subsequently determined that the English proficiency scores should be in alignment with the CGPS standards. Additional minor changes have been proposed as well.

The correct, approved admission requirements will be published in the Course and Program Catalogue when it is released in March 2018.

We are seeking to have the proposed admission requirements being presented now to be approved to be published in the 2019-2020 Course and Program Catalogue.

Please note that consultation with the registrar was not required as the change would not impact the student information system.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- The recommendation from the Edwards School of Business including a marked up catalogue description identifying the proposed changes

If you have any questions, please contact [Kelly.clement@usask.ca](mailto:Kelly.clement@usask.ca) (306-966-2229).

:kc



## Memorandum

**To:** Dr. Terry Wotherspoon, Chair, APC (of University Council)

**Copies:** Dr. Noreen Mahoney, Assoc. Dean, Students and Degree Programs, ESB  
Dr. B. Eglington, Chair, GPC, CGPS

**From:** Trever Crowe, Chair, Executive Committee CGPS

**Date:** February 21, 2018

**Re:** MBA Program Changes

---

On February 21, 2018, the Executive Committee of CGPS (EC) reviewed the following from the Graduate Programs Committee of CGPS:

At the February 13, 2018, meeting of the Graduate Programs Committee (GPC), the committee considered an updated and clarified proposal to revise the admission requirements to the Master of Business Administration program. The current requirements listed in the online Catalog do not include revisions that were approved through Course Challenge last fall. Thus, the current requirements, as they are listed in the submission to the Executive Committee, will not match the online version. Effectively, the Executive Committee is being asked to consider revisions to the revised version. This includes alignment of the English proficiency with CGPS standards, along with some other minor amendments.

*The GPC passed the following motion: "To recommend approval of the revised admission requirements for the Master of Business Administration program". Simonson/Green*

**A member of the CGPS Executive Committee (EC) asked why removal of the work experience piece was removed.** *The general discussion within the Graduate Programs Committee was that there is a degree of experience required; but no real relevance to the MBA is necessary, and the change provides some additional flexibility.*

***Eglington/McIntyre moved to recommend approval of the revised admission requirements for the Master of Business Administration program. – ALL IN FAVOUR; CARRIED***

If you have any questions or concerns regarding the recommended please contact [lori.lisitza@usask.ca](mailto:lori.lisitza@usask.ca) on behalf of the Executive Committee.

/lal

**Memorandum**

**To:** Executive Committee of CGPS

**From:** Graduate Programs Committee of CGPS

**Date:** February 14, 2018

**Re:** Revise Master of Business Administration (MBA) admission requirements

---

At the February 13, 2018, meeting of the Graduate Programs Committee (GPC), the committee considered an updated and clarified proposal to revise the admission requirements to the Master of Business Administration program. The revised proposal included language to clarify that a correction had gone through University Course Challenge in October 2017. As the course and program catalogue is published only once per year (in March), the approved requirements are not reflected in the catalogue at the time of this writing. (The requirements indicated in the proposal are correct.)

The MBA committee in the Edwards School of Business reviewed the admission requirements, and they determined that they would like to align the English proficiency requirement with CGPS standards, along with some other minor amendments. The GPC recommends that the Executive Committee support the revised admission requirements for the MBA program, and the following motion was passed unanimously:

*To recommend approval of the revised admission requirements for the Master of Business Administration program. Simonson/Green CARRIED*

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229.

:kc



**EDWARDS**  
SCHOOL OF BUSINESS  
UNIVERSITY OF SASKATCHEWAN

The Edwards School of Business develops business professionals to build nations.

## MEMORANDUM

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**TO:** Graduate programs Committee

**FROM:** Noreen Mahoney,  
Associate Dean, Students and Degree Programs  
Edwards School of Business

**DATE:** February 7, 2018

**RE:** MBA Program Changes

---

In the fall of 2017, the College of Graduate and Postdoctoral Studies found anomalies in the posted admission requirements for the MBA program in comparison to the admission requirements that had been duly approved. In consultation with the University Registrar's Office and the University Secretary's Office, a correction was posted to University Course Challenge to correct errors. In addition to correcting the errors, the common equivalent standardized English proficiency test scores were introduced.

The Edwards MBA Committee conducted a review of the admission requirements, and requests the Graduate Programs Committee approve the following changes:

### **Minimum admission requirements for the Edwards MBA**

#### **Current Admission Requirements (per the correction approved in the October 2017 University Course Challenge) :**

- minimum score of 500 Graduate Management Admission Test (GMAT)
- minimum 600 TOEFL score paper-based; 250 computer-based; 100 internet-based test; IELTS – score of 7.0 required
- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- three confidential letters of recommendation (two academic and one professional)
- current resume detailing positions held and a description of responsibilities demonstrating 3 years work experience
- applicants will participate in an interview with the M.B.A. selection committee

### **Proposed Admission Requirements**

- minimum score of 500 Graduate Management Admission Test (GMAT)
- ~~minimum 600 TOEFL score paper-based; 250 computer-based; 100 internet-based test; IELTS—score of 7.0 required~~
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information.
- a four-year degree, or equivalent, from a recognized college or university ~~in an academic discipline relevant to the proposed field of study~~
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- three confidential letters of recommendation ~~(two academic and one professional)~~ (minimum one academic)
- current resume detailing positions held and a description of responsibilities ~~demonstrating 3 years work experience~~
- applicants will participate in an interview with the M.B.A. selection committee

#### Rationale:

- The minimum language proficiency requirements as detailed by the CGPS are an acceptable standard for the MBA program.
- There is no need to specify “academic discipline relevant to the proposed field of study”. The MBA is a general business degree designed to allow students from all academic backgrounds to develop business skills. This statement does not apply and has not been a factor in admission decisions.
- For a professional master program, requiring professional references is as valid as an academic reference. The requirement for two academic references can sometimes be a barrier for students who have been away from the academic environment for several years.

UNIVERSITY COUNCIL  
**ACADEMIC PROGRAMS COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Terry Wotherspoon, Chair, Academic Programs Committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** **Graduate Programs Reviews 2016/17**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The graduate program review process assesses the quality of University of Saskatchewan graduate programs with respect to (i) teaching and learning and (ii) research and scholarly accomplishments. The College of Graduate and Postdoctoral Studies (CGPS) is committed to this process and established the graduate program review process to assess the quality of graduate program activities and outcomes.

The terms of reference for the Academic Programs Committee requires that the committee report to Council the processes and outcomes of academic program reviews.

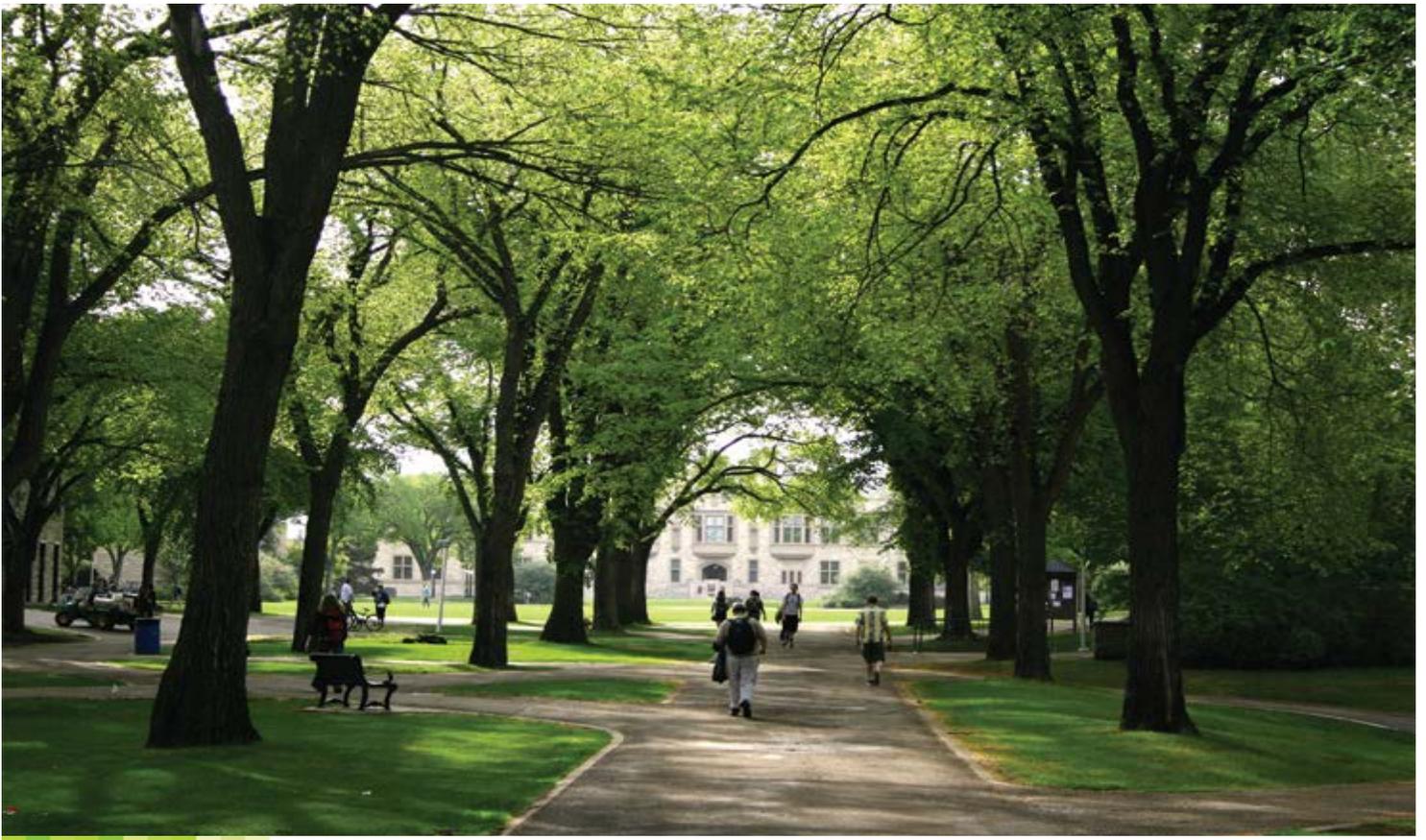
**DISCUSSION SUMMARY:**

The university's [\*Framework for Assessment\*](#) was approved by Council and the Board in 2008 and established the Graduate Program Review Process as the primary instrument to assess the quality of our graduate program activities and outcomes. The College of Graduate and Postdoctoral Studies had developed a process of review for all graduate programs. Two external reviewers, one from Canada and one international, as well as an internal reviewer from the U of S, conduct a review to determine if departments offering graduate degree program meet the quality standards for that discipline by conducting site visits and engaging in interviews with faculty and students.

The Graduate Program Review – Outcome Synthesis Report for 2016-17 was presented to APC at its February 28, 2018 meeting and a good discussion occurred around the process for graduate program review currently and going forward as well as next steps both for the graduate review process and for program review more generally.

**ATTACHMENTS:**

1. Graduate Program Review – Outcome Synthesis Report 2016-17



## Graduate Program Review – Outcome Synthesis Report 2016-17



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## Background

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*Renewing the Dream* (2002) committed the University of Saskatchewan to be a major presence in graduate education in Canada and to adhere to international standards in all that we do. Therefore, we expect our graduate programs to meet or exceed the quality standards demonstrated in similar programs at medical-doctoral and research-intensive universities across Canada and around the world.

The academic review of graduate programs is one of the priorities for assessment at the University of Saskatchewan. The university's *Framework for Assessment* (2008) established the Graduate Program Review process as the primary instrument to assess the quality of our graduate program activities and outcomes. A graduate program review is not an end in itself but a means by which information, data and analyses are used to improve all aspects of the program.

The quality of University of Saskatchewan graduate programs will be assessed in the domains of teaching and learning, research, and scholarly accomplishments. Review reports indicate whether programs meet or do not meet the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally.



# Process Summary

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## Quality Assessment Categories and Criteria

Graduate Program Review utilizes the following six quality assessment criteria as guidance for the review. The criteria are derived from the detailed degree level standards for graduate programs, articulated by the **Council of Ministers of Education, Canada**.

- 1 **Program Objectives and Curriculum** - A quality program has clearly stated objectives that are appropriate to: the level of degree offered, the academic context of the discipline and/or the expectations of the profession.

The program curriculum meets the program objectives at the level of degree offered, is current and includes opportunities for specialization, cultivating further conceptual depth or breadth of knowledge. Student learning success is assessed through written and oral examinations of knowledge and skills in all aspects of the discipline. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of graduate students.

- 2 **Program Enrolment and Student Funding** - A quality graduate program has the profile and reputation to attract a viable number of high caliber students, who will have local, national and/or international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree.

Graduate student research grants, scholarships and awards contribute to the completion of the program.

- 3 **Student Outcomes** - Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research, or practice, in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects, and generate knowledge through original research or creative activity.

Students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills. Graduate students are credited with a suitable number and quality achievement awards and conference invitations.

A quality graduate program demonstrates that its graduate students successfully complete their degree requirements on time, and that students can access a variety of career paths post-graduation. Students express a high level of satisfaction with their program.

- 4 **Learning Environment** - A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities. Graduate course instruction uses state of the art modalities and processes that enhance the student learning experience.



Students have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of academic support services.

- 5 **Faculty Profile** - The quality of a graduate program is defined by the extent of the scholarly activities of its program's faculty, as well as by a high degree of faculty involvement in the graduate program as supervisors and teachers.

In doctoral and research-oriented masters programs, faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work.

- 6 **Administration** – A quality graduate program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to graduate students.

Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in the discipline may impact on the recruitment and selection of students, on the content and quality of program delivery, and ultimately, on the student experience. The strategic vision of the program is aligned with the broader integrated planning environment at the university.



## Steps in Graduate Program Review Process

There are four major steps in the Graduate Program Review process. Described below, these steps are completed during a 10 month period (July 1<sup>st</sup> to April 30<sup>th</sup>).

### 1. Appointment of Reviewers

A team of three senior academics will provide a peer assessment of the program under review. The academic unit will be asked to submit three nominations for each of the following reviewer types:

- Internal (from an academic unit at the University of Saskatchewan)
- External – Canadian
- External – International

Reviewers must have no conflicts of interest with the academic unit and its graduate program, so that any perception of a conflict of interest is avoided. Potential conflicts must be declared at the time of nomination and will be taken into consideration in appointing the reviewers.

Possible conflicts of interest include:

- Personal or professional relationship with a faculty member or student in the program under review
- Current or recent (within five years) research collaborations with a faculty member
- Being a recent (within five years) graduate of the program
- Being a recent (within five years) supervisor of a student in the program
- Being a former faculty member of the unit under review

### 2. Program Self-Study

A graduate program self-study document will be prepared and submitted by the graduate program chair or designates from the program under review.

The self-study document will provide data for the graduate program under review. The data will be a combination of historic and current graduate program attributes related to the six Quality Assessment Criteria. The period under review for each program begins five years prior to the last academic year completed before a review is undertaken. For example, a program review starting in July 2016 will include historic program data from the 2011-12 to the 2015-16 academic year.

The self-study document will be largely completed by the academic unit responsible for the graduate program. The unit will be assisted in its self-study by the Graduate Program Review Coordinator, the College of Graduate and Postdoctoral Studies and Institutional Planning and Assessment. Much of the self-study data is retrieved from the University's centralized information systems and entered in the self-study templates in advance.

Typically the graduate program under review will begin completing the self-study in **October of the review year**. The completed self-study document will be submitted to the Graduate Program Review Coordinator no later than **4 weeks prior to the review team site visit**.



### **3. Reviewer Site Visit**

The review team will conduct a two-day site visit of the program, between February 1 and April 30. During the site visit, the review panel should meet with:

- Dean of the College or Director of the School or Centre responsible for the program
- Dean of the College of Graduate and Postdoctoral Studies
- Head of the Department (for departmentalized colleges)
- Graduate Chair and members of the graduate/research committee associated with the program
- Faculty associated with the program
- Graduate students
- Other members of the university community as appropriate

Costs associated with the site visit will be covered by a fund managed by Institutional Planning and Assessment.

### **4. Review Outcomes**

The review team will submit a review report within 30 days of the site visit. The review report will indicate whether the program **meets or does not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally. The reviewers are asked to provide a rationale for their assessment.

The review report will also identify the strengths and the opportunities for improvement for the program, overall and in each of the assessment categories.

The report will be shared with the Dean or Director, Department Head and Graduate Chair responsible for the program under review. The Dean, Director, etc. will be invited to submit written comments about the review report to the provost and to the Dean of Graduate Studies and Research.

The Dean of CGPS, in consultation with the Provost, will issue a **written response to the review**. This response may include recommendations for action and reference to resources that are available to help with program improvements.

## Summary of 2016-17 Reviews

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### List of Programs Reviewed

Program	Degree		
English	M.A.		Ph.D.
History	M.A.		Ph.D.
Philosophy	M.A.		
Religion and Culture	M.A.		
Writing	M.F.A.		
Kinesiology		M.Sc.	Ph.D.
Physical Therapy	M.P.T.		

### Review Team Members

Program	Internal	Canadian	International
English	<b>Terry Wotherspoon</b> Sociology	<b>Betty Schellenberg</b> Simon Fraser University	<b>Laura Mandell</b> Texas A&M University
History	<b>Linda McMullen</b> Psychology	<b>Doug Peers</b> University of Waterloo	<b>Bonnie Lynn-Sherow</b> Kansas State University
Philosophy	<b>Eric Neufeld</b> Computer Science	<b>Glenn Parsons</b> Ryerson University	<b>Edward Hinchman</b> University of Wisconsin
Religion and Culture	<b>David Parkinson</b> English	<b>Peter Beyer</b> University of Ottawa	<b>Eric Reinders</b> Emory University
Writing	<b>Debbie Pushor</b> Curriculum Studies	<b>Robert Budde</b> University of Northern BC	<b>Nat Hardy</b> Savannah State University
Kinesiology	<b>Marc Olver</b> Psychology	<b>John Kowalchuk</b> University of Western Ontario	<b>Howard Zelaznik</b> Purdue University
Physical Therapy	<b>Sheila Rutledge- Harding</b> Pathology and Laboratory Medicine	<b>Alice Aiken</b> Dalhousie University	<b>Bill Vicenzino</b> University of Queensland

## **Review Highlights**

Review teams are asked to evaluate whether a program meets or does not meet quality standards in each of the six Quality Assessment Categories. Through this evaluation, review teams provide an overall statement about program quality. All **seven** programs reviewed in 2016-17 were found to **meet standards of program quality**. Reviewers offered a number of suggestions for program quality improvement, which the Interim Dean of CGPS and the Interim Provost addressed in their responses to each program's review. Several common themes emerged from the review reports, including:

### **1. Program Objectives and Curriculum**

- Program curricula are flexible and able to meet the learning goals of students
- Students would benefit from more clarity around program requirements and student expectations

### **2. Program Enrolment and Student Funding**

- Student to faculty ratios are generally appropriate
- The ability to provide funding alongside offers for admission is an important tool in recruiting high quality students

### **3. Student Outcomes**

- High student satisfaction with program and faculty support
- Where appropriate, connections with employers and professional practice communities was strong
- No significant concerns about time-to-completion or withdrawals were raised

### **4. Learning Environment**

- Experiential learning opportunities and the mentorship provided by faculty is of high quality
- Programs should continue to enhance and include professional development to support a range of career paths
- More support and preparation should be provided for students who will be teaching

### **5. Faculty Profile**

- The high quality of faculty was identified as a program strength in a number of reviews
- The need for new faculty hires to provide research and teaching capacity in emerging fields was a common recommendation

### **6. Administration**

- The need for additional resources to enhance or expand space was identified in several reviews



## Next Steps

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### Follow Up on 2016-17 Review Reports

The Interim Dean of CGPS and the Interim Provost issued a joint response to each program's review report in June 2017. They encouraged program leaders to consider follow-up actions that address the areas for improvement identified in each report. The Interim Dean met with program leaders where necessary and has offered CGPS's assistance in designing and implementing follow-up actions.

### Program Reviews for 2017-18

The following programs will complete Graduate Program Reviews in 2017-18

Program	Degree		
Anatomy & Cell Biology		M.Sc.	Ph.D.
Biochemistry		M.Sc.	Ph.D.
Community and Population Health Science		M.Sc.	Ph.D.
Health Sciences		M.Sc.	Ph.D.
Microbiology and Immunology		M.Sc.	Ph.D.
Pharmacology		M.Sc.	Ph.D.
Physiology		M.Sc.	Ph.D.
Nutrition		M.Sc.	Ph.D.
Pharmacy		M.Sc.	Ph.D.
Nursing	M.N.		Ph.D.

**UNIVERSITY COUNCIL  
RESEARCH, SCHOLARLY, AND ARTISTIC WORKS COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Paul Jones; chair, research, scholarly, and artistic work committee

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** **Artistic Discovery Project – Phase 1**

**COUNCIL ACTION:** **Item for Information**

**SUMMARY:**

The research, scholarly, and artistic work (RSAW) committee undertook a review of the place of artistic work, creation and discovery in 2014/15, in an effort to understand its role with regards to artistic work, to ascertain the university's position on artistic work (especially with regards to disparities in funding, funding opportunities, and recognition), and to highlight the experience and concerns of faculty and students in fine arts and humanities departments. This work was spearheaded by Tim Nowlin, the representative from the Fine Arts on RSAW at the time, and was championed by then chair of RSAW, Caroline Tait. RSAW reported to Council in June 2015 on artistic work at the U of S, and highlighted research funding challenges faced by fine and performing arts faculty, as well as the difficulty in cross-departmental collaboration and creative output given the physical separation of the departments. In that report RSAW made the following recommendations to Council: 1 that the committee strengthen its commitment to artistic work as a part of its mandate; 2) that the Office of the Vice President Research provide small seed grants for innovative artistic work, comparable to grants provided for innovative research; and 3) that the U of S systematically study and consider the future of the fine arts and artistic work, including exploring the development of a school of fine arts.

In 2016/17, the VicePresident Research included artistic discovery as an area of focus and worked alongside RSAW to develop a plan for addressing the concerns that had been raised by RSAW and by faculty members in the fine arts. The Vice President Research, in collaboration with members of RSAW, did an environmental scan to identify our current strengths in the fine arts, our network of collaboration and influence, as well as the concerns of fine arts faculty members about the place of

the fine arts at the U of S. The Vice President Research and staff in the Office of the Vice-President Research (OVPR) undertook the work to identify our current strengths, while the current Fine Arts representative on RSAW, Garry Gable, interviewed department heads of Fine Arts departments to identify concerns.

Discussions with department heads of Art and Art History, Music, and Drama highlighted a number of concerns, including high teaching loads (15-18 cus/faculty member), ineligibility for Tri-Council funding for discipline specific research, and the lack of institutional recognition (for tenure and promotion) for creative expression, despite prominent recognition of faculty members' contributions and reactions by the artistic community regionally, nationally and internationally. Faculty members again raised concerns about the physical distance between the fine arts departments. Concerns about TABBs funding criteria and the impact these will have on fine arts programs, were also raised.

The OVPR determined that work on advancing artistic discovery would proceed as a project in four phases, with this environmental scan being the first phase. The environmental scan identifies both our strengths and successes as well as our gaps and areas for improvement. The second phase of the project is to develop a plan for celebrating our successes and recognizing the contribution of fine arts faculty to the discovery missions of the institution. The third phase is intended to develop short-, medium-, and long-term plans to build upon our strengths and to address our shortcomings, and the fourth phase will be to implement ideas coming out of phase three.

Attached is the report prepared by the vice-president, research on Phase 1 of Advancing Artistic Discovery. The vice-president, research and the Dean of Arts and Science will be co-executive sponsors for the Artistic Discovery Project going forward. RSAW will continue to work with the executive sponsors to identify opportunities for advancing artistic discovery at the U of S, for celebrating our successes, and for addressing shortcomings in this area.

**ATTACHMENTS:**

**1. Advancing Artistic Discovery at the University of Saskatchewan – Report on Phase 1**

# Advancing Artistic Discovery at the University of Saskatchewan

## Phase 1 Report to Research, Scholarly and Artistic Work Committee of Council (RSAW)

Dr. Karen Chad, Vice-President Research  
February 2018

### A. Prelude

Universities that truly impact the lives of individuals, assist and support communities, and enhance the training and learning environments of and opportunities for their students, and provide rich and meaningful ways for faculty and staff to contribute to the world have a way of bringing together the breadth and depth of their discoveries. The University of Saskatchewan (UofS) currently is known for our creation and dissemination of new knowledge that has impact. The UofS' vision is to deepen and broaden these contributions by creating impact locally, nationally and globally as a direct result of our research and discovery.

Since the beginning of recorded history, societies have been defined, distinguished, celebrated, and commemorated by their musicians, artists and storytellers. The fine and performing arts help to shape the character of individuals and communities, and provide modes of reflection with which to contemplate and question social, cultural and technological change<sup>1</sup>. In its hundred and ten year history, the UofS has contributed immeasurably to the cultural life of the province and nation through significant key accomplishments in the Fine and Performing Arts<sup>2</sup>. The UofS has one of the oldest departments of music in western Canada<sup>3</sup> and boasts the oldest degree-granting department of drama in the entire British Commonwealth<sup>4</sup>. The Emma Lake Art Camp, established in 1936, was the first outdoor school of art for university credit in Canada<sup>5</sup>. Our First President Walter Murray appreciated art and valued it as an important University resource<sup>6</sup>. Our current President Peter Stoicheff recently reflected that "our humanities and fine arts will explore human expression and keep us interpreting and affecting the quality of life"<sup>7</sup>.

In June 2015, the Research, Scholarly, and Artistic Work Committee (RSAW) reported to University Council on artistic works, raising questions about the place of the humanities and fine arts within the scope of the University's mandate, signature research areas, and future goals, and approaching the subject with a general curiosity about the scope of the committee's mandate to artistic work. In the report, RSAW defined "artistic work" as any work regarded as art, including the visual arts such as painting, sculpture, and photographic art, the performing arts such as music and drama, and literary works such as fiction and poetry.

RSAW's 2015 report was informed by conversations RSAW held with a number of individuals from the fine arts and humanities departments, as well as faculty who include the fine arts and humanities in their teaching and research

#### The UofS:

"Advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible and welcoming place for students, educators, and researchers from around the world, we will serve the public good by connecting discovery, teaching and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens."<sup>1</sup>

Figure 1: UofS Mission Vision & Values Excerpts, emphasis added.

<sup>1</sup> Extending Horizons: University of Saskatchewan Research, Scholarly and Artistic Landscape December 1, 2006

<sup>2</sup> Outreach and engagement foundational document (2006)

<sup>3</sup> <http://artsandscience.usask.ca/music/>

<sup>4</sup> <http://artsandscience.usask.ca/drama/department/about-us.php#HistoryoftheDepartment>

<sup>5</sup> [http://scaa.usask.ca/gallery/uofs\\_events/articles/1936.php](http://scaa.usask.ca/gallery/uofs_events/articles/1936.php)

<sup>6</sup> [http://digital.scaa.sk.ca/gallery/murray/the\\_university/archives\\_museum\\_art.php](http://digital.scaa.sk.ca/gallery/murray/the_university/archives_museum_art.php)

<sup>7</sup> Remarks to the 2016 Spring Convocation, June 2016

programs. The report identified 5 key questions important to shaping the University's understanding of and value placed upon artistic work<sup>8</sup>. In 2015, RSAW stressed the need for the University to place a greater focus on artistic work, identified a few actions that RSAW itself would take, recommended the OVPR provide small "seed grants" for innovative artistic work and/or initiatives that enhance the profile and support for artistic work undertaken at U of S, and recommended the UofS systematically study and consider the future of the fine arts and artistic work including exploring the feasibility of a school of fine arts to enhance student experience, faculty success, and to provide support to departments, colleges, faculty and students who include artistic work in their training, research and scholarship.

On the heels of this report, and further conversations within the community, the VPR, in concert with RSAW are moving forward to address the profile, support, engagement, and performance of artistic discovery at the UofS. We endeavor to do this, not only for the sake of the fine and performing arts in their own right but also to enable further engagement of our academic community in interdisciplinary endeavors with the fine and performing arts.

### Purpose and Vision for this Work

The overarching vision for this project is to articulate and celebrate the key role that the fine and performing arts has in the history, values and life of the University and to enrich the contributions that these scholars and students make in advancing our mission, vision and goals. The Vice President Research has committed to ensure that artistic works as related to the discovery mission are better understood and celebrated across the academy.

## **B. The Journey**

In 2016, the Vice-President Research (VPR) and RSAW identified fine and performing arts as a key priority area at the University of Saskatchewan. The VPR established a small working group to further explore and enhance Artistic Discovery at the UofS. This group sketched out an overall approach and framework, outlined a scope of work and began consulting with stakeholders. *Figure 2* provides an overview of the phases of this project.

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<sup>8</sup> 5 key questions from RSAW 2015 Report on Artistic Works:

- 1) "What is the mandate of RSAW to its priority area of "artistic work"? Is RSAW's mandate to consider strategies, issues, and policies concerning "artistic work" and research, or does RSAW's "artistic work" mandate extend beyond simply a consideration of how it relates to research?
- 2) In what university policies, documents, and funding opportunities is artistic work absent in favour of research work? What might be the results of this disparity in terms of indicators related to the above query?
- 3) What is the experience of university faculty and students who work in departments of the fine arts and humanities to research and research funding, including when they seek university acknowledgement for their work, and when they seek scholarship awards or faculty promotion and tenure?
- 4) Outside of departments of the fine arts and humanities, where also are the fine arts and humanities found within the university? What contributions to research, scholarly and artistic work do these other initiatives make? How are they linked in with departments of the fine arts and humanities and with research initiatives?
- 5) Given the entrenched disparities in access to research funding experienced by faculty and students in departments of the fine arts and humanities, does this devalue the contributions made by these individuals, departments and units given the current value placed by the University on research intensity and success? If theoretically it does not devalue their contributions to the University of Saskatchewan, can we expect in the current university climate that this theory of faculty and student equality be, in practice, upheld?"

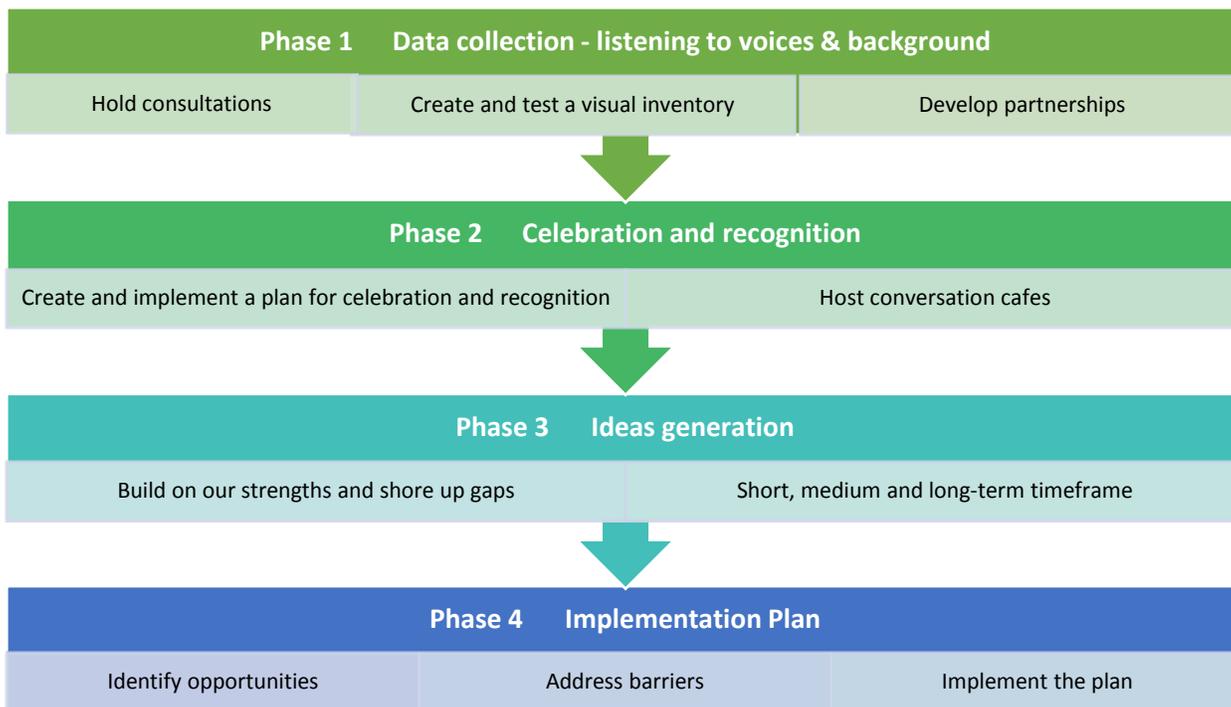


Figure 2: Overview of Artistic Discovery Project Phases

This report reflects only the work of Phase 1 of this initiative.

### C. Phase 1: Data Collection – Background Research

In October 2016, the working group began collecting background data on fine and performing arts from a variety of sources (e.g. reports, websites, consultations, conversations) and developing a way to represent this information visually. The data that populates these inventories were tested for validity through the information gathering phase with individuals, committees, and units within and outside of the academy.

Information was gathered on: (1) the resources and assets we have at the UofS and (2) the resources and assets present in the City of Saskatoon.

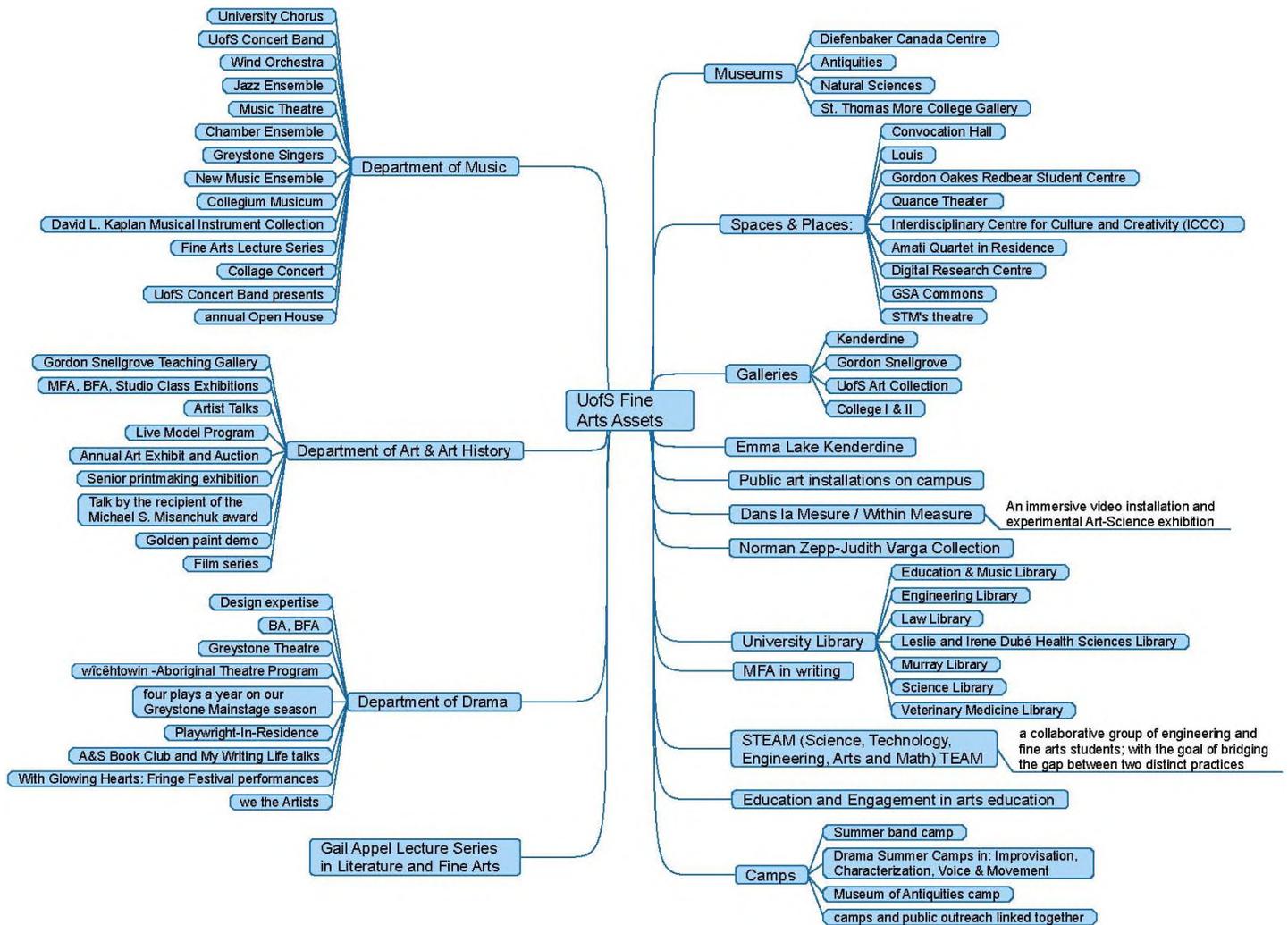
#### Fine and Performing Arts Assets at the UofS

As the working group began to learn about the amazing array of infrastructure, programs, events, arts outreach to the community, we wanted to find an inspiring and creative way to communicate this information. *Figure 3*, outlines this in more detail and this will continue to evolve as we learn more.

#### Fine and Performing Arts Assets in Saskatoon

As part of the data collection, it was important to situate the UofS’ strengths and asset base within the broader context of the City of Saskatoon, chosen as one of four cultural capitals of Canada in 2006<sup>9</sup>. A regional cultural hub, Saskatoon is the home to a variety of fine arts museums, theatres, galleries, venues, producers, companies, organizations, arts and culture funders/developers, festivals, events, and spaces and places. *Figure 4*, outlines this in more detail and this will continue to evolve as we learn more.

<sup>9</sup> \$2M in funding from the Department of Canadian Heritage accompanied this designation. The funding was provided to enable communities to organize events and special activities that celebrate the arts and culture and to integrate arts and culture into municipal planning.



Last updated on Oct 31, 2017, 4:00pm

Figure 3: Visual Inventory: Campus

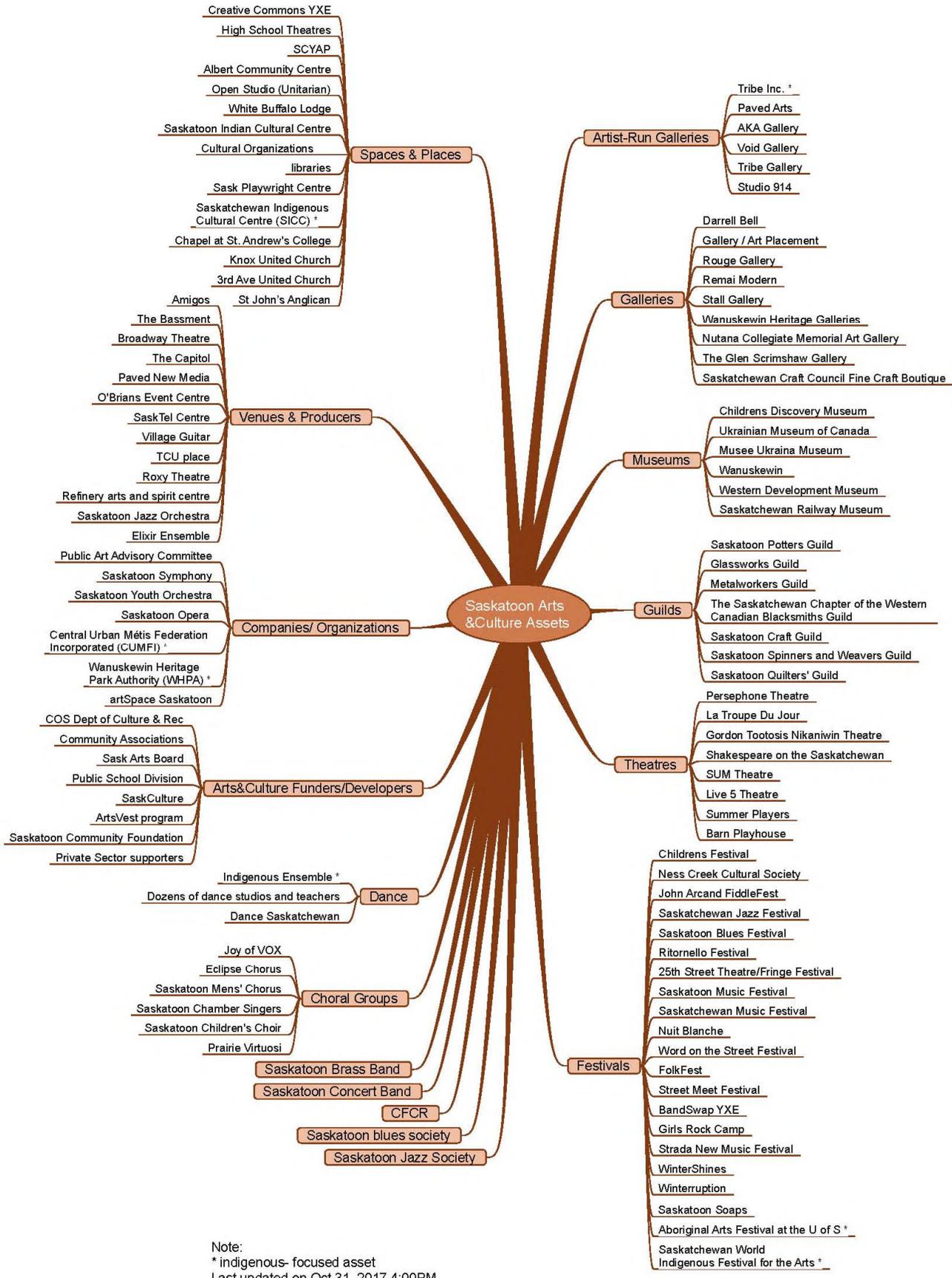
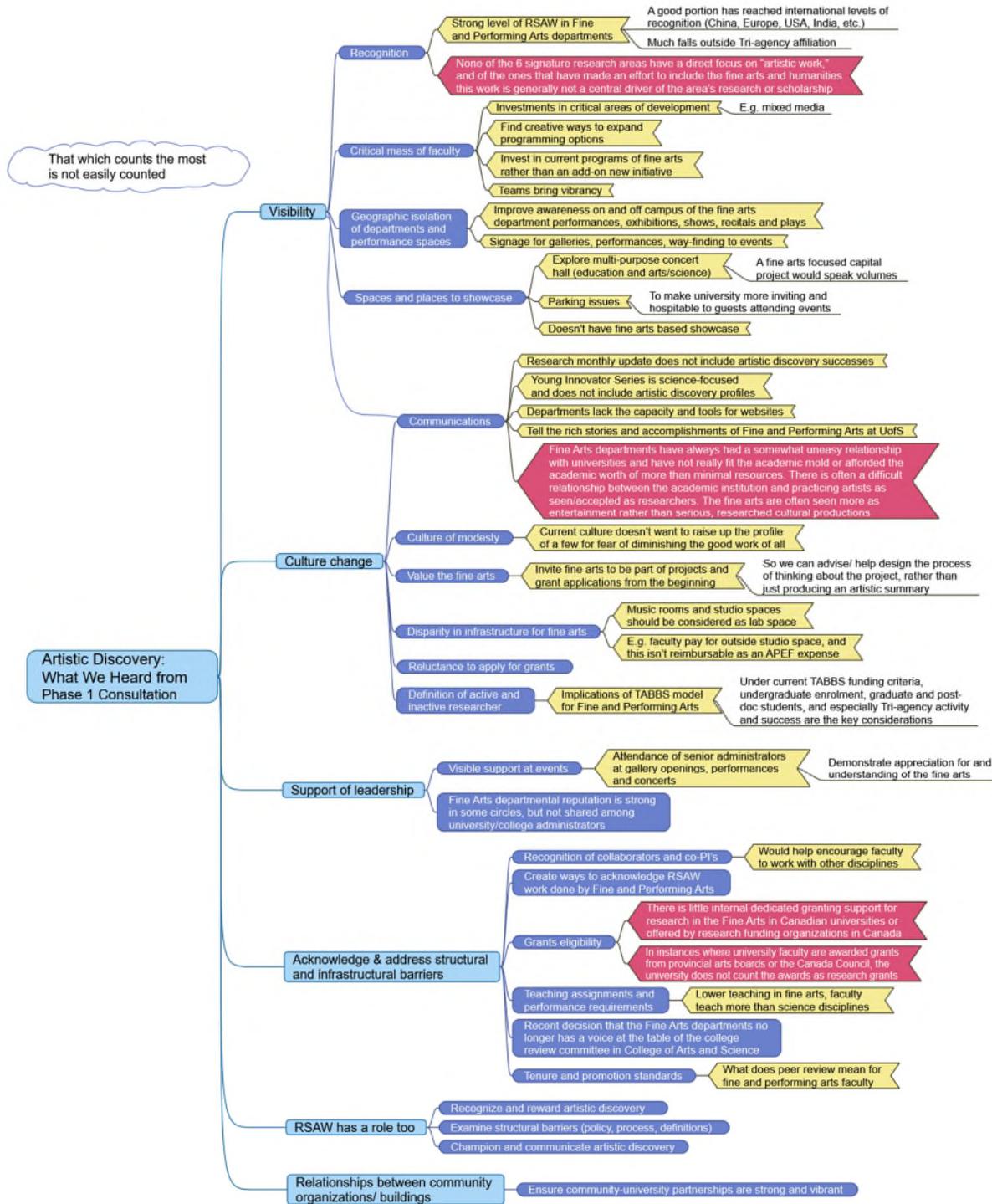


Figure 4: Visual Inventory: Saskatoon

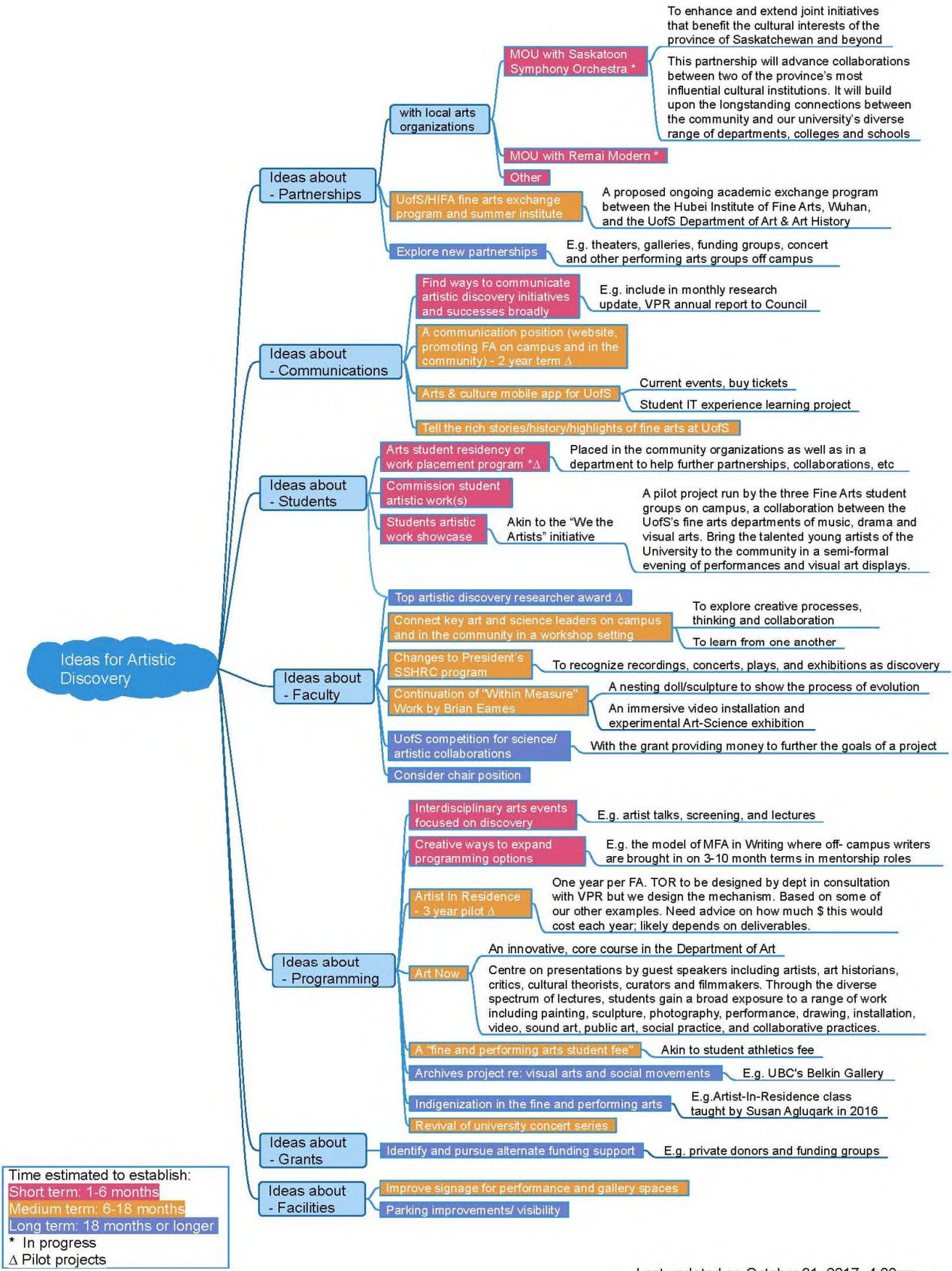
## D. Phase 1: Data Collection - Listening to Voices

Figures 5 & 6 provide a visual summary of the key messages and initial ideas for action.



Note:  
 - Information in red is from the RSAW report on artistic work in 2015  
 - Last updated on March 1, 2018

Figure 5: What we heard from Phase 1



Time estimated to establish:  
 Short term: 1-6 months  
 Medium term: 6-18 months  
 Long term: 18 months or longer  
 \* In progress  
 Δ Pilot projects

Last updated on October 31, 2017, 4:00pm

Figure 6: Ideas from Phase 1

During the consultations that were held to obtain the above data, a diversity of thoughts and perspectives was sought, and the consultations were open-ended. We explored the role of fine and performing arts in a university context, highlighted the achievements of groups, individuals and key infrastructure. Those consulted (faculty members, department heads, senior administrators and research facilitators) spoke to the opportunities and barriers for artistic discovery on this campus and also offered advice and wise counsel in terms of what is needed to truly enhance artistic discovery at the UofS.

### **E. Next Steps**

This project will continue to take in a phased approach. Now that we have finished Phase 1 (Data collection: Background Research and Listening to the Voices), the project now will focus on the next phases (Phase 2: Celebration and Recognition, Phase 3: Ideas Generation, Phase 4: Implementation Plan). The Vice President Research and Dean, College of Arts and Science will be the executive sponsors of these next phases. Regular and ongoing engagement and consultation will occur with RSAW the campus community and community stakeholders.

**UNIVERSITY COUNCIL**  
**TEACHING LEARNING AND ACADEMIC RESOURCES COMMITTEE**  
**NOTICE OF MOTION**

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**PRESENTED BY:** Alec Aitken, chair, teaching, learning and academic resources committee of Council  
Patti McDougall, vice provost teaching, learning and student experience

**DATE OF MEETING:** March 15, 2018

**SUBJECT:** Notice of Motions: Student Experience of Teaching and Learning Instrument

**DECISIONS REQUESTED:**

Motion 1: *It is recommended:*

- *That the SETLQ instrument be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan;*

Motion 2: *It is recommended:*

- *That the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.*

**PURPOSE:**

The teaching, learning and academic resource committee of council has undertaken a principles-based process to select a new student experience of teaching and learning instrument that is recommended to become the new institutionally supported instrument. The new tool has been selected through an extensive process of research, consultation and piloting and has been shown to:

1. reflect institutional, college and departmental priorities in teaching and learning;
2. be valid and reliable in our institutional context;
3. ask students questions that they are well positioned to answer;
4. be useful in informing enhancement of teaching quality; and
5. be appropriate for use as one element within collegial teaching quality processes.

## **CONTEXT AND BACKGROUND:**

In 2007 University Council approved use of the Student Evaluation of Educational Quality (SEEQ) as the validated instructor/course evaluation instrument at the University of Saskatchewan. This was the first Council approved instrument for the institution approved on the recommendation of the Instructional Development Committee of Council and framed by the 2004 Council approved *Framework for Student Evaluation of Teaching at the University of Saskatchewan*.

In 2015, the Gwenna Moss Centre for Teaching and Learning (GMCTL), with oversight from the teaching, learning and academic resources committee of Council (TLARC), began a project to develop a more comprehensive understanding of how teaching quality is conceptualized at our institution and to consider how teaching quality is measured. A key finding, outlined in the final report authored by Chelsea Willness (Edwards School of Business), Nancy Turner (Teaching and Learning Enhancement) and Colleen George (Edwards School of Business), was that SEEQ did not reflect the priorities of the institution in teaching and learning and that it therefore be considered for modification or replacement.

At the time of this report less than half of courses evaluated at the institution were using the SEEQ tool with many colleges/departments using different instruments. During the broad stakeholder consultation on the findings of the teaching quality report, the replacement of SEEQ was enthusiastically supported.

## **SELECTION PROCESS:**

In the 2016/17 academic year TLARC commissioned a literature review on student evaluation/experience of teaching and learning across the higher education sector. The results of this review and the findings of the 2015/16 teaching quality project were used by TLARC to develop a set of principles to guide selection of a new instrument. The group reviewed several instruments with an instrument and system provided by the Montreal based company, eXplorance, ultimately being the highest rated on all principles. The instrument and system from eXplorance were developed through extensive research undertaken at the University of Toronto where the instrument was also validated.

Representatives from eXplorance were invited to present to U of S stakeholders on the instrument and system in May 2017. Stakeholders involved included students (graduate and undergraduate), student leaders, faculty, academic leaders, college administrators, and members of several institutional committees. Based on positive feedback from all stakeholders, TLARC made the decision in July to pilot this student experience of teaching and learning instrument and system in the 2017/18 academic year. The fall pilot was very successful with feedback from college/departmental leaders, administrators, faculty and students overwhelmingly positive.

The key features of this instrument and system that align with the principles set by TLARC and were of particular importance to pilot participants are:

1. The core institutional questions are focused primarily on gathering input from students about their experience in a course and how it supported their learning (thus the shift to use of the term student experience of teaching and learning questionnaire). These are questions that students are well positioned to answer with responses able to meaningfully inform teaching enhancement efforts.
2. The cascaded nature of the instrument provides a concise (9 item) set of core institutional questions (closed- and open-ended) alongside college/department selected items. These college/department questions allow the instrument to be tailored to fit college/departmental teaching practices.
3. The instrument is modular allowing validated question sets to be selected to match the teaching and learning approach taken in a particular course (e.g. field experience, online, community engaged learning, laboratory, lecture based). The system has the capacity for additional modules to be developed and made available.
4. The system allows instructors to add their own questions with the outcomes of these questions going back only to the instructor for teaching enhancement purposes.
5. In addition to end of term use, the system allows instructors to easily distribute the questionnaire in the middle of the term thus gathering early feedback from students.

### **CONSULTATION:**

Throughout the selection and piloting, consultations on the principles and process have been undertaken. The list of those consulted includes:

- University of Saskatchewan Students' Union (USSU) Academic Affairs Committee
- University of Saskatchewan Graduate Students' Association (GSA)
- University of Saskatchewan Students' Union (USSU) Student Council
- University Review Committee (URC)
- Joint Committee for the Management of the Agreement (JCMA)
- Educational Systems Steering Committee (ESSC)
- Associate Deans Academic Group
- Undergraduate Chairs, College of Arts & Science
- Groups of faculty from the Colleges of Arts & Science, Pharmacy and Nutrition, Education, Nursing, School of Physical Therapy, Engineering and Edwards School of Business

## **PROPOSED IMPLEMENTATION PROCESS**

As part of its recommendations to Council in implementing SETLQ, TLARC is recommending that the approval process for minor modifications to the core question set based on validation results or as requested by colleges/departments given a particular circumstance in which the core questions are not applicable be delegated to TLARC. This request is being made so as to allow for a balance of consistency in the institutional core items and agility and flexibility in use of the system to meet local needs. These decisions are seen to need academic governance oversight but are not seen to need approval at University Council level. This process will also allow for a more expedient and responsive implementation process.

Additionally, it is recommended that the approval process for selection of college/departmental and individual instructor questions (made possible by SETLQ's cascaded question structure) as well as end of term report distribution be managed through existing college/departmental decision-making processes.

If approved by University Council, a phased implementation of SETLQ will begin in the fall of 2018 with the aim of decommissioning SEEQ by 2020. The implementation will see SETLQ available in only an online format (no paper based use will be supported). Alongside this, a series of resources to support informed and effective use of the new instrument will be made available to the campus community.

## **DISCUSSION SUMMARY:**

The teaching, learning and academic resources committee of council has overseen the principles-based selection process and pilot of the student experience of teaching and learning instrument and has had extensive discussions about the instrument and pilot outcomes. The committee supports these recommendations being presented to Council for approval at the April meeting of Council.

## **ATTACHMENT:**

1. Overview of SETLQ selection and proposed implementation process (slides)

SETLQ core questions will be handed out and presented during Council due to licensing restrictions on publicly posting.

# Student Experience of Teaching and Learning

University Council

March 15, 2018

# Timeline of Actions

2014/15

- Consideration of student evaluation/experience of teaching policy led to discussion of what is meant by teaching quality and how we measure it

2015/16

- Review institutional plans, policies, documents, learning charter
- Identified need for change in student evaluation/experience of teaching
- Initial development of Teaching Quality Framework

2016/17

- Review promising practices student evaluation/experience of teaching
- Develop principles
- Review of national/ international instruments, eXplorance SETLQ selected

2017/18

- Pilot SETLQ
- University Council consideration March/April

# Consultation Timeline

March, May, August 2017, January 2018	• Faculty Groups
May 2017	• Students
May and June 2017	• Information + Communications Technology
May 2017	• College Administrators
June 2017, February 2018	• Associate Deans Academic
September 2017, January 2018	• Educational Systems Steering Committee
September 2017	• Vice Provost Faculty Relations
September & November 2017	• University of Saskatchewan Students' Union
October 2017	• Undergrad Chairs College of Arts & Science
October 2017	• University Review Committee
November 2017	• Graduate Students' Association
November 2017	• Joint Committee for Management of Agreement

# SETLQ Principles

## Instrument:

- Experience focused
- Limits bias
- Evidence of Validity
- Flexible configuration
- Modular structure
- Customizable
- Enables student contextualization

# SETLQ Principles

## System:

- Easy to use
- Clear and customizable reports
- Facilitates formative feedback
- Process efficiency
- Mobile compatible
- Access to aggregate data

# Pilot Process

Fall 2017 and Winter 2018 pilots have allowed for:

- (1) testing of the system,
- (2) development of an implementation process with colleges and departments,
- (3) conversations on the purposes and value of SETLQ,
- (4) testing of the questionnaire and its fit in different institutional contexts, and
- (5) refinement of the core and development of college level items.

# Pilot Process

Nursing (1)

Edwards School of Business (6)

Pharmacy & Nutrition (26)

Physical Therapy (9)

Curriculum Studies - CoEd (40)

Geography & Planning (4)

Linguistics & Religious Studies (2)

Geological Sciences (2)

Women's & Gender Studies (8)

## **Nursing**

Piloted in one complex clinical course with 1 lecture and 17 lab sections

# Pilot Process

Nursing (1)

Edwards School of Business (6)

Pharmacy & Nutrition (26)

Physical Therapy (9)

Curriculum Studies - CoEd (40)

Geography & Planning (4)

Linguistics & Religious Studies (2)

Geological Sciences (2)

Women's & Gender Studies (8)

## **Edwards School of Business**

Piloted in 12 sections  
selected particularly to get  
breadth in level, size and  
teaching strategy

# Pilot Process

Nursing (1)

Edwards School of Business (6)

Pharmacy & Nutrition (26)

Physical Therapy (9)

Curriculum Studies - CoEd (40)

Geography & Planning (4)

Linguistics & Religious Studies (2)

Geological Sciences (2)

Women's & Gender Studies (8)

## **Pharmacy & Nutrition**

Piloted in all courses in the college 74 sections including lecture, lab, tutorial, online

# Pilot Process

Nursing (1)

Edwards School of Business (6)

Pharmacy & Nutrition (26)

Physical Therapy (9)

Curriculum Studies - CoEd (40)

Geography & Planning (4)

Linguistics & Religious Studies (2)

Geological Sciences (2)

Women's & Gender Studies (8)

## **Curriculum Studies**

Piloted in all courses in the department, 62 sections including online, lecture, project, seminar, practicum

# Pilot outcomes

- Strong evidence of validity and reliability from instrument developers
- At the U of S
  - Validity – did the instrument measure student experience of teaching and learning?
    - ✓ Analyses showed the core items are valid
  - Reliability – were student responses consistent?
    - ✓ Analysis of core items showed reliability

*Statistical analysis summary can be found in appendix*

# Pilot outcomes

- Feedback from faculty:
  - ✓ Inclusion of college, department and course specific questions was welcomed
  - ✓ Seen to handle courses with labs, multiple instructors smoothly
  - ✓ The specificity of the questions was seen to reduce bias in student responses
  - ✓ The specificity of the questions elicited feedback that was more actionable
- Process needs some refinement (emails, report structure)

# Pilot outcomes

- Feedback from students:
  - ✓ Short instrument was welcomed
  - ✓ Easy to use, great to complete on a phone
  - ✓ The specificity of the questions was appreciated
  - ✓ The ability to answer questions about the instructor and the course as distinct was very positively viewed
- Process needs some refinement (emails, view in Blackboard)

# SETLQ Structure

Core items

- 6 closed & 3 open-ended questions
- Consistent across the Institution (with limited exceptions)



College,  
department  
items

- Selected or devised by college or department to reflect local context, need & priorities



Course  
specific  
items

- Sets of questions devised for particular teaching approaches (e.g. online, experiential, laboratory)



Instructor  
items

- Selected & seen only by instructor to elicit specific feedback

# Effective SETLQ implementation

Effective  
Instrument

Efficient  
System

Robust  
Policy

Informed  
Use

# Informed and Effective Use

(critical element for implementation)

1. Supporting instructors
  - Improving response rates, interpreting feedback
2. Supporting decision-makers in collegial decision-making
  - Orientation to the SETLQ, interpretation of reports
3. Encouraging students
  - USSU, GSA – completing the SETLQ as part of being university citizens

# Phased Implementation timeline

2018/19

Fall



Full implementation for pilot groups

Winter



Existing SEEQ users group 1

2019/20

Fall



Existing SEEQ users group 2

Winter



Existing SEEQ users group 3



New users group 1

SEEQ support ended

2020/21

Fall



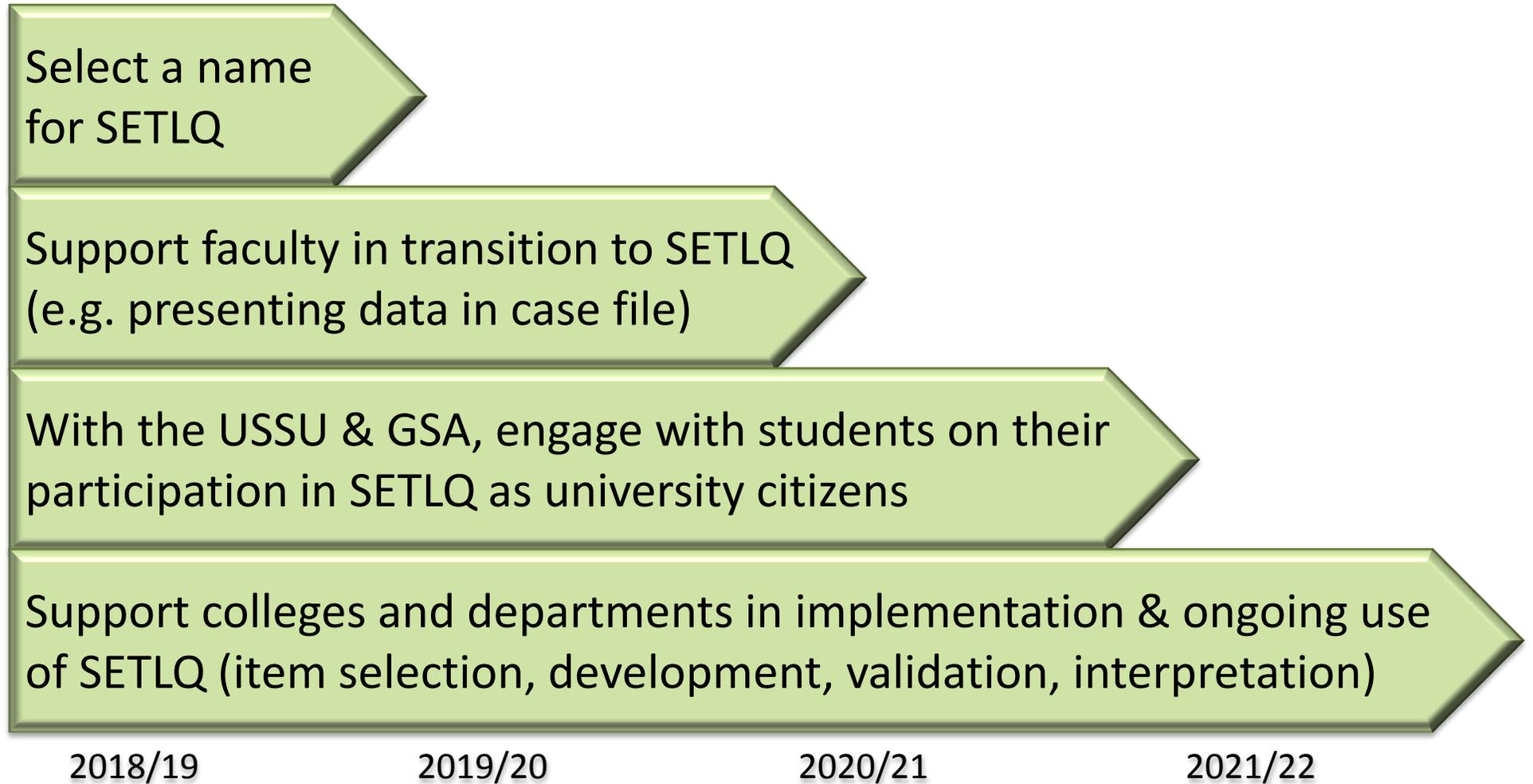
New users group 2

Winter



New users group 3

# Transition and support plans



# Motion 1

*It is recommended:*

- *That the SETLQ be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan;*

# Motion 2

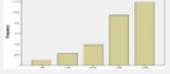
*It is recommended:*

- *That the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.*

SETLQ Notice of Motion from TLARC to University Council

## **APPENDIX**

Fall Term Validation Results

✓ Understandable to students	<i>Students' interpretations of the items match intended focus. <b>Had face validity</b></i>	Face validity testing with undergraduate students (USSU) Action: Revised Core question 3 "conductive" to "contributed to"
✓ 6 core items interrelated	<i>Students' responses on the core items were consistent across similar items. <b>Was Reliable.</b></i>	Reliability statistic Cronbach alpha: .96 (with Core & Q10 & Q11) Students ratings were highly to moderately correlated on items that are similar in content: <ul style="list-style-type: none"> <li>• Deeper understanding (Q1), intellectually stimulating (Q2), and overall learning (Q6) (<math>r_s = .79</math> to <math>.84</math>) highly correlated</li> <li>• Assessments improved understanding (Q4) and provided opportunity to demonstrate (Q5), and overall (Q6) (<math>r_s = .78</math> to <math>.84</math>) highly correlated</li> <li>• Atmosphere (Q3) correlated moderately <math>.64 - .75</math> with core questions, correlated highly <math>.83</math> with college question on communication (Q9) and <math>.76</math> with environment of respect.</li> <li>• Environment of respect (Q11) highly correlated <math>.76</math> with communicated (Q10). Q10 and Q11 correlated moderately with the other items (<math>.59 - .83</math>)</li> </ul>
✓ Core construct found	<i>Students' responses to the items indicate a single core construct that was most related to the overall Q6 item. <b>Was Valid.</b></i>	Factor analysis showed high to moderate PCA component scores. Highest score on the overall item Q6. With the 6 core questions: Q6 = $.93$ , Q1 = $.90$ , Q2 = $.87$ , Q4 = $.88$ , Q5 = $.87$ while Q3 was the lowest at $.83$ . For Core + Q10 & Q11 college questions Q6 = $.93$ , Q1-Q5 were $.86$ to $.89$ , Q10 = $.87$ , Q11 = $.81$ .
✓ Items predicted overall rating	<i>Student responses to Q1 to Q5 predicted their overall Q6 rating. <b>Was Valid.</b></i>	The linear regression <sup>1</sup> showed that 5 core items predicted $R^2 = 81\%$ of the variability in Q6. $R^2 = 86\%$ for Core plus Q10 & Q11. ( $p < .001$ )
Rated Positively with some variation	<i>Students' responses trended towards higher scores. <b>Expected Distribution</b></i>	The overall data analyzed reflects student ratings of responses skewed towards higher ratings. 

\* Fall 2017 Midterm data (all data anonymized, courses given codes); n = 542. Analysis completed at U of S (CH)

<sup>1</sup>predictor items highly correlated so multicollinearity. overall r-squared accurate, but not to use betas for a weighted model