AGENDA

2:30 p.m. Thursday, September 20, 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 2018/19 academic year marks the 24th 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 June 21, 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. Joint Committee on Chairs and Professorships

    8.1 Request for Decision: Edwards Enhancement Chair in Business

    It is recommended that Council approve the Edwards Enhancement Chair in Business and recommend to the Board of Governors that the Board authorize the establishment of this chair.

    8.2 Request for Decision: Nutrien Chair in Clinical Research

    It is recommended that Council approve the Nutrien Chair in Clinical Research and recommend to the Board of Governors that the Board authorize the establishment of this chair.

9.   Nominations Committee

    9.1   Request for Decision: Nomination to the Promotions Appeal Panel

    It is recommended that Council approve the nomination of Jim Waldram, Department of Archaeology and Anthropology to the promotions appeal panel effective immediately and continuing until June 30, 2021.

    9.2   Request for Decision: Nomination to the University Review Committee

    It is recommended that Council approve the nomination of Marcel D'Eon, Department of Community Health and Epidemiology, to serve on the university review committee effective immediately and continuing until June 30, 2020.

    9.3   Request for Decision: Nominations to the International Activities Committee

    It is recommended that Council approve the nomination of Carol Henry, College of Pharmacy and Nutrition, to the international activities committee effective immediately and continuing until June 30, 2021, and that Paul Orlowski, Department of Educational Foundations, be appointed as committee chair, effective immediately and continuing until June 30, 2019.

    9.4   Request for Decision: Appointment of Acting Vice-Chair of Council

    It is recommended that Council approve the reappointment of Roy Dobson, College of Pharmacy and Nutrition as acting vice-chair of Council effective immediately and continuing until an acting vice-chair is no longer required or June 30, 2019, whichever comes first.

    9.5   Request for Decision: Nomination to the Search Committee for the Dean, College of Graduate and Postdoctoral Studies

    It is recommended that Council approve the appointment of Elizabeth Snead, associate dean (research and graduate studies), Western College of Veterinary Medicine, as the senior administrator selected by Council to serve on the search committee for the dean, College of Graduate and Postdoctoral Studies.

    9.6   Request for Decision: Nomination to the Search Committee for the Dean, College of Agriculture and Bioresources

    It is recommended that Council approve the appointment of Petros Papagerakis, associate dean (research) of the College of Dentistry, as the senior administrator selected by Council to serve on the search committee for the dean, College of Agriculture and Bioresources.

    9.7   Request for Decision: Nomination to the Search Committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy

    It is recommended that Council approve the appointment of Gordon DesBrisay, vice-dean academic, College of Arts and Science, as the senior administrator selected by Council to serve on the search committee for the executive director of the Johnson-Shoyama Graduate School of Public Policy.

9.8   Request for Decision: Nominations to the Search Committee for the Vice-President Research

It is recommended:

(1)   That Council approve the appointment of the following GAA members to the search committee for the vice-president research:

Erika Dyck, Department of History
Darrell Mousseau, Department of Psychiatry
Michelle Johnson-Jennings, Department of Indigenous Studies
Sven Achenbach, Department of Electrical and Computer Engineering

(2) That Council approve the appointment of Chad London, dean, College of Kinesiology as the senior administrator selected by Council to serve on the search committee for the vice-president research.

10.   Teaching, Learning and Academic Resources Committee

10.1   Notice of Motion: Approval of the Learning Charter

It is recommended that Council approve the revised Learning Charter.

11.   Governance Committee

11.1   Notice of Motion: Governance Committee Terms of Reference

It is recommended that Council approve the changes to the terms of reference of the governance committee to include an undergraduate student member and a graduate student member as ex officio non-voting members.

11.2   Notice of Motion: School of Rehabilitation Science Faculty Council Membership

It is recommended that Council approve the membership changes to the Faculty Council of the School of Rehabilitation Science to add a representative of the Saskatchewan Society of Occupational Therapists (SSOT) and a representative of the Saskatchewan Association of Speech Language Pathologists and Audiologists (SASLPA) as non-voting members, effective immediately.

12.   Planning and Priorities Committee

12.1   Report for Information: Revisions to Notice of Intent Template

13.   Other business

14.   Question period

15.   Adjournment

Next meeting October 25, 2018 – Please send regrets to Katelyn.wells@usask.ca
Deadline for submission of motions to the coordinating committee: October 8, 2018.

UNIVERSITY OF SASKATCHEWAN

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.

Memorial tributes were given to honour Dr. Ahmed El-Serafi, Professor Emeritus, College of Engineering, given by Robert Johanson, Head of Electrical and Computer Engineering, and to honour Dean Emeritus (Law) Dr. Douglas A. Schmeiser, given by Beth Bilson on behalf of College of Law Dean Martin Phillipson.

1.   Adoption of the agenda

AITKEN/WILSON: To adopt the agenda as circulated.

CARRIED

2.   Opening remarks

The acting chair acknowledged National Indigenous Peoples Day and spoke of the recent passing of Jim Greer, Council member, noting that a celebration in honour of Professor Greer's life and contributions to the university would occur at a later date.

The acting chair reminded members of the usual procedures for debate and reported on the topic discussed at the most recent meeting of Council chairs with members of the president's executive committee, which involved some of the challenges the university faces in making reconciliation a reality.

3.   Minutes of the meeting of May 17, 2018

WOTHERSPOON/DE BOER: That the May 17, 2018 Council minutes be approved.

CARRIED

4.   Business arising from the minutes

There was no business arising from the minutes.

5.   Report of the President

Tony Vannelli, provost and vice-president academic, presented the President's Report on behalf of President Stoicheff, who was unable to attend.

Provost Vannelli highlighted several items from the report, including the recent convocation ceremonies, the donation to Merlis Belsher Place to establish the Ron and Jane Graham Sport

Science and Health Centre, and the various events planned on campus and in the city to celebrate Pride Month. On June 23, members of the university community, student leaders, and senior administrative leaders are invited to take part in the Saskatoon Pride Parade.

University representatives participated in a recent successful trip to Mexico to further international collaboration through the Saskatchewan Education Alliance. The alliance comprises the two universities in the province and Saskatchewan Polytechnic. The mission focused on working together to highlight the educational and research capacity in Saskatchewan and ability to engage with international partners.

6.   Report of the Provost

Provost Vannelli reported on the full accreditation of College of Medicine's undergraduate program received from the Committee on Accreditation of Canadian Medical Schools (CACMS) and invited Preston Smith, dean of the College of Medicine, to address Council. Dean Smith thanked Council for its support and leadership in helping to advance the changes required to ensure accreditation and recognized the contributions of students, staff, and faculty of the college.

Provost Vannelli echoed the positive comments about convocation within the President's Report, noting that the ceremonies gave him the opportunity to hear directly from graduates about the importance of the university in their lives.

The Institutional Planning and Assessment Office (IPA) continues its work identifying the initiatives within the college and school strategic plans and the metrics by which colleges will be able to measure progress against their plan and the *University Plan*. Over 500 initiatives and 30 cross-college themes have been identified in the college and school plans.

Discussions continue about a university strategic enrolment plan that will encompass undergraduate and graduate student enrolment growth and funding for graduate studies, to augment Tri-agency and industry funding of graduate students. Provost Vannelli mentioned the 2019-20 Operations Forecast requested by the provincial government is in draft form and will be discussed at the September 2018 Council meeting.

Provost Vannelli made mention that the coming weeks will mark the milestone of the completion of his first year as provost and vice-president academic and thanked members of Council and Council committees for their support in his transition.

7.   Student Societies

    7.1   Report from the USSU

    Andy Prokopchuk, University of Saskatchewan Students' Union (USSU) designate gave a verbal report, indicating USSU executive members are currently in Ontario, training with peers from other Canadian institutions.

    Mr. Prokopchuk reported the USSU executive has set their agenda for the year under the guiding words of, "engage, empower and enlighten" and has begun to plan events and functions under this mantra to support students and their success.

    7.2   Report from the GSA

Naheda Sahtout, president of the Graduate Students' Association (GSA) presented the GSA report. Ms. Sahtout emphasized the importance of preparing graduate students to be competitive within the job market, and to ensure that students are supported in their transition from research to industry, and other career avenues, given that fewer graduate students will find careers in academia. Provost Vannelli committed to looking further at the training of graduate students to encompass alternative career opportunities.

8.   Nominations Committee

Pamela Downe, vice-chair, conveyed that it was with a heavy heart that she stood before Council in place of Jim Greer, chair, to present the requests for decision. Following, as Council committee chairs, in turn, presented their reports, many chairs commented on the passing of Professor Greer and reflected on those qualities he embodied as a colleague, teacher, and mentor.

The chair called three times for nominations from the floor for each nomination. There were none.

8.1   Request for Decision: Nomination to the University Review Committee

DOWNE/DE BOER: That Council approve the nomination of Moira Day, Department of Drama, to serve on the university review committee for a two-year term, effective July 1, 2018 and continuing until June 30, 2020.

                                                                                    CARRIED

8.2   Request for Decision: Nominations to the Promotions Appeal Panel

DOWNE/DE BOER: That Council approve the nominations of Leslie Howe, Department of Philosophy, and Bram Noble, Department of Geography and Planning, to the promotions appeal panel for three-year terms, effective July 1, 2018 and continuing until June 30, 2021.

                                                                                    CARRIED

8.3   Request for Decision: Nominations to the Teaching, Learning and Academic Resources Committee

DOWNE/DE BOER: That Council approve the nomination of Kathleen James-Cavan, Department of English, to serve on the teaching, learning and academic resources committee for a three-year term, effective July 1, 2018 and continuing until June 30, 2021.

                                                                                    CARRIED

9.   Academic Programs Committee

Terry Wotherspoon, chair, academic programs committee, presented the committee's reports.

9.1   Request For Decision: Changes to Admissions Qualifications for the Doctor of Dental Medicine (D.M.D.) program

Professor Wotherspoon indicated the proposed changes add two new courses as requirements for admission to the D.M.D. program. As an equivalent course in the listed

admissions requirements is no longer taught, Professor Wotherspoon noted the redundant course would be removed in the next catalogue listing.

WOTHERSPOON/DETMER: That Council approve the proposed changes to the admissions qualifications for the Doctor of Dental Medicine (D.M.D.) program, effective the 2020-21 admission cycle.

<div align="right">**CARRIED**</div>

9.2   Request for Decision: Graduate Certificates from the Johnson Shoyama Graduate School of Public Policy

The university offers a number of professional graduate-level certificates, and Professor Wotherspoon noted the proposed certificates have been offered for some time with success at the Regina campus of Johnson-Shoyama Graduate School of Public Policy. The certificates are designed to appeal to professionals working in fields related to public policy and management, and have the ability to ladder into the school's professional master's degree offerings.

Graduate Certificate in Economic Analysis for Public Policy

WOTHERSPOON/DETMER: That Council approve the Graduate Certificate in Economic Analysis for Public Policy, effective May 2019.

<div align="right">**CARRIED**</div>

Graduate Certificate in Non-Profit Management

WOTHERSPOON/DETMER: that Council approve the Graduate Certificate in Non-Profit Management, effective May 2019.

<div align="right">**CARRIED**</div>

Graduate Certificate in Public Management

WOTHERSPOON/DETMER: That Council approve the Graduate Certificate in Public Management, effective May 2019.

<div align="right">**CARRIED**</div>

Graduate Certificate in Public Policy Analysis

WOTHERSPOON/DETMER: That Council approve the Graduate Certificate in Public Policy Analysis, effective May 2019.

<div align="right">**CARRIED**</div>

9.3   Report for Information: Annual report of the Academic Programs Committee of Council for 2017-18

Professor Wotherspoon recalled members to the committee's annual report, noting the varied activities of the year, thanking committee members for their service, and acknowledging the work of Amanda Storey, committee secretary, in supporting the committee.

10.   Planning and Priorities Committee

Dirk de Boer, chair, planning and priorities committee presented the committee's report.

> **10.1   Report for Information: Annual Report of the Planning and Priorities Committee for 2017-18**

> Professor de Boer invited questions of the committee's annual report. There being none, he offered thanks to members for engaging with several challenging issues over the past year and commended Sandra Calver, committee secretary, for her service in support of the committee.

11.   Governance Committee

Jay Wilson, chair, governance committee, presented the committee's reports.

> **11.1   Report for Information: Number of Student Appeals for 2017-18**

> Professor Wilson noted the report presents statistics on the number of university-level appeals of academic decisions and academic misconduct findings.

> **11.2   Report for Information: Annual Report of the Governance Committee for 2017-18**

> Professor Wilson indicated that much of the committee's work this year has focused on revisions to the *Procedures for Student Appeals in Academic Matters.*

12.   Teaching, Learning and Academic Resources Committee

Alec Aitken, chair, teaching, learning and academic resources committee, presented the committee report.

> **12.1   Report for Information: Annual Report of the Teaching, Learning and Academic Resources Committee for 2017-18**

> Professor Aitken reported the committee has focused much of its attention over the past year on the student experience of teaching and learning and on revisions to the *Learning Charter*. Revisions have been undertaken to the charter to encompass how the university will meaningfully engage with Indigenous ways of knowing. The revised *Learning Charter* will be presented to Council in the fall for approval.

> Professor Aitken drew attention to the membership of the committee, thanking members for their service on the committee, and expressing farewell to those members departing.

13.   Research, Scholarly and Artistic Work Committee

Paul Jones, chair, research, scholarly and artistic work committee, presented the committee report.

> **13.1   Report for Information: Annual Report of the Research, Scholarly and Artistic Work Committee for 2017-18**

> Professor Jones referred members to the annual reports from the Office of the Vice-president Research and the College of Graduate and Postdoctoral Studies appended to the committee's

annual report. Professor Jones welcomed Julita Vassileva, incoming chair and offered thanks to all members of the committee for their service, noting in particular the contributions of Amanda Storey, committee secretary.

14.   **International Activities Committee**

   14.1   **Report for Information: Annual Report of the International Activities Committee for 2017-18**

   The acting chair of Council indicated that Gordon Zello, chair, international activities committee, was unable to be present and invited questions about the report to be submitted to Professor Zello by email.

15.   **Joint Committee on Chairs and Professorships**

   15.1   **Report for Information: Annual Report of the Joint Committee on Chairs and Professorships for 2017-18**

   Scott Bell, member, joint committee on chairs and professorships, presented the report on behalf of Jim Germida, committee chair, inviting questions from members about the report. There were none.

16.   **Other business**

Beth Bilson, university secretary, reported on the outcomes of the recent Council elections, reporting that Rachel Engler-Stringer, College of Medicine, was elected to a two-year term as a member at large, and that Ed Krol, Pharmacy and Nutrition, and Jim Basinger, Geological Sciences, were elected to one-year terms as members at large.

The acting chair of Council offered thanks to committee chairs for their service this year, as well as the university secretary, staff in the Office of the University Secretary, and Council members.

17.   **Question period**

Updates were requested on the possibility of a partnership between the university and the Saskatoon Tribal Council, the contracting of work to Indigenous companies, and the status of communication with the Indigenous Students' Council.

Provost Vannelli noted the university continues to be engaged in discussions with the Saskatoon Tribal Council and committed to consulting with Greg Fowler, vice-president finance and resources, about whether the university will contract a percentage of its contract work with companies with Indigenous employees. With respect to the Indigenous Students' Council (ISC), Professor Bilson noted Council's membership is set by the *University of Saskatchewan Act, 1995,* and does not include representation from the ISC. Student leaders from the ISC have been contacted on several occasions to invite discussion about having representation on Council committees, with no response.

The request that the university review its history and past performance with respect to Indigenization was restated. In response, Provost Vannelli indicated that under the guidance of the vice-provost Indigenous engagement, the university is approaching reconciliation through forward-looking actions, rather than looking backwards at past practices and policies.

18.   Adjournment

The meeting adjourned by motion (GJEVRE/WALKER) at 4:30 p.m.

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL   September 2018

Usask Growth

As students are welcomed back this year, we are seeing enrolment trends that anticipate our total academic year enrolment well exceeding 25,000.   Although our student numbers have been steadily increasing for many years, with our strategic growth agenda set at reaching 28,000 students by 2025, we continue to be confident we will reach our goal.

This growth is the direct result of many collaborative efforts across campus. We have increased our degree programs through strategic partnerships like our master's in water security with Beijing Normal University. We are creating classroom environments that are more welcoming for international and indigenous students and seeing 5% and 10% annual increases in their enrolments correspondingly.   We are also seeing our colleges and schools focus enrolments more strategically to allow for controlled but steady growth.

As we grow, we also plan purposefully in our curriculum, infrastructure, and services to ensure the quality of our students' experience is not diminished in the name of quantity.

VP Research Search

As Council members will no doubt be aware, I have initiated a search for our next vice-president research.   Karen Chad's second term as vice-president will come due in December, 2019 which will draw a close over 11 years in that role for Karen and over 15 years as an administrator in the Research Office.

As per the *Search and Review Procedures* a search is initiated in the incumbent's penultimate year and involves representation from the GAA, board, senate, and student unions.   I anticipate this international search to begin in earnest this fall with the ultimate goal of finding a candidate to begin in the role in early 2020.

University Plan

Since our last meeting, the Board of Governors approved the University Plan, thereby completing the endorsement of the Plan by all three of our governing bodies. Work has taken place over the summer to begin translating that Plan into action. One of those actions was an Indigenous naming ceremony, held in the Bowl on August 27th with Indigenous community leaders, faculty, elders, knowledge keepers and language keepers in attendance who contributed to the Plan's creation from its inception. Another will be a public launch of the plan

to take place in early fall. Information regarding that launch will be circulated to Council, campus, and beyond in the coming days.

Summer Research

It never ceases to amaze me how wide and far our research footprint is at the University of Saskatchewan. In fact, with the many breakthroughs and innovative firsts that happen at the U of S, individual accomplishments can sometimes get lost in the day-to-day of campus life. For my benefit, and yours, I wanted to highlight some of the exciting research-related activities that took place over the summer months this year. This summer, we...

...led an international consortium that was successful in cracking the wheat genome code, which will help to better feed the world;
...used the synchrotron to re-write history on the Franklin expedition;
...became the new home to the national Institute of Indigenous People's Health;
...made it easier for residents of northern Saskatchewan to get access to ultrasounds;
...got closer to using 3D printer technology to build and repair human bones; and
...discovered three new species of frogs helping to protect them from extinction.

Not a bad way to spend a summer "vacation".

Provost's Report to Council

September 2018

GENERAL REMARKS

First, I want to begin by welcoming all University Council members (returning and new members) to the beginning of the 2018-19 academic year. I have spent the better part of my first year as provost getting to know this great university at all levels and what it means to so many individuals and partners in many sectors. Beginning with the citizens of this province and our alumni and seeing UofS's impact not only in Saskatchewan but abroad has made me realize the impact of this university in a much broader way. The mission, vision and values of the University of Saskatchewan remain strong and it is our joint responsibility to assure they can become stronger.

With the final approval of the University Plan going into 2025, the university has embraced a process and blueprint for its future. But for blueprints to "come to life", they require appropriate commitment and resources to achieve that aim. To this end, I have asked that the colleges, schools and support units develop strategic plans addressing their vision, direction and resource needs to move their units and University Plan forward over the next five years.

We will enter a new period of "UofS revitalization" over the next years. The initiatives that I am seeing coming out of the draft plans of colleges and schools are looking at both maintaining and enhancing current programs while exploring new opportunities for shared and interdisciplinary academic and research initiatives. I will be describing more of these exciting initiatives over the Fall term as they are reviewed and finalized in discussions with me. I will be reaching out to all Faculty Councils and other broader forums to further listen to our faculty, students and staff where these plans will be taking shape. It remains fundamentally important to all our leaders to stay connected on the ground where the great ideas and plans come to life.

Most important, the university is engaged in discussions with government on our Operations Forecast and needs for 2019-20. Our programs continue to become more focused on learning outcomes which lead to better student success and continually improves the quality of programs. We wish to create more work-study opportunities in all our programs. We are attempting to address the growing demand in many of the technology and health-science related areas. Overall, our university has consistently continued to grow its enrollment creating a more diverse population over the last few years in many of our regular, professional and graduate programs. We will continue to engage our government as partners in our mutual success.

INSTITUTIONAL PLANNING AND ASSESSMENT

Implementation of the University Plan is underway and academic and administrative units will be submitting their strategic plans to the IPA office by October 15th and November 30th, respectively. Based on these submissions, the IPA will continue work to align college and school goals and objectives with the key measures of the plan. The final version of the plan, as well as the college and unit planning tools and templates are available online at www.usask.ca/plan.

COLLEGE AND SCHOOL UPDATES

College of Dentistry

The College of Dentistry's new Certificate in Dental Assisting (CDA) program begins September 4, 2018, to address the chronic shortage of dental assistants in central and northern Saskatchewan. Offered in collaboration with the Southern Alberta Applied Institute of Technology (SAIT), the program will fall under SAIT's accreditation during its initial year while the college works towards gaining the accreditation required to deliver the certificate in 2019. The College of Dentistry will be preparing submissions to University Council for approval to provide what would become the university's first accredited CDA program, the only one of its kind offered in Saskatoon.

College Pharmacy and Nutrition

The College of Pharmacy and Nutrition has received $100,000 from the Apotex Foundation to help establish a Centre of Pharmacy Leadership and Strategic Decision Making. Drawing on an existing international network, this centre will develop protocol for sharing health and pharmacy systems information in a standardized format, develop systems for sharing information across the network, and serve as an archival hub for the information.

College of Education

Land-Based Indigenous Cohort: The Indigenous land-based cohort completed their final class toward a Masters of Education degree led by Dr. Alex Wilson. The institute completed a canoe excursion from Nipawin, SK, to The Pas, MB on the Saskatchewan River from July 25 to August 2, 2018. This group will cross the stage at October Convocation.

ITEP Program at Kahkewistahaw: The Indian Teacher Education Program (ITEP) and the Kahkewistahaw First Nation signed a memorandum of understanding in July to offer an on-reserve four-year Bachelor of Education program starting this fall.

International Teacher Development Program: The College of Education has partnered with Beijing's Capital Normal University for the 2018 International Teacher Development Program—Summer Course. The course includes 31 students from Beijing's Capital Normal University and consists of four weeks of undergraduate university classroom study followed by a week of elementary and secondary school classroom observations.

Bangladesh-Saskatchewan Business and Leadership Development Program: The Colleges of Education, Arts and Science, and Edwards School of Business partnered with several local businesses to offer summer short course and a symposium for students from the University of Dhaka, Bangladesh. 32 students and 5 faculty from the University of Dhaka were at the U of S from August 6-18 to collaborate with students, faculty, and local business organizations, sharing knowledge and advancing ideas for partnership and economic development.

Banting Fellowship Award: Dr. Ranjan Datta, College of Education research facilitator, was awarded the prestigious Banting Postdoctoral Fellowship for his research project focusing on working with Indigenous communities to learn how best to mitigate the negative impact pipeline leaks have had on communities. Dr. Datta will work out of the Johnson Shoyama Graduate School of Public Policy (JSGS).

SEARCHES AND REVIEWS

Search, Dean College of Pharmacy & Nutrition
The search committee for the Dean, College of Pharmacy & Nutrition will begin meeting as soon as the meetings can be scheduled.

Search, Dean College of Graduate and Postdoctoral Studies
The search committee for the Dean, College of Graduate and Postdoctoral Studies will begin meeting as soon as the committee is constituted.

Search, Dean College of Agriculture and Bioresources
We are in the process of constituting the search committee for the Dean, College of Agriculture and Bioresources.

Search, Executive Director, Johnson Shoyama Graduate School of Public Policy
We are in the process of constituting the search committee for the Executive Director, Johnson Shoyama Graduate School of Public Policy.

Search, Vice-Provost, Faculty Relations
The search committee for the Vice-Provost, Faculty Relations will begin meeting as soon as the meetings can be scheduled.

Search, Associate Provost, Institutional Planning and Assessment
The search committee for the Associate Provost, Institutional Planning and Assessment will begin meeting as soon as the meetings can be scheduled.

Review, Dean College of Medicine
The review committee for the Dean, College of Medicine met in late July. Further meetings are in the process of being scheduled.

Review, Dean College of Education
The review committee for the Dean, College of Education met in late July. Further meetings are in the process of being scheduled.

USSU University Council Address
September 20th, 2018

Good afternoon members of University Council. My name is Sheldon Moellenbeck. I am the VP Academic and here representing Acting President Kobes who is presently having his wisdom teeth removed. I am pleased to be here this afternoon on behalf of the USSU to provide you with this address. As many of you know, the USSU has undergone some interesting times lately but please know that we are confident moving forward and that we are excited for this upcoming year. We are also looking forward to the election of a new president in October. In the meantime we continue the work of representing and supporting undergraduate students at the U of S

Over the summer, the USSU Executive has worked on planning many events, initiatives, and campaigns that aim to engage the student body with the USSU. Brent Kobes, our VP Operations and Finance, and as of this week Acting President, has worked to revamp our Campus Group Policy, as well as worked on planning training sessions for student society Executives, to equip them with the knowledge that will help them succeed in their organizations. Rose Wu, our VP Student Affairs, planned a plethora of events, including many dry events for Welcome Week, such as Speed Friending, similar to speed dating, as well as many Sustainable events such as River Clean Up, which is taking place on September 26. I am working to make the USSU Executive more accessible and visible to the student body by holding Face-to-Face sessions in all of the different college buildings. I am also working on a Know-Your-Rights campaign week to take a proactive approach in empowering students with the information they need to know about their rights as well as their responsibilities. These are just a few of the many projects that we are working on, and I am sure that all of us would be delighted to have the opportunity to discuss them with any of you who are interested.

This upcoming year we are looking forward to promoting our current services and programs to students, to ensure that we can empower and engage students to our fullest extent. The three of us are very excited and grateful for the opportunity to work for students, and to work in cooperation with our academic and administrative partners at the University.

University of Saskatchewan Graduate Students' Association

University Council Report – September 2018

On behalf of the Graduate Students' Association, we welcome members of University Council and members of the campus community to the 2018/2019 academic year. We are excited to continue working with senior administration, University Council committees, the College of Graduate and Postdoctoral Studies and other members of the campus community and community at large for the ultimate benefit of graduate students.

In our first report, we will outline the main areas of focus that the GSA will continue to work towards throughout the course of this academic year.

(1) The Student-Supervisor Relationship

Without a doubt, a successful student-supervisor relationship is the most important aspect to an effective graduate program. Students and supervisors play multiple roles; however, a positive relationship must exist between the two. This relationship must be built on communication, understanding of expectations, honesty and trust. When a student-supervisor relationship is successful, there is a far greater understanding of how to achieve goals, how to troubleshoot through barriers, what to expect in the future and how to complete the program on time. This relationship starts when the student and supervisor have an initial conversation, one in which the Student-Supervisor Agreement (SSA) can assist with.

The purpose of the SSA is to allow both students and supervisors to discuss their expectations for the remainder of the graduate degree program. The SSA covers most aspects of the program and is not only of benefit to the student but allows the supervisor to thoroughly discuss their expectations and obligations of and towards the student. Many of the problems that arise between students and supervisors is a result of the lack of communication, which is fundamentally the most important thing that needs to happen at the beginning of any such

relationship. With this in mind, the GSA will continue to advocate for the use of the Student-Supervisor Agreement (SSA) on campus, as a supportive tool for graduate education in the University.

(2) Graduate student representation on the University Board of Governors

The GSA has been in touch with the University Board seeking participation in the Board meetings, in particular after the support of University Council in the February, 2018 Council meeting. Several difficulties have arisen that will be addressed by the GSA over the course of this year. We will continue seeking the University community support to ensure graduate student participation in the University Board meetings, for the ultimate benefit of the University as a research intensive university.

(3) Other initiatives towards a superior academic program

The GSA will continue advocating for resources that will support both students and supervisors in order to ensure a successful academic journey for graduate students. We are excited to be working with the College of Graduate and Postdoctoral Studies and the Gwenna Moss Centre for the development of resources and opportunities that would support graduate supervisors. We will continue looking for opportunities that would ensure that our graduate students have greater prospects to network with the community. We will continue providing workshops that serve to enhance our graduate students' experience here at the University of Saskatchewan. We will strive to promote health and wellbeing among our graduate student population. Finally we will celebrate the successes of our graduate students through the Graduate Research Conference, the Three-Minute Thesis Competition and the Graduate Student Awards Gala.

We hope to build a culture of understanding, compassion, support, enthusiasm and success among our graduate students, faculty and administration that would allow the University to gain a competitive edge in the region, across the nation and around the world.

UNIVERSITY COUNCIL

Joint Committee on Chairs and Professorships

REQUEST FOR DECISION

PRESENTED BY: Jim Germida, Vice Provost, Faculty Relations
and Chair, Joint Committee on Chairs and
Professorships

DATE OF MEETING: September 20th, 2018

SUBJECT: **Edwards Enhancement Chair in Business**

DECISION REQUESTED: *It is recommended:*

It is recommended that Council approve the Edwards
Enhancement Chair in Business and recommend to the
Board of Governors that the Board authorize the
establishment of this chair.

PURPOSE:
Enhancement Chairs in Business will be **awarded for research achievement and
demonstrable leadership in a given field of business**. The Enhancement Chair position
(s) will assist the Edwards School of Business in recruiting and retaining world- class
faculty with business research and scholarship, who have made sustained contributions to
their field at a national and international level, and/or who may be at risk to accept a job
offer from another institution.

CONTEXT AND BACKGROUND:
There are 4 core pillars of the Edwards college strategy, one of which is continuing to
intensify research, which is also aligned with the University's core discovery mission and
strategic goals (as defined in the University Plan, which focuses on *curiosity* and
collaboration). The Edwards Enhancement Chair in Business ideally fits our college
research goals because it enables us to support high-level scholarship in different focus
areas within business/management fields—this is key for our overall recruitment and
retention strategies, but also for supporting inter-disciplinarity and innovation. It will
consist of Chairs associated with our major disciplinary specializations, and named for
the donor N. Murray Edwards.

Chair holders will be expected to:
*   sustain their academic duties and scholarly work at a level indicative of their
    recognition as a leader in their field,
*   contribute to the enhancement of research and scholarship at the Edwards School of
    Business, and

- provide service to their department, college, university and/or profession at a level consistent with academic rank.

CONSULTATION:
The Edwards Enhancement Chair has been examined and approved by Edwards' sub-committee on Scholar positions, the Dean of the Edwards School of Business, and the donor. Advice was also sought from USFA and JCMA. The establishment of this Enhancement Chair is recommended for approval by the Joint Committee on Chairs and Professorships (JCCP).

SUMMARY:
The Edwards Enhancement Chair position(s) will recognize scholarly leadership in the discipline and school, and enable/reward exceptional scholarly productivity (quantity and quality of peer-reviewed output, relative productivity in field, tri-council and other external peer-reviewed research funding).

Like other Chair positions at the University of Saskatchewan, this program will enhance the goals of the institution through attraction and retention of top scholars in their respective areas, and contribute to our core discovery mission.

There will be a naming convention applied to all Chair-holders, which will both recognize the Chair-holder as well as the donor (Edwards Enhancement Chair in Business). This approach supports our goal with the Chair position: to promote high quality research and publication in quality outlets relevant to any area of business regardless of a particular sub-specialization. Moreover, we wish to apply an inclusive label that allows business faculty to collaborate across sub-specialties and publish/disseminate their scholarly work in the most suitable high quality outlets, whether they are specialized or broad-based in scope/focus/topic. This aligns well with the University's stated aspirations for multi-disciplinary research involving faculty from multiple colleges, as well as our School's openness to cross-specialization research and collaboration. This will allow Chair-holders to work on research with faculty from multiple departments within the business school, or across the institution and beyond.

ATTACHMENTS:
Terms of Reference

UNIVERSITY OF
SASKATCHEWAN

Edwards Enhancement Chair in Business

Terms of Reference

Purpose	Enhancement Chairs in Business will be awarded for research achievement and demonstrable leadership in a given field of business. The Chair program will assist the Edwards School of Business in recruiting and retaining world-class faculty with business research and scholarship, who have made sustained contributions to their field at a national and international level, and/or who may be at risk to accept a job offer from another institution.
Background	The Edwards Enhancement Chairs program would consist of Chairs associated with our major disciplinary specializations and named for the donor, Dr. N. Murray Edwards. The work of a Chair will be directed toward research and scholarship in any area of business. There will be a naming convention applied to all Chair-holders, which will both recognize the Chair-holder as well as the donor (Edwards Enhancement Chair in Business).
Source & Amount of Funding	The Enhancement Chairs in Business are funded by the endowment from donor N. Murray Edwards and/or other donor(s). Chair-holders will receive an annual salary stipend equivalent to 4 - 5 CDIs, plus a $5,000 annual research award, which can be used toward student support or other research activities. The total reward package will not exceed $20,000 per year.
Tenability	Applications for Chair positions will be considered from all tenured or tenure-track faculty, in the Edwards School of Business. The award of the Chair will not affect the academic appointment and upon conclusion of the Chair award, the faculty member will return to regular full-time duties in the department/college. There will be a maximum of (up to) eight Chair positions filled at any given time.
Selection Committee	Selection is made by an adjudication committee, consistent with the JCCP policy on Chairs and Professorships, wherein: the selection committee will consist of the provost and vice-president academic or designate, the dean, associate dean, a representative of the funder(s), and may include other members (e.g., senior faculty). The dean will act as chair. The nomination/application package will include a curriculum vitae, statement of scholarly achievements and objectives, and a statement indicating alignment with the purpose/focus of the Chair position. Criteria will include consideration of scholarly productivity (quantity and quality of peer-reviewed output, relative productivity in field, tri-council and other external peer-reviewed research funding), and scholarly leadership in the discipline and school.

Chair-holder Responsibilities	Chair-holders will be expected to: • sustain their academic duties and scholarly work at a level indicative of their recognition as a leader in their field, • contribute to the enhancement of research and scholarship at the Edwards School of Business, and • provide service to their department, college, university and/or profession at a level consistent with academic rank. As an in-scope faculty member, assigned duties of the Chair are through department collegial process with approval by the dean.
Term of Chair	Enhancement Chair positions are competitive, open, and a 3-year renewable term. An individual may apply for another 3-year term after their existing term expires (i.e., there are no term limits, but an open call will occur in the final year of the 3-year term and the individual must apply again and be assessed along with any other applicants).
Management Committee	As per the JCCP policy: The chair-holder will submit an annual report of activities in accordance with university practices to the department head and to the dean, and to the provost and vice-president academic or designate. The report will outline accomplishments of the chair in keeping with the chair's purpose and objectives. The *Management Committee for Chairs, Professorships, and Scholars* will be comprised of the dean, associate dean research and academic, director of resources (support), and others as may be deemed by the Committee to be beneficial to achieving the objectives of the Edwards Enhancement Chair. This committee will conduct an annual review of the performance of the incumbent(s) and oversee management of the funds.
Disestablishment or Relinquishment	If donor funds are expired or exhausted for a particular Chair position, the position will be discontinued. If a Chair-holder resigns, retires, or otherwise leaves the Edwards School of Business, or relinquishes the Chair position prior to the normal term length (i.e., 3 years), then the position will be considered vacant and a call can be issued for new applicants.

UNIVERSITY COUNCIL

Joint Committee on Chairs and Professorships

REQUEST FOR DECISION

PRESENTED BY:

Jim Germida, Vice-Provost, Faculty Relations and Chair,
Joint Committee on Chairs and Professorships

DATE OF MEETING: September 20th, 2018

SUBJECT: **Nutrien Chair in Clinical Research**

DECISION REQUESTED: *It is recommended:*

It is recommended that Council approve the Nutrien Chair in Clinical Research and recommend to the Board of Governors that the Board authorize the establishment of this chair.

PURPOSE:
The purpose of *The Nutrien Chair in Clinical Research* is to recognize research excellence in clinical research at the University of Saskatchewan and promote clinical care at the Royal University Hospital. The Nutrien Chair will be a researcher who conducts clinical research with a clear connection to clinical care at the Royal University Hospital.

CONTEXT AND BACKGROUND:
The Nutrien Chair in Clinical Research will be expected to be a key participant within the College of Medicine overall research program and forge stronger, closer collaborative links between the Royal University Hospital, the College of Medicine, and the Saskatchewan Health Authority. Specifically, the Chair will:
- conduct high quality, competitive research;
- leverage additional provincial, national, and international funding to further expand and grow the incumbent's program of clinical research, and
- provide strong leadership and training for clinical trainees and colleagues.

Additionally, the Nutrien Chair must:
- be compatible with the purpose of the Royal University Hospital Foundation;
- contribute to the clinical care improvement at the Royal University Hospital;
- improve select outcomes based on priority areas for the Royal University Hospital and the Saskatchewan Health Authority, and
- develop and implement methods for measuring the improvement in clinical care.

CONSULTATION:
The proposal for the Nutrien Chair was developed in consultation with the Royal University Hospital Foundation and approved by the Joint Committee on Chairs and Professorships.

SUMMARY:
The proposed Nutrien Chair in Clinical Research is a partnership between the Royal University Hospital Foundation (RUHF) and the College of Medicine, funded through PotashCorp's (now Nutrien) generous endowment to the RUHF. This Chair will offer the opportunity for closer links and collaborations between the Royal University Hospital, the Saskatchewan Health Authority, and the College of Medicine. The partnership will also highlight the value of clinical research in health care by engaging key stakeholders in clinical research. The ultimate goal of Nutrien Chair is contributing to state-of-the-art clinical research in the College of Medicine and improvement of health care in Saskatchewan.

ATTACHMENTS:
Terms of Reference

UNIVERSITY OF SASKATCHEWAN

Nutrien Chair in Clinical Research (2018)

Terms of Reference

Purpose of the Chair

The purpose of *The Nutrien Chair in Clinical Research* is to recognize research excellence in clinical research at the University of Saskatchewan and promote clinical care at the Royal University Hospital. The Nutrien Chair will be a researcher who conducts clinical research with a clear connection to clinical care at the Royal University Hospital. This Chair would offer the opportunity for closer links and collaborations between the Royal University Hospital, the Saskatchewan Health Authority, and the College of Medicine. The partnership will also highlight the value of clinical research in health care by engaging key stakeholders in clinical research.

Objectives of the Chair

The Nutrien Chair in Clinical Research will be expected to be a key participant within the College of Medicine overall research program and forge stronger, closer collaborative links between the Royal University Hospital, the College of Medicine, and the Saskatchewan Health Authority. The Chair will conduct high quality, competitive research; leverage additional provincial, national, and international funding to further expand and grow the incumbent's program of clinical research; and provide strong leadership and training for clinical trainees and colleagues. Additionally, the Nutrien Chair must be compatible with the purpose of the Royal University Hospital Foundation; contribute to the clinical care improvement at the Royal University Hospital; improve select outcomes based on priority areas for the Royal University Hospital and the Saskatchewan Health Authority; and develop and implement methods for measuring the improvement in clinical care.

Tenability of the Chair

The Nutrien Chair in Clinical Research will be held for a five-year term and will be funded by an annual spending allocation of $120,000/year from an endowment created and held at the Royal University Hospital Foundation ($100,000/year) and contribution from the University of Saskatchewan's College of Medicine ($20,000/year). The total amount of funding for the Chair will be $600,000 over five years.

Term of the Chair

The anticipated start date of the Chair is 1 April 2019. The term of the chair will be 5 years (2019–2024) with a mid-term review of the incumbent's progress.

Eligibility

The *Nutrien Chair in Clinical Research* must 1) have a faculty appointment in the College of Medicine, 2) have at least 0.5 FTE of protected research time, and 3) be affiliated with the Royal University Hospital.

Use of Funds

The Chair will be expected to engage in all types of research activities related to the candidate's program of clinical research, consistent with the strategic priorities of the College of Medicine and University of Saskatchewan, including, but not limited to,

- Conducting interdisciplinary clinical research
- Publishing academic articles in high impact academic journals and generating other important, impactful documents relevant to the non-academic stakeholders and audiences (e.g., technical reports, policy documents, etc.)
- Disseminating findings to academic and community stakeholders (e.g., conferences, symposia, public lectures, interviews, social media, etc.)
- Supervising students and/or trainees
- Developing and implementing measures for the improvement of clinical care
- Building partnerships and collaborations with academic and non-academic partners/stakeholders

Selection of Chair

Office of the Vice-Dean Research (OVDR) will issue a call to Department/ Provincial Heads for nominations (maximum 1 nomination per department). Nominations must be developed and submitted by heads through consultation with their department members. The Vice-Dean Research will also reserve the right to put forth nominations. The Nutrien Chair will be selected from a pool of highly qualified, current faculty candidates in the College of Medicine. All nominations will be reviewed and evaluated by three external adjudicators. The OVDR Executive will review the adjudicators' evaluations, and in consultation with the Royal University Hospital Foundation, award the *Nutrien Chair in Clinical Research* to the most appropriate candidate.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Stephen Urquhart, vice-chair, nominations committee of Council

DATE OF MEETING: September 20, 2018

SUBJECT: Promotions Appeal Panel Member Nomination

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of Jim Waldram, Department of Archaeology and Anthropology to the promotions appeal panel effective immediately and continuing until June 30, 2021.

DISUSSION SUMMARY

Due to a member retirement, a motion to approve Professor Bram Noble as a member of the promotions appeal panel was presented to Council in June and approved. As Professor Noble was appointed in 2019 to serve on the panel and continues to serve, the vacancy that Professor Noble was intended to fill remains unfilled. The motion to approve Professor Waldram is presented to fill this vacancy.

ATTACHMENT(S):

Promotions appeal panel membership 2018-19

From this roster, the members are chosen for Promotion Appeal Committee (promotion appeals), Sabbatical Leave Appeal Committee (sabbatical appeals), and for the President's Review Committee (salary review appeals). This panel is mandated by Collective Agreement (16.3.5.1):

16.3.5.1   Appeal Panel. An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

a)   The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;

b)   The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

Members of the Appeal Panel shall not serve on more than one of the committees hearing appeals promotion (Article 16.3.5), sabbatical leaves (Article 20.3) or salary review (Article 17.3.5).

16.3.5.2   Promotions Appeal Panel. The Promotions Appeals Panel shall consist of those members of the Appeal Panel who hold the rank of Professor.

To June 30, 2021

One vacancy TBD	
Leslie Howe	Philosophy
Rob Pywell	Physics and Engineering Physics
Jennifer Nicol	Educational Psychology and Special Education
Angela Bowen	Nursing
Ralph Deters	Computer Science
Marcel D'Eon[iii]	Community Health and Epidemiology
Sabine Banniza	Plant Sciences
Ekaterina Dadachova	Pharmacy and Nutrition
Stephen Foley	Chemistry
Anh Dinh	Electrical and Computer Engineering
Chris Zhang	Mechanical Engineering
Yvonne Shevchuk	Pharmacy and Nutrition
Emer O'Hagan	Philosophy
John Gordon	Medicine
Margaret Kovach	Educational Foundations

To June 30, 2020

Cindy Peternelj-Taylor	Nursing
Janet Hill	Veterinary Microbiology
Claire Card	Large Animal Clinical Sciences
Marcus Hecker	School of Environment and Sustainability
Vikram Misra	Veterinary Microbiology
Murray Fulton	Johnson Shoyama Graduate School of Public Policy
Dwayne Brenna	Drama
Scott Bell	Geography and Planning
Bev Brenna	Curriculum Studies

Valery Chirkov	Psychology
Jerzy Szpunar	Mechanical Engineering
Michael Plaxton	Law
Barb Phillips	Management and Marketing
Peter Phillips	Johnson Shoyama Graduate School of Public Policy
Jeremy Rayner	Johnson Shoyama Graduate School of Public Policy
Verna St. Denis	Educational Foundations

To June 30, 2019

Bram Noble	Geography and Planning
Rob Flannigan	Law
Keith Walker	Educational Administration
Suresh Tikoo	School of Public Health/VIDO-InterVac
Barbara von Tigerstrom	Law
Gord Zello	Nutrition
Linda McMullen	Psychology
Helen Nichol	Anatomy and Cell Biology
Jo-Anne Dillon	Microbiology & Immunology/VIDO-InterVac
Jeff McDonnell	School of Environment and Sustainability
Alexander Ervin	Anthropology
Steve Wormith	Psychology
Tony Kusalik	Computer Science
David Janz	Veterinary Biomedical Sciences
Keith Carlson	History
Diane Knight	Soil Science

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[i] Note: If Professor D'Eon's nomination to URC is approved by Council, a replacement member will need to sought on the promotion appeal panel (PAC), as members of URC are not eligible to serve on the PAC.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Pamela Downe, chair, nominations committee of Council

DATE OF MEETING: September 20, 2018

SUBJECT: University Review Committee Member Nomination

DECISION REQUESTED:

> *It is recommended:*
>
> *That Council approve the nomination of Marcel D'Eon, Department of Community Health and Epidemiology, to serve on the university review committee effective immediately and continuing until June 30, 2020.*

DISUSSION SUMMARY

Due to a member resignation, a new member from the GAA is required to serve on the university review committee.

ATTACHMENT(S):

University review committee membership

UNIVERSITY REVIEW COMMITTEE MEMBERSHIP 2018-19

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure. This committee is mandated by the **Collective Agreement (15.8.4):**

15.8.4 University Review Committee. The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

Moira Day	Drama	2020
Mark Carter	Law	2020
Ravindra Chibbar	Plant Sciences	2020
Laurie Hellsten	Educational Psychology & Special Education	2020
TBD~~Kalyani Premkumar~~	~~Community Health & Epidemiology~~	~~2020~~
Michael Bradley	Physics and Engineering Physics	2021
Lorraine Holtslander	Nursing	2021
Louise Humbert	Kinesiology	2021
Dwight Makaroff	Computer Science	2021

Chair: Jim Germida, Vice-Provost, Faculty Relations
Secretary: Jacque Zinkowski, Faculty Relations Officer

AGENDA ITEM NO: 9.3

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Pamela Downe, chair, nominations committee of Council

DATE OF MEETING: September 20, 2018

SUBJECT: International Activities Committee Member Nomination

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of approve the nomination of Carol Henry, College of Pharmacy and Nutrition, to the international activities committee effective immediately and continuing until June 30, 2021, and that Paul Orlowski, Department of Educational Foundations, be appointed as committee chair, effective immediately and continuing until June 30, 2019.

DISUSSION SUMMARY

Due to a member resignation, a new member of Council is required to serve on the international activities committee. As the member resigning was also the committee chair, a new chair is also required.

ATTACHMENT(S):

International activities committee membership

INTERNATIONAL ACTIVITIES COMMITTEE – 2018-19

- Develops and reviews the policies, programming and strategic directions for international activities and programs.
- Membership comprises 9 members of the GAA; at least three of whom are elected members of Council

Council Members

~~TBD~~Martha Smith (chair)	~~History~~	~~2021~~
Seok-Bum Ko	Electrical and Computer Engineering	2021
Keith Walker	Educational Administration	2020

General Academic Assembly Members

Mirela David	History	2019
Karsten Liber	Toxicology/SENS	2020
Paul Orlowski (vice-chair)	Educational Foundations	2020
Punam Pahwa	Community Health and Epidemiology	2021
Nazmi Sari	Economics	2020
Li Zhang	Library	2020

Other Members

Patti McDougall	(Provost designate) Vice-Provost, Teaching, Learning and Student Experience (ex officio)
Jim Lee	(Vice-president Research designate) Executive Director, International (ex officio)
Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management
Rose Wu	USSU designate
Somtochukwu Ufondu	GSA designate

Resource Members

TBD	Director of Special Projects, College of Graduate and Postdoctoral Studies
Pirita Mattola	Manager, International Student and Study Abroad Centre
David Parkinson	Director, University Language Centre
Roxanne Craig	Committee Secretary, International Office

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Pamela Downe, chair
                      Nominations committee of Council

DATE OF MEETING: September 20, 2018

SUBJECT: Nomination of Acting Vice-Chair

DECISION REQUESTED:

> *It is recommended:*

> *That Council approve the reappointment of Roy Dobson, College of Pharmacy and Nutrition, as acting vice-chair of Council effective immediately and continuing until an acting vice-chair is no longer required or June 30, 2019, whichever comes first.*

PURPOSE:

The nominations committee of Council is responsible as per Part One, section III (3)(h) of the *Council Bylaws* to nominate a member of Council to serve as vice-chair.

DISCUSSION SUMMARY:

This past year, the medical leave of the Council chair required the Council vice-chair to fulfill the chair's role. To then fill the vice-chair's role, Council subsequently approved in January, 2018 that Professor Roy Dobson be appointed acting vice-chair and that Professor Dobson's service not extend beyond June 30, 2018.

As the Council vice-chair continues to fill the role of chair, the nominations committee met on August 23, 2018, to consider an appointment to acting vice-chair. The committee submits that Professor Dobson be reappointed as acting vice-chair until the acting Council chair returns to the vice-chair position, or June 30, 2019, whichever comes first.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Pamela Downe, chair
Nominations committee of Council

DATE OF MEETING: September 20, 2018

SUBJECT: **Nomination to the Search Committee for the Dean, College of Graduate and Postdoctoral Studies**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Elizabeth Snead, associate dean (research and graduate studies), Western College of Veterinary Medicine, as the senior administrator selected by Council to serve on the search committee for the dean, College of Graduate and Postdoctoral Studies.

ATTACHMENT:

Search committee composition of the dean, College of Graduate and Postdoctoral Studies

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF GRADUATE STUDIES AND RESEARCH

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Tony Vannelli

One member of the Board selected by the Board: TBD

Vice-president research or designate: Darcy Marciniuk, associate vice-president research

One member of Senate selected by the Senate nominations committee: TBD

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Peta Bonham-Smith, dean, College of Arts and Science

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD [to replace Fred Remillard, associate dean, research and graduate affairs, College of Pharmacy and Nutrition]

Three members of the faculty of the college selected by the faculty of the college: Pierre Hucl, Plant Sciences; Kevin Stanley, Computer Science, and one member TBD

One graduate student selected by the GSA: Naheda Sahtout, president, GSA

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Pamela Downe, chair
                        Nominations committee of Council

DATE OF MEETING: September 20, 2018

SUBJECT: **Nomination to the Search Committee for the Dean, College of Agriculture and Bioresources**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Petros Papagerakis, associate dean (research) of the College of Dentistry, as the senior administrator selected by Council to serve on the search committee for the dean, College of Agriculture and Bioresources.

ATTACHMENT:

Search committee composition of the dean, College of Agriculture and Bioresources

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF AGRICULTURE AND BIORESOURCES

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Tony Vannelli

One member of the Board selected by the Board: TBD

Vice-president research or designate: TBD

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Doug Freeman, dean, Western College of Veterinary Medicine

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD

Three members of the faculty of the college selected by the faculty of the college:

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD

One member of a related professional association selected by the professional association: TBD

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Pamela Downe, chair Nominations committee of Council
DATE OF MEETING:	September 20, 2018
SUBJECT:	**Nomination to the Search Committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Gordon DesBrisay, College of Arts and Science, as the senior administrator selected by Council to serve on the search committee for the executive director of the Johnson-Shoyama Graduate School of Public Policy.

ATTACHMENT:

Search committee composition of the executive director, Johnson-Shoyama Graduate School of Public Policy

SEARCH COMMITTEE FOR THE EXECUTIVE DIRECTOR, JOHNSON-SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP (established jointly with the University of Regina)

Chair – provost and vice-president academic or designate: Tony Vannelli

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: U of R representative – appointed by the University of Regina provost

One member of the GAA, selected by Council who holds a senior administrative position in the university: TBD

Three members of the faculty of the school from each campus selected by the faculty of the college:

Two students, one from each campus, to be determined by the students

One APT[1] or CUPE member to be determined by the staff

One alumnus, to be determined by the alumni

One member of the professional public policy community to be determine by that community

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[1] Administrative, Professional and Technical Employees Bargaining Unit at the UofR

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Pamela Downe, chair
Nominations committee of Council

DATE OF MEETING: September 20, 2018

SUBJECT: **Nomination to the Search Committee for the Vice-President Research**

DECISION REQUESTED:

It is recommended:

(1) That Council approve the appointment of the following GAA members to the search committee for the vice-president research:

Erika Dyck, Department of History
Darrell Mousseau, Department of Psychiatry
Michelle Johnson-Jennings, Department of Indigenous Studies
Sven Achenbach, Department of Electrical and Computer Engineering

(2) That Council approve the appointment of Chad London, dean, College of Kinesiology as the senior administrator selected by Council to serve on the search committee for the vice-president research.

DISCUSSION SUMMARY

To assist the nominations committee in identifying interested GAA members, the committee invited expressions of interest from or on behalf of members of the GAA to serve on the search committee for the vice-president research.

The committee met on September 17 to consider possible members. The committee took into consideration the abilities and experience of the proposed nominees as well as the need to have a breadth across disciplines, gender balance in membership, and Indigenous representation on the committee.

Three of the four GAA nominees selected by the committee were selected from among those GAA members (16) who submitted expressions of interest.

ATTACHMENT:

1.   Composition of the search committee, vice-president research

SEARCH COMMITTEE FOR THE VICE-PRESIDENT RESEARCH

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – President: Peter Stoicheff

Provost and vice-president academic: Tony Vannelli

One member of the Board selected by the Board: TBD

One member of the Senate selected by the Senate nominations committee: TBD

The dean of the College of Graduate and Postdoctoral Studies: Trever Crowe, interim dean

One member of Council, selected by Council who holds a senior administrative position in the university: TBD

Four members of the GAA, selected by Council: TBD

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD

Two administrative support staff members selected by the president:
Debra Pozega-Osburn, vice-president, University Relations and Janelle Hutchinson,
chief strategic officer, Finance and Resources

UNIVERSITY COUNCIL
TEACHING LEARNING AND ACADEMIC RESOURCES COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Vince Bruni-Bossio, chair, teaching, learning and
academic resources committee of Council
Patti McDougall, vice provost teaching, learning and
student experience

DATE OF MEETING: September 20, 2018

SUBJECT: Notice of Motion: Learning Charter

COUNCIL ACTION: **Notice of Motion**

It is recommended:

- *That Council approve the revised Learning Charter.*

PURPOSE:

The revision to the Learning Charter was initiated by the Teaching, Learning and
Academic Resources Committee of Council (TLARC) in 2016 with the intention of
creating a document that better reflects our current circumstance and expectations
in teaching and learning practices, particularly in relation to the inclusion of
Indigenous knowledges and experiences grounded in Indigenous worldviews across
all degree programs. The revision allows us to build on the strong foundation of the
2010 Charter whilst better reflecting the institution we are in 2018 and aspire to be
in the future. Ultimately the revision has aimed to develop a Charter that supports
more inclusive learning processes and outcomes.

CONTEXT AND BACKGROUND:

The Learning Charter was approved by University Council in June 2010 as the
integrative framework for linking aims, values, and principles surrounding teaching
and learning to behaviours that optimize student learning and discovery. As
conceived and developed in 2010, the Learning Charter has served as an educational
tool for communicating goals, commitments, and responsibilities to all who partner
to support and advance learning (students, instructors and the institution), and as a
tool for organizing, evaluating, and further developing policies that affect teaching

and learning. Since its approval in 2010 the Learning Charter has been used in many ways across our campuses including:

- As a guide for the development of program level learning outcomes for academic programs (e.g. all new programs need to identify at the proposal stage how the Learning Charter's core learning goals are addressed by the program)
- Through incorporation of the commitments and responsibilities as well as the core learning goals into college rituals to indicate the expectations of the role into which students entering a program of study are stepping (e.g. Law first year welcoming ceremony – student commitment)
- In use by faculty on the first day of class as a means of discussing the commitments that all members of the class make in engaging together in learning and their associated responsibilities.

The revision process has appropriately taken time and involved a broad group of faculty, staff and students. Several large gatherings in 2016 and 2017 allowed for the development of a clear direction that was progressed by a TLARC working group over the past 18 months. The document you have received is the result of much thought, dialogue and several iterative revisions.

The new Learning Charter integrates Indigenous language and concepts, laying the groundwork for all students completing a degree at the University of Saskatchewan to have achieved learning outcomes related to Indigenous knowledges and experiences grounded in Indigenous worldviews appropriate for their program of study. The intent of the revisions was also to present a more inclusive, developmental and continuous view of learning (e.g. learning vision shifted to learning journey, core learning goals became learning pursuits) and allow members of our diverse university community to see themselves reflected in the document. Additionally, the core concepts were revised to convey that members of the university community occupy multiple roles, moving toward a more holistic consideration of people, where all have agency to participate and contribute (e.g. the term instructors was replaced by educator, institution by university community, and all are considered both teachers and learners).

PARTICIPANTS IN THE DEVELOPMENT:

- May 2016 gathering (Jay Wilson, Patti McDougall, Nancy Turner, Candace Wasacase-Lafferty, Gail MacKay, Marilyn Poitras, Chris Scribe, Stryker Calvez, Margret Asmuss, Candice Pete, Jaris Swidrovich, Amanda Storey)
- October 2016 gathering (Bob Badger, Robert Beaver, Maria Campbell, Jaris Swidrovich, Kristina Bidwell, Yvette Arcand, Chris Scribe, Dawn Wallin, Jay Wilson, Patti McDougall, Marie Battiste, Len Findlay, Brooke Malinoski, Carolyn Gaspar, Tamara Larre, Nancy Turner, John Gjevre, Randy Kutcher, Ken Van Rees, Tak Tanaka, Margret Asmuss, Candace Wasacase-Lafferty)
- Working group members (Kristina Bidwell, Stryker Calvez, Nancy Turner, Patti McDougall, Marie Battiste, Yvette Arcand, Benjamin Hoy, Jay Wilson, Candace Wasacase-Lafferty, Blair Pisio, Iloradanon Efimoff, Rose Roberts)

- All TLARC members in 2016/17, 2017/18
- Groups and individuals who provided input February through May 2018:
    - College of Graduate and Postdoctoral Studies
    - Associate Deans Academic
    - Vice Provost Indigenous Engagement, Jackie Ottmann
    - University of Saskatchewan Students' Union
    - International Activities Committee of Council
    - International Operations Committee
    - Graduate Students' Association
    - Student Employment and Career Centre
    - Gwenna Moss Centre for Teaching and Learning
    - Library faculty and staff
    - Student Learning Services Peer Mentors
    - Many faculty and staff (Dirk Morrison, Preston Smith, Lois Berry, Chris Scribe, Graeme Joseph, Tom Ellis, Dirk deBoer, Larry Chartrand, Rob Innes, and more. Sincere apologies if anyone has been unintentionally omitted here.)

DISCUSSION SUMMARY:

While there has been extensive use of the Learning Charter over the past eight years it is acknowledged that more can be done to incorporate the practicalities and ethos of the Learning Charter into the teaching and learning practices across our institution. A comprehensive implementation plan will be developed to foster institution wide engagement with the Charter on approval by Council.

The document being considered today is a rich reflection of the many and diverse perspectives that have contributed to the revision, capturing the values and aspirations of the University of Saskatchewan. It is presented here as built on the strong foundation of the 2010 Charter, providing a framework for teaching and learning practices now and into the future.

ATTACHMENT:

1. Learning Charter 2018 Revised edition

UNIVERSITY OF SASKATCHEWAN

Our Learning Charter

The University of Saskatchewan

Located above the shifting banks and swiftly moving waters of the kisiskāciwani-sīpiy (Ki-si-skahchoo-waNih seepi: South Saskatchewan River), the University of Saskatchewan began its learning journey in 1907. In so doing, it became part of a millennia-old tradition of people gathering on these banks to learn, to teach and to form community. Today the University has grown beyond these banks and strives to reach across the province and around the world to continue to build truth, knowledge and relationships, in all their forms.

This Learning Charter, first created in 2010, states our shared pursuits, commitments and responsibilities as we come together in a university community of life-long and life-wide learners. The University of Saskatchewan is more committed today than ever before in our history to including and serving all members of the larger Saskatchewan community.

This Learning Charter, revised in 2018, is our commitment to opening our university to learning, engagement and opportunities for all Peoples of Saskatchewan and beyond, and in so doing, recognizes and appreciates the knowledge, diverse abilities, and the ways of teaching and learning that they bring with them. And as much as the river will continue to change its shape, so too will the Learning Charter continue to change as our University moves always forward on its learning journey.

THE LEARNING CHARTER IS MADE OF FOUR MAIN PARTS:

Our journey of teaching and learning

Our teaching and learning pursuits

Our commitments and responsibilities to one another

Companion documents that articulate the Learning Charter for specific teaching and learning purposes

The Learning Charter thus acts as a conceptual map and planning document, linking together our pursuits and how we strive for them, encouraging and guiding us on our educational journey. As a map, it is also a focal point for our community to discuss where we are and where we want to go in our shared future.

Our Learning Journey

Each of us comes to the University of Saskatchewan with our own learning from our family and community, and with our own abilities, learning pursuits and styles. Yet we, individually, collectively and institutionally, are also in a continuous process of transformation, growing from ever more diverse perspectives and with new tools, skills and deeper understandings. We are driven forward by our curiosity, inspirations, engagements and learning from and with our peers, teachers and mentors. Our learning is a lifelong process that is individual, collaborative, experiential and collective from which we grow in our sense of identity and belonging.

The community at the University of Saskatchewan is part of a shared journey of transformation through discovery, creation and learning. While grounded in the thousand-year-old traditions of the European university, since its beginnings the University of Saskatchewan has become increasingly diverse, creating a new kind of university with new traditions. Our community has been enriched by an ever greater variety of people from Saskatchewan and from around the world; our university continues to encompass new areas of study, new academic programs, new ways of teaching and learning, and new community perspectives. This growing diversity presents opportunities and challenges, experimentation and new traditions, openness to transformations and respect for the valuable contributions of past and present perspectives, or ways of learning that may be unfamiliar to us. Through this work, our university will continue to change in order to better support and nurture excellence in teaching and learning for all.

The University of Saskatchewan is especially strong in recognizing and accepting that we are all shaped and impacted by the land that we live on. We must all move forward, being taught by this land that we share and by the people who have long inhabited it – they are calling on us to learn from this place and from Indigenous peoples as part of our learning journey. With these perspectives we seek to unite our minds and hearts, pasts and futures, intellectualism and spiritualities, and our similarities and differences on our campuses, as the inclusive university community we envision. The University is a place where all people can truly belong and contribute to Saskatchewan and beyond.

Our Learning Pursuits

While on a shared learning journey, each of us at the University of Saskatchewan is also engaged in our own learning pursuits. As an educational community, we support all of our members in exploring our extensive academic and professional learning opportunities. In light of the diversity of learning pathways that are available, the University uniquely offers all its students opportunities in a wide variety of fields to grow sequentially and foundationally in sets of essential learning pursuits.

Depending on their particular learning experience or program, students are thus expected to reach optimal levels of achievement in these areas. In turn, the University commits to encouraging and supporting the following five pursuits:

The Pursuit of Truth and Understanding

- Applying critical and creative mamitoneyihtamowin[1] (ma-mito-neh ih-ta-mo-win)/naakatwayhtamihk[2] (naaka-tway-hta-mihk) (i.e., thinking) to problems, including analysis, synthesis, and evaluation.
- Being open to and adept at different ways of knowing and learning, including independently, experientially, and collaboratively.
- Possessing intellectual flexibility, ability to manage change, open-mindedness with the unfamiliar and an enthusiasm for life-long and life-wide learning.

The Pursuit of Knowledges

- Achieving a comprehensive knowledge of one's subject area, discipline, or profession.
- Understanding how one's subject area may intersect with related disciplines, perspectives, and worldviews different than one's own, including Indigenous worldviews.
- Understanding how one's subject area, discipline or profession connects to and impacts Indigenous and non-Indigenous communities in Saskatchewan, and beyond where applicable.
- Utilizing and applying one's knowledge with manacihtowin[1] (ma-na-chi-hi-to-win)/manachihitoohk[2] (mana-chi-hitoohk) (i.e., respect of all individuals).
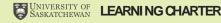
The Pursuit of Integrity and Respect

- Exercising intellectual integrity and ethical behaviour with kitimakeyichikewin[1] (ki-tee-ma-ke i-chi-ke-win)/kitimakaymitoohk[2] (kiti-ma-kaymi-toohk) (i.e., kindness by self to others).
- Recognizing and thinking through moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews.
- Recognizing the limits to one's knowledge, skills and understanding, and acting in accordance with these limits.
- Developing understanding and appreciation for one's own perspectives, strengths and worldview, while demonstrating mutual and reciprocal respect for the diverse perspectives, strengths and worldviews of others and their communities.

The Pursuit of Skills and Practices

- Developing and applying appropriate skills of research, inquiry and knowledge creation and translation.
- Communicating clearly, substantively and persuasively in different academic, professional, and cultural contexts; nihtâ-âcimowin[1] (neh-tah achi-mo-win)/nihta achimoohk[2] (nih-ta achi-moohk) (i.e., being a good storyteller).
- Being able to locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness.

Individual and Community Pursuits

- Committing to positive growth and change for oneself and for local, national and global communities.
- Acting with confidence and strength of purpose for the good of oneself and the different communities represented on our campuses.
- Embracing responsibilities to oneself and others in ways that are authentic and meaningful.
- Sharing Knowledges and exercising nîkânîwin[1] (nee-ka nee-win)/nihta niikaaniiw[2] (nih-ta nee-kaa-niiw) (i.e., leadership) as acts of individual and community responsibility.

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1 Cree language.
2 Michif language.

Our Commitments and Responsibilities

The community at the University of Saskatchewan persists and thrives through its members' active commitments and responsibilities to one another. Progressing on our collective learning journey and in our individual learning pursuits requires the commitment of students, educators and the university community, and depends on all of us fulfilling our roles in relation to one another.

As we identify the key roles in our learning community below, many members will identify with one, two or all of these. Ideally, we all transition between the roles of learner, teacher and member of the university community based on the needs of campus, community and ourselves. For example, students may be the primary learners, but they also bring the value of their own background, knowledges and experiences to the classroom and are teachers of their new understandings to their families and peers, and communities. Faculty all provide instruction in courses, but they also continue to learn through research discoveries, emerging literature, and work with peers, students and community. These commitments and responsibilities therefore may at various times belong to us all as university community members—as learners and as teachers.

University Community

The University of Saskatchewan is its own community-- a place where people come together to share in their common interest to learn, teach and be strong effective contributing members of society. We are a collective that embraces and aspires for the highest standards of learning, discovery and knowledge translation. We are also diverse in our abilities, perspectives, foci, values, worldviews and experiences. It is through our fellowship and open commitment to support each other that each member of our community is given the prerogative to pursue, explore and achieve his or her own personal and professional learning goals.

The privilege to engage in a life of learning and discovery, engaging both our heart and mind, is given to us and earned by our commitment and responsibility to being genuine and compassionate learners, educators, researchers and advocates for a better society. By accepting the responsibility to provide tangible benefits to local, national and global communities, we must be inclusive and proactive in seeking and accepting different Knowledges and understandings into our learning experiences. We do this by engaging with staff and the broader community, Indigenous peoples, community partners, professions and industry, to support learning and discovery in the university. In doing so, we support the ideal and importance of reciprocity, on and off our campuses, as an essential value of our learning community.

The University of Saskatchewan encourages, supports and oversees a plethora of educational experiences that contribute to the core learning pursuits and the personal and professional interests of our members. As a collective we commit to Provide Opportunities, Ensure Quality, Create Environments and Support Learning.

UNIVERSITY COMMUNITY COMMITMENT 1: PROVIDE OPPORTUNITIES

Offer high quality programs and activities for learning and discovery.

Honouring this commitment requires that the University Community develops and grounds programs, curricula, and learning activities in ways that are socially and/or culturally relevant, adaptive, and responsive, and that will facilitate engagement and relationship building with the relevant communities.

Foster reciprocal learning collaborations

Honouring this commitment requires that the University Community recognize that learning experiences can be enhanced by appropriate interactions with various learning partners and communities on and off our campuses, and

that the University Community strives to both facilitate these interactions and ensure that they occur in a socially and culturally safe manner that is beneficial to all parties.

UNIVERSITY COMMUNITY COMMITMENT 2: ENSURE QUALITY

Ensure qualified teachers and effective instruction.

Honouring this commitment requires that the University Community ensures that all teachers possess both content and pedagogical/andragogical competence for any course or learning activity, and that they understand and accept their commitments and responsibilities as identified in this Learning Charter.

Promote research-enhanced and community-driven learning.

Honouring this commitment requires that the University Community encourages fruitful and synergistic interactions for learning experiences with research, scholarly and artistic work being conducted at this institution and the learning opportunities developed in collaboration with community partners.

Create mechanisms for ongoing quality enhancement of all programs and courses.

Honouring this commitment requires that the University Community provides systems for the outcomes of programs to be considered and reflected upon by teaching and learning teams. In addition, support for ongoing quality enhancement of programs as a result of this reflection is required.

UNIVERSITY COMMUNITY COMMITMENT 3: CREATE ENVIRONMENTS

Define transparent programmatic milestones expected of students in all pursuits of learning.

Honouring this commitment requires that the University Community supports teaching and learning teams in defining and communicating the achievement expected for students in each pursuit of learning at key points within and at the end of their academic program.

Provide safe, secure, and inclusive environments.

Honouring this commitment requires that the University Community provide reliable, secure and inclusive environments for all members of our university community. It requires that all members feel welcomed, valued and respected, and that the University systems work to support a diverse learning community with unique values, worldviews, abilities and aspirations.

Provide appropriate learning resources, facilities, and technologies.

Honouring this commitment requires that the University Community provide appropriate classroom, research, study and learning environments for learners; access to informational resources and expertise; and appropriate teaching and research technologies to support teaching, learning and discovery.

UNIVERSITY COMMUNITY COMMITMENT 4: SUPPORT LEARNING

Support students.

Honouring this commitment requires that the University Community assist students to select programs appropriate to their particular abilities and preparation. Where better preparation is required, the University will counsel students on how they might obtain this preparation. Honouring this commitment also requires that the University provide appropriate academic and other supports to students who experience various challenges to their learning, including challenges of a cultural, social, psychological or physical nature.

Support educators.

Honouring this commitment requires that the University provide opportunities to educators (including faculty, sessional lecturers, graduate teaching assistants and instructors) to maintain and improve the quality of their teaching. Course assignments need to be commensurate with the content and pedagogical/andragogical needs of each teaching assignment and consideration of the full spectrum of responsibilities of each educator. Instructors need to be supported with teaching and laboratory assistants and other support staff as appropriate to their teaching assignments.

Support community.

Honouring this commitment requires that the University recognize the remarkable importance and contribution of local, national and global communities in supporting the success of this institution. Opportunities need to be provided to communities to inform and collaborate in various learning activities on and off our campuses. The University will endeavour to support their engagement and involvement in teaching and consulting with the necessary and appropriate resources and assistance.

students

The role of the learner is a vital one in the University Community and most fundamental to the learning partnership. No learning can take place without active engagement by the learner in the learning process— being open to, and learning from, the multitude of learning opportunities available at the University, inside and outside of courses, and on and off our campuses. To optimize their learning experiences, students need to make the following commitments and fulfil the corresponding responsibilities. These commitments can be summarized as Engage Respectfully, Learn Actively, Think Broadly and Deeply, and Act Ethically and Appropriately.
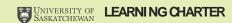
STUDENT COMMITMENT 1: ENGAGE RESPECTFULLY

Engage in a respectful way with local, national and global members of community and society.

Honouring this commitment requires that students engage in learning activities in a mutually and reciprocally respectful way with other members of the local, national, and global community, including other students, educators and staff. Students need to comply with university expectations for appropriate conduct (e.g., student conduct[3]). None of this, however, is to be construed as restricting the freedom of students to raise controversial issues or views within the context of an open, healthy and respectful dialogue.

Contribute to the creation of a respectful and inclusive University Community.

Honouring this commitment requires each student to engage in learning with and from peers, particularly from those whose life experiences and perspectives are different from their own. Inclusive in this commitment is each student's responsibility to provide constructive and thoughtful feedback on their learning experience so as to fuel educator and institutional reflection and enable processes of continuous enhancement of teaching and learning at the University.

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3 The "Expectations for Student Conduct" are outlined in Section III of the "Standard of Student Conduct in Non Academic Matters" available online at:
usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct.pdf

STUDENT COMMITMENT 2: LEARN ACTIVELY

Actively engage in the learning process.

Honouring this commitment requires that students be willing to learn independently, experientially, and collaboratively with other students, as appropriate to their learning outcomes; to engage in self-evaluation and reflection; and to take personal responsibility for their learning.

STUDENT COMMITMENT 3: THINK BROADLY AND DEEPLY

Thoughtfully consider a diversity of theories, ideas, beliefs, and approaches to problems and solutions.

Honouring this commitment requires that students consider viewpoints and worldviews other than their own, actively try to understand the range of ideas and beliefs pertinent to any given issue, and critically consider the relevant evidence for various theories, beliefs and perspectives.

STUDENT COMMITMENT 4: ACT ETHICALLY AND APPROPRIATELY

Undertake all learning activities with academic and ethical integrity.

Honouring this commitment requires that students understand key principles of academic integrity, and adhere to the standards set out by the University of Saskatchewan covering academic misconduct[4]. Honouring this commitment also requires that students understand the importance and need to respect human dignity in all of its diverse forms. Inclusivity is a core principle of the University and, as such, students should be aware of and take care to enact these principles throughout their education (for examples, TCPS Chapters 1 and 9)[5], OCAP[6].

Educators

The active commitment of those members of the university community responsible for providing learning opportunities is crucial to optimizing the student learning experience. To do so, university instructors (including faculty, sessional lecturers, graduate teaching assistants, and other instructors) need to act as role models, making the following commitments and fulfilling the corresponding responsibilities. Instructor commitments can be summarized as Exemplify Learning, Strive for Excellence in Teaching, Assess Fairly, and Enhance Continuously.

EDUCATOR COMMITMENT 1: EXEMPLIFY LEARNING

Embody learning behaviours you are teaching others.

Honouring this commitment requires that instructors exemplify active learning and curiosity, demonstrate broad thinking, follow ethical principles, and engage with students and peers in a respectful manner. Instructors need to explicitly recognize their own position and work to understand, acknowledge, and value perspectives and worldviews different from their own. Whether issues are controversial or not, instructors should encourage and foster open and healthy dialogue.

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4 The "University of Saskatchewan Regulations on Student Academic Misconduct," available online at:
   usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf

5 See the "Tri Council Policy Statement: Ethical Conduct for Research Involving Humans, Second Edition", available online at:
   www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/

6 See the "The First Nations Principles of OCAP® available online at: fnigc.ca/ocapr.html

Maintain an appropriate teacher-learner relationship.

Honouring this commitment requires that educators maintain a professional relationship with students under their supervision, and avoid conflicts of interest that may be posed by dual or multiple relationships with students. Where potential conflicts may exist, these should be disclosed to the appropriate academic official.

EDUCATOR COMMITMENT 2: STRIVE FOR EXCELLENCE IN TEACHING

Bring research, scholarship, artistic work and/or professional activities into teaching and mentorship.

Honouring this commitment requires that educators at the university maintain a high level of subject matter knowledge and ensure that content is current, accurate, relevant to learning outcomes, representative of the knowledge and skills being taught and appropriate to the position of the learning experience within a program of study. It requires that students are provided opportunity to be inspired and engaged with and in the process of authentic inquiry, wherever possible, in their learning.

Align learning outcomes, teaching activities and assessment.

Honouring this commitment requires that educators at the university be aware of the range of instructional methods and assessment strategies, and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity.

Develop respectful and inclusive learning environments that support student learning.

Honouring this commitment requires that educators co-create with students a shared space for learning in which all participants, including graduate and undergraduate teaching assistants, feel respected, valued and empowered to contribute as they achieve their goals and share the gifts of their identities in relationship with one another.

EDUCATOR COMMITMENT 3: ASSESS FAIRLY

Communicate and uphold clear academic expectations and standards.

Honouring this commitment requires that educators provide a clear indication of what is expected of students in a course or learning activity, and what students can do to be successful in achieving the expected learning outcomes as defined in the course outline.

Perform fair and relevant assessment for and of student learning.

Honouring this commitment requires that educators ensure that assessments of learning are transparent, applied consistently and are congruent with learning outcomes. Assessment should be designed to both assess and enable student learning. Students should be provided with prompt and constructive feedback on their learning progress at regular intervals throughout the course.

EDUCATOR COMMITMENT 4: ENHANCE CONTINUOUSLY

Solicit and reflect on feedback from students, peers and others.

Honouring this commitment requires that educators provide students with the opportunity to give candid feedback on their learning experience, as well as seek feedback from peers and other sources to allow for evidence on all aspects of teaching practice to be reflected upon for the purposes of continuous improvement.

Engage in lifelong learning and continuous enhancement of teaching practice.

Honouring this commitment requires that educators seek out and participate in opportunities to build their knowledge of teaching within their discipline, learn about advances in effective pedagogies/andragogies and engage in meaningful conversations about their practices with others.

So as we continue on our learning journey, like the river we sit beside, the University community will aspire to change and evolve in response to shifts in knowledges and new understandings, fostering and supporting new relationships that will lead to a better world.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: September 20, 2018

SUBJECT: **Governance Committee Terms of Reference**

DECISION REQUESTED:

> *It is recommended*
>
> *That Council approve the changes to the terms of reference of the governance committee to include an undergraduate student member and a graduate student member as ex officio non-voting members.*

PURPOSE:

Changes to the membership of Council committees are proposed by the governance committee. In this instance, the committee is proposing a change to its own terms of reference. As changes to Council's Bylaws require a 30-day notice, these changes are first presented as a notice of motion to Council.

DISCUSSION SUMMARY:

In response to the request from the Graduate Students' Association (GSA) to have student representation and student vote on the committee, the University of Saskatchewan Students' Union (USSU) and the GSA were invited to name student representatives to attend committee meetings as guests for a year. The decision to first proceed with a trial period of student involvement as guests was based on the short duration of student member terms, the technical nature of much of the committee's work; and the existing opportunity for students to serve as voting members on other Council committees that consider student concerns and issues much more directly.

At the conclusion of the year, the committee assessed the student involvement and supported that the committee terms of reference be amended to include a student appointed by the GSA and a student appointed by the USSU as *ex officio* non-voting student members, with the voting status of the student members to be revisited in two years' time.

In supporting the addition of student members to the committee, members affirm the fundamental importance of student voice. The decision to recommend a further two-year

trial period with respect to the voting status of student members is a practical decision based on the small size of the committee and effect on quorum if student attendance is poor.

FURTHER ACTION REQUIRED

If the addition of non-voting student membership is approved by Council, the voting status of student members will be reviewed by the governance committee in two years' time.

ATTACHMENT(S):

1. Council Bylaws Part II Section II: Governance committee – revisions showing in markup

II.   GOVERNANCE COMMITTEE

Membership

Three elected members of Council, one of whom will be Chair
The President's designate
Ex Officio
Chair of Council
Chair, academic programs committee of Council
Chair, planning and priorities committee of Council
University Secretary
One undergraduate student appointed by the U.S.S.U. (non-voting)
One graduate student appointed by the G.S.A. (non-voting)

Administrative Support
Office of the University Secretary

The Governance Committee is responsible for:

1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.

2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.

3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.

4) Recommending to Council regulations and procedures for Council and Council committees.

5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.

6) Nominating members and Chair of the Nominations Committee of Council.

7) Providing advice to the Chair of Council on the role of the Chair.

8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.

9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.

10) 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.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

NOTICE OF MOTION

PRESENTED BY: Jay Wilson, chair
                          Governance committee

DATE OF MEETING: September 20, 2018

SUBJECT: **School of Rehabilitation Science Faculty Council Membership**

DECISION REQUESTED:

It is recommended

That Council approve the membership changes to the Faculty Council of the School of Rehabilitation Science to add a representative of the Saskatchewan Society of Occupational Therapists (SSOT) and a representative of the Saskatchewan Association of Speech Language Pathologists and Audiologists (SASLPA) as non-voting members, effective immediately.

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 Rehabilitation Science faculty council is first presented as a notice of motion.

DISCUSSION SUMMARY:

The School of Rehabilitation Science has requested the addition of representatives from the Saskatchewan Society of Occupational Therapists (SSOT) and the Saskatchewan Association of Speech Language Pathologists and Audiologists (SASLPA) as non-voting members on the school's faculty council to recognize the association of these professional bodies with the school.

ATTACHMENT(S):

1. **Faculty Council Membership of the School of Rehabilitation Science – 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]

<u>Faculty Council of the School of Rehabilitation Science</u>
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), Representative of the Saskatchewan Society of Occupational Therapists (SSOT), Representative of the Saskatchewan Association of Speech Language Pathologists and Audiologists (SASLPA).

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Dirk de Boer, chair, planning and priorities committee

DATE OF MEETING: September 20, 2018

SUBJECT: **Revisions to Notice of Intent Template**

COUNCIL ACTION: For information only

BACKGROUND:

As stated in its terms of reference, the planning and priorities committee (PPC) is responsible for *"advising the academic programs committee (APC) on the fit with university priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions."* PPC uses the Notice of Intent (NOI) Template for New Programs for this purpose and, based on the information provided by proponents, provides feedback in response to the NOI to program proponents, the chair of APC, the provost and vice-president academic, the dean of the College of Graduate and Postdoctoral Studies (for graduate programs), and the registrar.

DISCUSSION SUMMARY

The Notice of Intent Template was last revised in 2015. Revisions this past year were made after a joint meeting of the APC and PPC executives to discuss the purpose of the NOI. Revisions to the template include emphasizing the purpose and motivation prompting the establishment of the new program, and providing clarity on how the new program relates to the university's initiatives for internationalization, Indigenization, and interdisciplinarity, as these are key elements of the *University Plan 2025* and the university's *Mission, Vision and Values.*

The revised NOI template includes a number of housekeeping amendments and terminology changes. For graduate programs, the template includes a reference to the resource college, defined by the College of Graduate and Postdoctoral Studies as the college where the graduate student is situated. As the university, in its consultation with program proponents, begins to consider tuition on a more individual case basis, the NOI now refers to tuition rather than standard and non-standard tuition.

To simply the program approval process, colleges and schools with an approved template for certificate programs are no longer required to submit a NOI for new degree-level certificate programs and may move directly to submission of the full program proposal.

A recommended page length of two to three pages for the NOI is suggested. Importantly, proponents are advised to submit the NOI at an early stage prior to the development of the full program proposal, when the feedback from the committee is most meaningful and changes in the direction of the program can be made.

The revised NOI template is posted on the Council website. Proponents of new programs are requested to use the revised template for any new program submissions this fall.

ATTACHMENTS:

1.   Notice of Intent Template (with changes showing in markup)

Planning and Priorities Committee
NOTICE OF INTENT TEMPLATE for new programs

June 20185

Purpose of the Notice of Intent

The Notice of Intent provides an early indication of the nature and aspirations of a proposed program, at the conceptual stage, which will assist the Planning and Priorities Committee of Council (the Committee) in understanding and evaluating the concept and relation fit of the proposed program with the priorities and strategic directions of the University, as expressed in the university's *Vision, Mission and Values*, the *University Plan* and college and school strategic plans. The Notice of Intent also provides the Committee with an opportunity to comment on the merit of the proposed program, and to provide input and guidance to the proponent regarding the development of the full proposal. The Notice of Intent must be submitted, and the Committee's review completed, prior to the development of the full proposal. Subsequent to its review of the Notice of Intent, the Committee will share its perspective on the proposed program with the proponent, the College of Graduate and Postdoctoral Studies & Research (when the NOI is for a new graduate program), the Academic Programs Committee of Council, the Provost and Vice-president Academic, Provost's Committee on Integrated Planning (PCIP) and the Office of the Registrar. Any issues that the Committee thinks should be considered addressed by the proponent during the development of the full proposal will be highlighted.

University Council has adopted a staged process for the submission and approval of program proposals (see Figure 1). The first step in the process is the submission of a Notice of Intent to the Planning and Priorities Committee. Once the Committee has reviewed and commented on the Notice of Intent, the proponent, *i.e.* the department, college or school committee, develops and receives college or school approval for the full proposal, which is then submitted to the Academic Programs Committee of Council for its consideration. If the proposal is a graduate level program, the proposal requires approval by the College of Graduate and Postdoctoral Studies and Research prior to submission to the Academic Programs Committee. The final stage in the process is presentation of the proposed program by the Academic Programs Committee to

University Council for discussion and a decision. Certificate programs for which an approved Certificate Template exists do not require a Notice of Intent to be submitted to the Planning and Priorities Committee.

The Notice of Intent is to be submitted to the secretary of the Planning and Priorities Committee of Council, along with a covering letter, which is to include the signature of the appropriate dean, associate dean or executive director. If the program is a graduate program, the covering letter should indicate that the dean or associate dean of the College of Graduate and Postdoctoral Studies and Research and the resource college[1] areis aware of, and supports in principle, the development of the program. The Notice of Intent is to be submitted a minimum of three months prior to the anticipated submission of the full proposal to the Academic Programs Committee. This enables the college or school to respond effectively to feedback provided by the Planning and Priorities Committee. Normally, the Notice of Intent should be submitted to the Planning and Priorities Committee no later than the beginning of October if it is envisioned that the proposed program will be available to students in September of the following year.

Substance of the Notice of Intent

The Notice of Intent should address the following questions. If a question cannot be fully addressed at the time of submission, an explanation should be provided, rather than withholding the Notice of Intent, as the Notice is intended to provide an indication of the concept and early-stage thinking about the program and be open to suggestions and change.

The Notice of Intent should answer the questions below. The length of the Notice of Intent should be approximately two to three pages, in keeping with its purpose to signal to Council the development of a new program. A covering letter is required as outlined above. Supporting letters from relevant stakeholders may be attached.

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?
2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

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[1] The college where the graduate student is situated is commonly referred to as the student's "home college." However, the term used by the College of Graduate and Postdoctoral Studies is "resource college."

3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, and the *University Plan 2025,* and the university's *Vision, Mission and Values*'s integrated plan? If the program was not envisioned during the college/school strategic integrated planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What ill standard or non-standard tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, or IT support? Has the Provost or the Institutional Planning and Assessment Office 's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program. Please also ensure the required covering letter, as outlined in the preamble, is attached.

6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

Attach a covering letter, which is to include the signature of the appropriate dean, associate dean or executive-director. If the program is a graduate program, the covering letter should indicate that the dean or associate dean of the College of Graduate and Postdoctoral Studies and the resource college are aware of, and support in principle, the development of the program.

The procedure for submitting a new program for approval is described in the procedures curricular changes page of the Academic Programs Committee of Council.

Please send Notices of Intent to:

Sandra Calver, Secretary,

Planning & Priorities Committee of Council

c/o Office of the University Secretary,

College Building;

phone 2192;

email sandra.calver@usask.ca

Approved by Council January 2000; revised November 2010, and June 2015, and June 2018

Attached: Figure 1. Flowchart for program approvals

Figure 1. Flowchart for program approvals

Submission of Notice of Intent to Planning and Priorities Committee for review

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Planning and Priorities Committee provides comments on Notice of Intent to the proponent and to the College of Graduate and Postdoctoral Studies (if a graduate program) and to the Academic Programs Committee; the Provost and the Office of the Registrar receive copies of the Notice of Intent and comments

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Department, college or school develops program proposal with input from other units as required

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Approval of program proposal by college or school

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Submission of program proposal to Academic Programs Committee for approval (graduate program proposals require approval by the College of Graduate and Postdoctoral Studies prior to submission to the Academic Programs Committee)

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Discussion and final approval of program proposal by University Council

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Marketing and launch of new program