

## AGENDA

2:30 p.m. Thursday, October 17, 2019

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 2019/20 academic year marks the 25<sup>th</sup> year of the representative Council.

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

niyanān onīkānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkīcik. nīkīhcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwī ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooayaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

### 1. Call to Order

### 2. Tributes

2.1 Tribute to Willi Braun, Department of Geological Sciences, presented by Brian Pratt

2.2 Tribute to Man-Kam Leung, Department of History, presented by Gordon DesBrisay

### 3. Adoption of the Agenda

### 4. Opening remarks

### 5. Approval of Minutes of the meeting of September 19, 2019

### 6. Business Arising from the Minutes

### 7. Report of the President

### 8. Report of the Provost

### 9. Student Societies

9.1 Report from the USSU

9.2 Report from the GSA

## **10. Academic Programs Committee**

- 10.1 Request for Decision: Program Name change – Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance (to Indigenous Lands Governance) and Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management (to Indigenous Resource Management)

*It is recommended that Council approve:*

- (1) the proposed name change for the Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance, effective May 2020.*
- (2) the proposed name change for the Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management, effective May 2020.*

- 10.2 Request for Decision: Admissions Qualification Change - Master of Science (M.Sc.) in Marketing

*It is recommended that Council approve the proposed change in admissions qualifications for the Master of Science (M.Sc.) in Marketing, for applicants admitted for September 2020 or later.*

## **11. Nominations Committee**

- 11.1 Request for Decision: Nomination to the Western College of Veterinary Medicine Dean's Review Committee

*It is recommended that Council approve the nomination of Scott Bell, Department of Geography and Planning to serve on the Western College of Veterinary Medicine Review Committee as a member effective immediately.*

## **12. Governance Committee**

- 12.1 Notice of Motion: Dissolution of the International Activities Committee

*It is recommended that Council approve the dissolution of the International Activities Committee of Council effective immediately.*

- 12.2 Notice of Motion: Updated Standing Council Committees' Terms of Reference and Internationalization

*It is recommended that Council approve the attached changes to the terms of reference of PPC, RSAW, TLARC, and APC as they relate to internationalization or regular updates to membership and/or administrator titles, effective immediately.*

## **13. Planning and Priorities Committee**

- 13.1 Notice of Motion: New Vision for Interdisciplinary Public Health Programming at USask

*It is recommended that Council approve the disestablishment of the School of Public Health on academic grounds, and upon the confirmation of Senate, recommend to the Board of Governors that it provide for the disestablishment of the school effective June 30, 2020.*

13.2 Request for Decision: Fostering tomorrow's Leaders: Learning, Teaching and Student Experience

*It is recommended that Council approve Fostering Tomorrow's Leaders: The Learning, Teaching and Student Experiences Plan, which includes the enrolment 2025 goals, and that Council recommend to Senate that it confirm the University of Saskatchewan's enrolment goals to 2025.*

**14. Research, Scholarly and Artistic Works Committee**

14.1 Report for Information: Responsible Conduct of Research Policy – 2018 Report of Allegations and Breaches

**15. Other business**

**16. Question period**

**17. Adjournment**

*Next meeting November 21, 2019 – Please send regrets to [Jacquie.thomarat@usask.ca](mailto:Jacquie.thomarat@usask.ca)  
Deadline for submission of motions to the coordinating committee: September 23, 2019.*





**MINUTES OF UNIVERSITY COUNCIL**  
**2:30 p.m. September 19, 2019**  
**Arts Building 241 Neatby-Timlin Theatre**

Attendance: See item 3 Appendix A for the listing of members in attendance.

The chair of Council, Dr. Jay Wilson, called the meeting to order at 2:30 p.m., noting that quorum had been reached.

**1. Tributes**

There was a tribute to Earle Ripley, presented by Yuguang Bai.

There was a tribute to Lesley Coleman, presented by James Merriam.

**2. Adoption of the agenda**

Drs. Card and Jamali put forward the suggestion to amend the agenda to include the following motion:

*Educators at the University of Saskatchewan recognize that students may wish to participate in climate action events on Friday September 27, 2019.*

*Members of University Council recommend that educators identify alternatives for the participating students so they are not subject to any academic penalties.*

Motion (Gjevres/de Boer): *That the agenda be approved with the above amendment.*

CARRIED

**3. Opening remarks**

The chair acknowledged that Council meets on Treaty 6 territory and the homeland of the Métis. He directed Council members to the Cree and Michif translations of the land acknowledgement that were included in the agenda and materials for the meeting. Dr. Wilson noted that at Council orientation on September 12, 2019 an Elder and a Language Keeper gave a presentation regarding the importance of the land acknowledgement and its translation.

Dr. Wilson reminded those in attendance of the usual protocols for discussion and debate.

Dr. Wilson reported that the topics discussed at the PEC and Council chairs breakfast last week were the University Plan, the collaborative use of space and space allocation, and the new vision for interdisciplinary programming in public health.

#### **4. Approval of Minutes of the meeting of June 20, 2019**

Motion (Downe/Urquhart): *That the minutes of June 20, 2019 meeting of Council be approved as circulated.*

CARRIED

#### **5. Business Arising from the Minutes**

There was a question regarding when the revised graph of university research dollars (adjusting for inflation and in percentage as well as absolute dollars) would be presented to Council. Dr. Karen Chad, vice president research, responded that it would be brought forward to the next Council meeting [Table 1. Action item 1].

A member raised a question as to when a response regarding the tuition motion that was tabled at the June 20, 2019 Council meeting could be expected from PPC. There was also a question with regard to the process of tabling the motion and sending it to a committee rather than addressing it at the Council meeting. The chair and secretary responded that it was appropriate that the motion was delegated to PPC. Also, that the response/recommendation from PPC would be considered and brought back to Council as soon as the committee is able [Table 2. Action 2].

#### **6. Report of the President**

The chair invited President Stoicheff to present his report. President Stoicheff welcomed the new members of Council and Council chairs. He thanked them for taking on these important roles.

In addition to his report, the President spoke on two items. First, he spoke about the significance of the USask Prince Albert campus signage unveiling that occurred on the Monday prior to Council for that city, for our Indigenous students, for our aspirations regarding access for northern communities, and for our outreach and community engagement efforts. Among those at the unveiling event were the Premier of Saskatchewan, Indigenous leaders from the region, Prince Albert city representatives and students. The president acknowledged the many Council members, and non-members attending Council, who contributed to this important accomplishment for the university and for Prince Albert.

Second, President Stoicheff reported that enrolment is up again for the fifth year in a row. The approximately 26,000 students registered this year represents a historically high number. He stated that we are growing in a good, strategic, and measured way.

There was a round of Q&A.

There was a question regarding any national response of university presidents to the recent challenges in Canada-China relations. The president responded that Universities Canada

presidents remain informed about evolving geopolitical circumstances. Along with the federal government, Universities Canada remains alert to any potential risks to faculty and students. The president stated that as he has mentioned at Council before, universities can do what governments cannot: transcend political circumstance and engage with other countries and cultures through intellectual exchange and collaboration. Regarding a potential USask position on any human rights violations in China, he further noted that of 196 countries in the world, 140 are on the Human Rights Watch list, including Canada.

## **7. Report of the Provost**

The chair welcomed Dr. Tony Vannelli to present the provost's report. The provost noted that under the planning and priorities committee (PPC) report the committee would be inviting Dr. Patti McDougall, vice provost teaching, learning and student experience to present the *Learning, Teaching, and Student Experience Plan* (LTSE), including plans for enrolment to 2025. The LTSE plan fits with the University Plan and other foundational plans, including the International Blueprint, and an Indigenization and reconciliation plan that is currently in development. The provost also commented on the backdrop in Canadian and other Commonwealth universities; many jurisdictions are seeing their governments move toward performance-based funding.

### **7.1 Rankings Discussion**

The provost welcomed Dr. Debra Pozega Osburn, vice president university relations, and Dr. Karen Chad, vice president research, to present a report on university rankings.

Dr. Pozega Osburn recalled that university rankings have often been discussed at Council. While there is no universal agreement about the significance of the rankings for the university, they are important to our stakeholders. She noted that the action plans she was describing had been developed by knowledgeable working groups, in consultation with others, including PPC and the president's executive committee (PEC). She reiterated that the University Plan articulates that we want to be the university the world needs, and if we want to have a prominent place in the minds of our stakeholders we need to pay attention to the rankings. She pointed to ARWU, Macleans, QS, THE, and Research Infosource as rankings that PEC has decided to focus on. She also noted that research performance is the single most important factor in most of these university rankings.

Dr. Karen Chad also noted that the UN Sustainable Development Goals are a critical factor in the new THE rankings instrument.

There was a round of Q&A considering the following.

There was a question and a comment about the metaphor of the horserace from the presentation, questioning what it implied regarding our competitive environment in PSE. Dr. Pozega Osburn acknowledged that that was perhaps not the most appropriate metaphor to

have used. Another Council member noted a concern that excessive self-citation might influence research rankings. There was a comment about the need to recruit more international students, especially at the undergraduate level.

There was another question about how to make our campus more sustainable, as this is clearly becoming important to rankings agencies. The president responded that he would bring back a report from the president's sustainability council to University Council [Table 1. Action 3].

Dr. Jackie Ottmann, vice-provost, Indigenous engagement noted for Council that USask is rated number one in the area of Indigenization and reconciliation with Macleans and that we should celebrate this and keep working toward improvements.

## **8. Student Societies**

### **8.1 Report from the USSU**

The USSU president, Regan Ratt-Misponas, provided an oral report from the USSU. He reported that the USSU has engaged a new Elder in Residence, Joseph Naytowhow, from the Lac LaRonge Band. Mr. Ratt-Misponas noted for Council that he is honoured to serve as the fifth Indigenous president of the USSU in the 110 years of history of the University of Saskatchewan.

He indicated that the USSU VP academic, Carlos Muñoz-Pimentel has been elected chair of the Saskatchewan Student Coalition. VP operations and finance, Jamie Bell has been meeting with USask campus clubs, who are recruiting new members and play an important role in creating a sense of community on campus.

The USSU president also indicated that the USSU has created a plan for the coming year called *The Path Forward*. Main priorities in the plan are promoting education, facilitating leadership, and decolonization. The graphic for the vision will take the shape of a medicine wheel, which represents that there will be a holistic approach to successful achievement of these goals. He also indicated that the USSU will have a bi-election as the VP student affairs, Allen Lewis has resigned from the position.

The USSU president invited Elder Joseph Naytowhow to bring a few words of introduction to Council. Mr. Naytowhow shared the story of his educational background and experiences. He pointed out the irony that in his youth speaking his language and practicing his culture was discouraged, and now it is at the forefront.

### **8.2 Report from the GSA**

The VP student affairs, Alejandra Fonseca presented the written report from the GSA as included in the agenda and materials for the meeting.

## **9. Climate Action Day**

Dr. Claire Card spoke to a new motion to Council. She indicated that as part of being the university the world needs, we need to address climate change. She noted that September 27<sup>th</sup> is the international Earth Strike.

*(Card/Jamali): Educators at the University of Saskatchewan recognize that students may wish to participate in climate action events on Friday September 27, 2019.*

*Members of University Council recommend that educators identify alternatives for the participating students so they are not subject to any academic penalties.*

There was a comment that the spirit of the motion is laudable, but Council should not recommend such action to the faculty. Rather we should trust in the wisdom and principles of our faculty colleagues. Another Council member commented that universities are “big players” and can have big impact through supporting initiatives such as the climate strike.

CARRIED

## **10. Nominations Committee**

The chair called on Vicki Squires, chair of the nominations committee to present items from the committee.

### **10.1 Request for Decision: Nomination to the Public Health Task Force**

*(Squires/Urquhart): It is recommended that Council approve the nomination of Dirk de Boer, Department of Geography and Planning, to serve on the Public Health Task Force as a member effective immediately.*

The chair called for nominations from the floor three times.

CARRIED.

### **10.2 Request for Decision: Nominations to Planning and Priorities Committee**

[For the record of Council there was an error in the membership of PPC listed in the September 19, 2019 Council materials related to this item: Dr. Alec Aitken and Dr. Terry Wotherspoon were not listed but are members of the committee.]

*(Squires/Urquhart): It is recommended that Council approve:*

- (1) *The nomination of Darrell Mousseau, Department of Psychiatry to serve as chair of the Planning and Priorities Committee effective September 20, 2019 and continuing until June 30, 2020.*
- (2) *The nomination of Vince Bruni-Bossio, Department of Management and Marketing to serve as a member of the Planning and Priorities Committee effective immediately and continuing until June 30, 2022.*
- (3) *The nomination of Haizhen Mou, Graduate School of Public Policy to serve as a member of the Planning and Priorities Committee effective immediately and continuing until June 30, 2022.*

The chair called for nominations from the floor three times.

CARRIED

10.3 Request for Decision: Member Nomination to the Academic Programs Committee

(Squires/Urquhart): *It is recommended that Council approve the nomination of Timothy Kelly, Department of Chemistry, to serve as a member on the Academic Programs Committee effective immediately and continuing until June 30, 2020.*

The chair called for nominations from the floor three times.

CARRIED

10.4 Request for Decision: Member Nomination to the Research, Scholarly and Artistic Work Committee

(Squires/Urquhart): *It is recommended that Council approve the nomination of Marjorie Delbaere, Department of Management and Marketing, to serve as member of the Research, Scholarly and Artistic Work Committee effective immediately and continuing until June 30, 2021.*

The chair called for nominations from the floor three times.

CARRIED

**11. Governance Committee**

Dr. Wilson invited Dr. Stephen Urquhart, chair of the governance committee to present.

**11.1 Request for Input: Proposed Dissolution of the International Activities Committee**

Dr. Urquhart presented the request for input, providing background on the process. He highlighted that the governance committee worked with the coordinating committee to ensure that all Council committees would ensure ongoing attention would be paid to internationalization if the committee were to be dissolved.

A Council member pointed out that there was only one faculty member on the working group that produced the report. She further indicated that she would not advise Council to consider disbanding this committee. Dr. Urquhart responded that the former chair of IAC would bring forward the rationale for the recommendation to the next meeting [Table 1. Action item 4].

## **12. Planning and Priorities Committee**

The chair invited Dr. Darrell Mousseau to present the PPC item.

### **12.1 Notice of Motion: Learning, Teaching and Student Experience Plan**

Dr. Darrell Mousseau thanked the previous chair and vice chair of PPC. He introduced Dr. Patti McDougall to present the *Fostering Tomorrow's Leaders: The Learning, Teaching and Student Experience Plan*. Dr. McDougall provided background on the process and the consultation that went into the development of the plan.

There was a round of Q&A.

There was a comment that the title of the plan could perhaps be interpreted as being elitist, as not everyone will be in a leadership role. Another Council member indicated they liked the title.

A Council member noted that we are in the fourth wave of artificial intelligence, so that term should be used with caution. He also congratulated Dr. McDougall on the aspirational aspects of the plan, and the focus on the health and wellbeing of students.

The USSU president inquired about the level of student engagement in the development of the plan, including with the Indigenous Students' Council. Dr. McDougall noted that this consultation was done with student leaders, ISAAC, Student Forum, Student Council and others.

There was a question about whether the College of Medicine could increase its enrolment. The provost responded that funding for seats is negotiated with the province annually and that any increase in the number admitted to the college would be dependent on increased funding.

There was another question about resources to support increased enrolment. Dr. McDougall replied that the colleges had carefully considered the question of resources in making their enrolment projections.

Dr. McDougall thanked Council for their feedback. She indicated that they would take away the feedback, conduct further consultation, and return with a revised draft at the October Council meeting.

## **12.2 Request for Input: Living our Values**

The chair of PPC introduced the *Living our Values* policy document to Council, noting the background, consultation, timelines, and many drafts that were developed before this version arrived at Council.

There was a round of Q&A.

A Council member asked whether the language from the USFA Collective Agreement on academic freedom could/should be used in this document. They also commented that in terms of respect and safety, the concept of safety has expanded.

A couple Council members inquired as to the purpose of this policy, especially if all of the points of compliance are reflected in other policies. They also inquired as to who had been consulted. There was a suggestion that the language could be stronger and more aspirational. The definition of collegiality could also be refined, as well as the definitions of equity and equitable treatment.

Dr. Beth Bilson, university secretary, responded that the document has been in development for a long time and that the feedback was welcome. She also replied that the Board of Governors participated in the Brown Governance Report that was commissioned by the province several years ago. That report recommended that all PSE institutions in Saskatchewan should have institutional codes of conduct. A working group was formed to address the recommendation and determined that a comprehensive compliance-based code would not be workable at USask, given the range of constituencies in the institution. The group concluded that drawing on the values identified in the *Mission, Vision and Values* document that had been approved by all of the governing bodies, and using them as the basis for a statement of expectations was preferable. This *Living our Values* document is the result of that process.

## **13. Other Business**

None

## **14. Question Period**

None

## **15. Adjournment**

(Flynn): *The meeting adjourned by motion.*



**Table 1. Action items**

No.	Page	Date	Action	Responsible
1	p.2 s.5	9/19/2019	Revised graph of university research grants to Council	Dr. Karen Chad
2	p.2 s.5	9/19/2019	Results of the June 20, 2019 Council motion to PCC reported to Council	Dr. Darrell Mousseau
3	p.4 s.4	9/19/2019	Report from the President's sustainability council to Council	Dr. Peter Stoicheff
4	p.7 s.11	9/19/2019	Former chair of IAC to respond to question on the recommendation to dissolve IAC at October Council	Dr. Stephen Urquhart

**Attachments**

1. Appendix A – Attendance from the meeting of September 19, 2019
2. Appendix B – Rankings report PPT
3. Appendix C – Fostering Tomorrow's Leaders PPT







## COUNCIL ATTENDANCE 2019-2020

### Non-voting participants

[illegible]





UNIVERSITY OF  
SASKATCHEWAN

ATTACHMENT 2

# BE WHAT THE WORLD NEEDS

## Rankings Action Plan

SEPT 19, 2019

# Today's Update

1. **Why we needed a Rankings Action Plan**
2. **How we developed the Rankings Action Plan**
3. **How we have progressed thus far**
4. **Next steps**



# Who cares?

(well, almost everyone...)

- Students, potential students – and their parents
- Alumni
- Faculty and staff
- External partners, local / national / global
- Government
- (Insert your stakeholders here ...)

# Context:

## Increasingly competitive PSE environment





# Key part of our UPlan

- “...noticeable improvement in academic rankings within disciplines and across the university ...”
- Global recognition
- Improved competitiveness for peer-reviewed funding
- Success in attracting the best from across the globe
- Growing leadership and recognition in scientific, technological, and social innovation
- Improved reputation and institutional recognition

# Our current standing

Ranking	Trend	Latest	Last year	Total ranked	U15 rank
ARWU (Aug 2019)	→	301-400	301-400	~1,800	14
Macleans (Oct 2018)	↑	14*	15	15	14*
QS (June 2019)	↑	439	461	~1,000	14
Research Infosource (Oct 2018)	↓	14	11	50	14
THE (Sept 2019)	→	401-500	401-500	~1,400	15

\* Tied with the University of Manitoba



# Subject rankings ...

## ARWU

**Water resources:** 1<sup>st</sup> in Canada, 19<sup>th</sup> in world

**Veterinary sciences:** 3<sup>rd</sup> in Canada, 47<sup>th</sup> in world

**Agricultural sciences:** tied 4<sup>th</sup> in Canada, top 100 globally

**Environ. sciences & eng.:** 4<sup>th</sup> in Canada, top 75 globally

**Public admin.:** tied 2<sup>nd</sup> in Canada, top 100 globally

**Food Science & Technology:** tied 6<sup>th</sup> in Canada, top 150  
globally

# New sustainable development ranking

[PROFESSIONAL](#)[JOBS](#)[SUMMITS](#)[RANKINGS](#)[STUDENT](#)[ABOUT US](#)

## University Impact Rankings 2019

The *Times Higher Education* University Impact Rankings are the only global performance tables that assess universities against the United Nations' Sustainable Development Goals. We use carefully calibrated indicators to provide comprehensive and balanced comparisons across three broad areas: research, outreach, and stewardship.

This first edition includes more than 450 universities from 76 countries.

[Read more ...](#)

IN PARTNERSHIP WITH  
**ELSEVIER**

[How to get your uni ranked](#)

### EXPLORE UNIVERSITY IMPACT RANKINGS FOR INDIVIDUAL SDGS



BE WHAT THE WORLD NEEDS

# Rankings Working Group

<b>Working Group:</b>	Debra Pozega Osburn, Gord Hunchak, Patti McDougall, Troy Harkot, Lorne Babiuk, Dion Martens		
<b>Sub-committees:</b>	<b>Research Effectiveness and Achievement</b>	<b>Reputation</b>	<b>Student Experience</b>
	Lorne Babiuk Troy Harkot Dena McMartin Kathryn Warden Laura Zink, Markus Hecker Murray Fulton Tony Chung	Gord Hunchak Troy Harkot Kathryn Warden Jennifer Boyle Chelsea Willness Chad London Jeff Drake Andrea Wasylow Jay Wilson Guy Larocque Luke Miller GSA and USSU	Patti McDougall Troy Harkot Lorin Elias Noreen Mahoney Sabrina Kehoe George Foufas Nancy Turner Peter Hedley Shawn Burt Kristen Major Guy Laroque Naheda Satout, GSA Crystal Lau, USSU



# A campus-wide discussion

- **Widespread engagement:**
  - a) PEC
  - b) RSAW
  - c) SLF
  - d) ADRs
- **Continued interest and discussion**
- **Already moving forward with the actions**



# Areas with greatest potential

## 1. Research Effectiveness and Achievement:

- a) Publications
- b) Citations
- c) Research dollars
- d) Faculty Awards

## 2. Reputation

## 3. Student experience:

- a) National academic awards
- b) Scholarships and bursaries
- c) Spending on student services
- d) Reported student satisfaction

# Research Performance

1. Implement a metrics-driven incentive and accountability approach
2. Fully capture researchers' output
3. Attract top research leadership
4. Empower our academic community with the support they need to excel
  - a) Identify where participation needs to be enhanced;
  - b) Review and, where necessary, revise the programs, services and supports available to researchers
  - c) Deploy research facilitators more effectively
  - d) Better support faculty engaged in developing large-scale grants
  - e) Enhance central support for faculty-award facilitation



# Reputation

1. Share our stories more often and more widely
2. Invest in our brand
3. Refine our website
4. Target key stakeholders involved in rankings
5. Increase our profile at major conferences
6. Leverage the profile of our centres

# Student experience

1. Present an accurate picture
2. Consider/evaluate additional resources for student services
3. Consider additional resources to scholarships
4. Help more students win national awards
5. Employ a campaign approach to further improve satisfaction results





UNIVERSITY OF  
SASKATCHEWAN

The University the World Needs



University Council – September 2019  
Notice of Motion

ATTACHMENT 3



# Fostering Tomorrow's Leaders

**Learning, Teaching and Student Experience *Institution-wide Plan***



UNIVERSITY OF  
SASKATCHEWAN

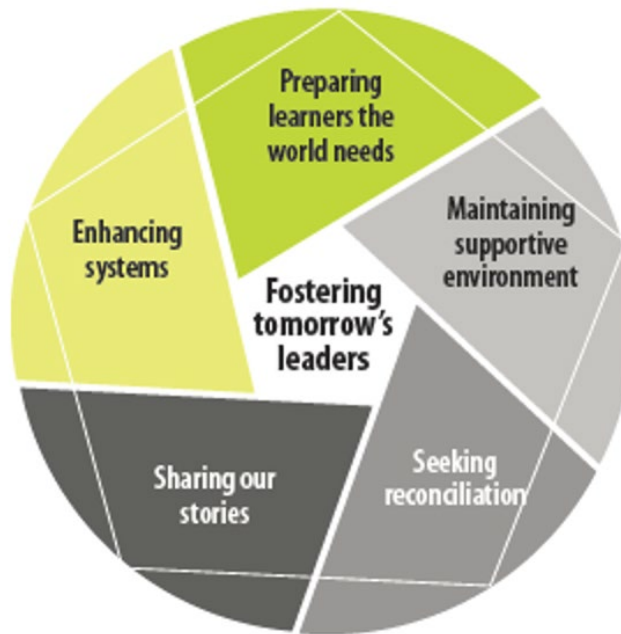
[www.usask.ca](http://www.usask.ca)

# Learning, Teaching and Student Experience *Institution-wide Plan*

**Student Experience**

**Strategic Enrolment Management**

**Teaching and Learning**





# #1 Enhancing and aligning systems, structures, and processes

- a) Leverage technologies
- b) Streamline processes
- c) Optimize resources

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



# #2 Sharing our stories and celebrating our successes

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


- a) Amplify value
- b) Build community
- c) Respond to need

# #3 “Walking the talk” of reconciliation

- a) Commit to reconciliation
- b) Uplift our Indigenous learners
- c) Cultivate opportunities to learn and unlearn

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

**Truth and Reconciliation  
Commission of Canada:  
Calls to Action**



# #4 Maintain a climate of inclusion, empowerment, and support

- a) Cultivate inclusion
- b) Honour the whole person
- c) Enhance retention/completion (where needed)

*We will create a learning environment  
that recognizes the whole person*



# #5 Preparing learners the world needs

- a) Enrich teaching
- b) Enhance quality
- c) Enable transformative learning

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



The University the World Needs  
nikānītān manācihitowinihk  
nī manachīhitoonaan

# Enrolment 2025

- Goals embedded within the LTSE Plan
- We are planning for overall enrolment growth over the next six years
- Significant consultation over the last 18 months to explore growth at a college level

# Enrolment 2025 – Growth Goals

Level	Baseline (2017-2018)	Progress (2018-2019)	Projected (2024-2025)
Undergraduate	19,466	20,088	23,094
Graduate	4,164	4,337	4,770
Non-Degree	745	769	900
Post-Graduate Clinical	549	509	552
<b>Total</b>	<b>24,924</b>	<b>25,703</b>	<b>29,316</b>

## UG Students

- 15% Indigenous
- 10% international

## Grad Students

- 10% Indigenous
- 35% international

## Baseline and Projected UG Enrolment Growth by College

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



## Baseline and Projected Grad Enrolment Growth by College

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

As of Spring, 2019

Send comments and questions  
to [patti.mcdougall@usask.ca](mailto:patti.mcdougall@usask.ca)

# The University the World Needs nīkānītān manācihitowinihk ni manachīhitoonaan

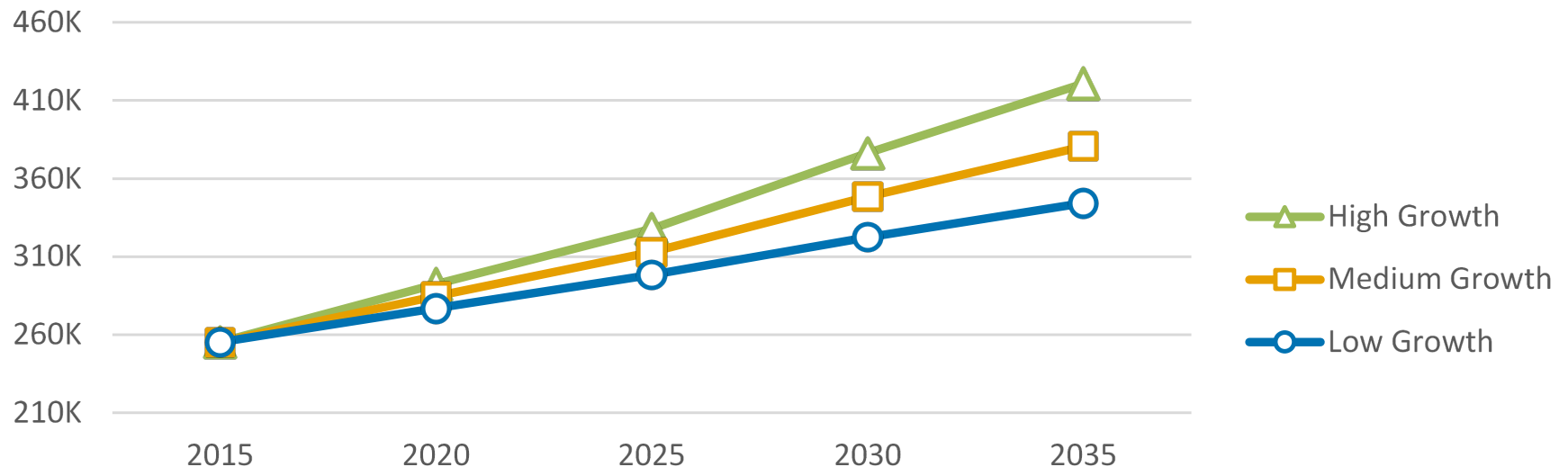


UNIVERSITY OF  
SASKATCHEWAN

## City of Saskatoon

Population estimate for the City of Saskatoon: 278,500 (July 1, 2018).

Saskatoon Population Projection Scenarios:  
Total Population 2015 to 2035

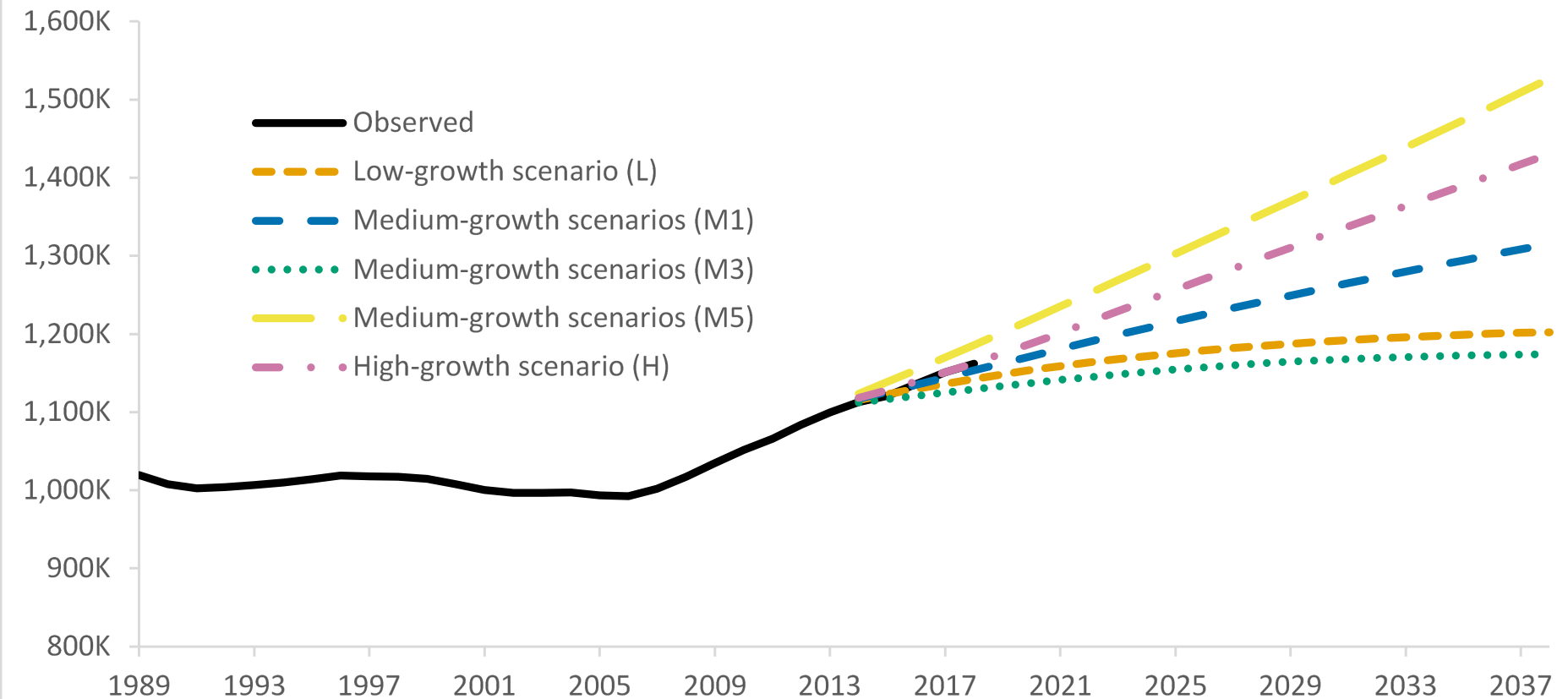


Source: City of Saskatoon

# Province of Saskatchewan

Population estimate for the Province of Saskatchewan: 1,165,903 (October 1, 2018)

Population, observed (1989 to 2013) and projected (2014 to 2038)  
according to selected scenarios, Saskatchewan



## PRESIDENT'S REPORT TO UNIVERSITY COUNCIL October 2019

**Sustainability Agenda**

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

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

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

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

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

## Anniversary of the Canadian Light Source

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

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

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

- a study of bone and teeth from Franklin Expedition crew members that showed that lead poisoning, long assumed to have caused their deaths, was in fact not a major contributor;
- use of synchrotron-enabled science to confirm the effective performance of an engineered tailings management facility built by Orano at its McClean Lake, Sask. uranium processing mill; and
- discovery of a compound that prevents the formation of the plaques in the brain associated with Alzheimer's, opening the door to new treatment for a disease that affects over 747,000 people in Canada alone.

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

## Legacy of Eli Bornstein

The Structurist is an international art journal, founded in 1960 at the University of Saskatchewan by Eli Bornstein, former head of the Department of Art and Art History. This summer, Dr. Bornstein launched the 60<sup>th</sup> anniversary edition of the publication, making it the longest-running art journal in Canadian history.

As one of the early examples of the interdisciplinary work at the University of Saskatchewan, the Structurist is a publication that combines processes of creation in Art, Architecture, and Nature. It focuses upon ideas in architecture and the arts – including painting, sculpture, design,

photography, music and literature – their histories and relationships to each other, as well as to science, technology, and nature.

Dr. Bornstein, a celebrated artist in his own right, combined the launch of the 60<sup>th</sup> anniversary edition with a show of his work at the Remail Modern Gallery. I was extremely pleased to be able to support Dr. Bornstein in both endeavours. Dr. Bornstein *and* the Structurist are shining examples of USask creativity, determination and influence.





## Provost's Report to Council

October 2019

### GENERAL REMARKS

With the University of Saskatchewan's University Plan 2025 now in place, there are many key areas in interdisciplinary and collaborative academic programming and research that could be revitalized under a new structure to realize their full impact. One such opportunity is to reshape the original mission of public health and public health programs at this university under a different interdisciplinary model. By Spring 2020, we are aiming to find the right academic governance and administrative structure(s) to achieve this new direction. At the October 17, 2019 Council meeting we are discussing a Notice of Motion to achieve this vision.

The university's commitment to public health has evolved and matured to the point where a new academic administrative structure is needed. It has become clear that a stand-alone unit; i.e., the School of Public Health (SPH), is no longer the appropriate conduit to achieve our bold ambitions for public health programming and interdisciplinarity. Therefore, the disestablishment of SPH is recommended, but the academic programs will be maintained and strengthened.

More important, a task force has been established to engage with the key stakeholders in public health on and off the campus and to recommend a new structure to allow public health academic programs and research to indeed achieve its original mission. It is the "transition journey and process" that we are embarking on that will be the key to public health having the impact on health care in this province, country and internationally. This recommendation points to the difficulties and shortcomings in establishing and implementing the school as initially envisioned, however it also speaks to the significant accomplishments made in public health programming across the campus. The College of Dentistry has interim institutional responsibility for public health programs currently housed in SPH.

The provost's office is leading the development of this transition plan with careful consideration including financial analysis, leadership transitions, change management, analysis of previous reviews of SPH, analysis of previous closures of units on campus, and establishment of a Public Health Task Force. Extensive consultation has been conducted with individual faculty, staff, University Council and Council committees, and senior leaders.

It will be key for me to assure that this transition process done by the Public Health Task Force be transparent to receive input from many stakeholders, reporting to Committees of Council as well as Council at key times until a final report is discussed in the Spring 2020.



## VICE-PROVOST, TEACHING, LEARNING AND STUDENT EXPERIENCE

Orientation took place on September 3 and we saw a growth in student participation. This year 2,893 students attended Orientation. It's interesting to note that our attendance record was nearly 100%, meaning that almost every student that signed-up for Orientation actually took part in the day. Thanks to our communicators and college partners for contributing to this positive change.

Orientation is our major on-campus welcome event. It's oriented towards students who are starting their USask experience or starting a new path in a different college or program. Students began the day with their college, enjoyed lunch, had a welcome and induction event in the PAC, and then explored many of the things our campus has to offer at the Campus Expo.

## INSTITUTIONAL PLANNING AND ASSESSMENT

Last year at this time I reported that we were working towards closer alignment between strategic planning, resource allocation, budgeting and assessment. We are continuing progress on this with our work to update our strategic and financial plans by taking a multi-year approach to both activities (in an attempt to ensure that our resources are supporting our priorities year over year). College and school plan updates were received at the beginning of October and the Offices of IPA and Financial Strategy are reviewing the submissions and continuing to engage with colleges, schools, and support centres about the information and processes as they relate to resource allocation for 2020-21.

A key component of the resource allocation process is the TABBS model. As such, we have also been working to revise the model to better reflect our university's priorities and activities. Beginning this year, TABBS will account for teaching, research, and space utilization that is collaborative in nature to ensure that our interdisciplinary activities are acknowledged. The model results will be finalized in October and used as an input (along with the updated strategic and financial plans) in the resource allocation decisions for the upcoming year. These decisions will be communicated to colleges and schools in early December and will be reflected in the detailed budget submitted to the Board of Governors in March 2020.

## COLLEGE AND SCHOOL UPDATES

### *College of Education*

On Wednesday, September 18, the College of Education hosted its annual **Pinning Ceremony** for third-year B.Ed. students to signify their transition from student to teacher candidate. The event was attended by over 600 people, with 200 students and alumni receiving their pins. Dignitaries included The Honourable Gordon Wyant, Deputy Premier and Minister of Education, Chief Mark Arcand of the Saskatoon Tribal Council, executive leaders from school divisions and partner agencies, and university leaders. Along with greetings from dignitaries, the three presidents of the college's students' societies shared words of congratulations and inspiration with their peers.

On Saturday, September 21, the College of Education celebrated SUNTEP and ITEP alumni during Alumni Weekend FestiBowl with an **Indigenous Culture and Language Festival**. The event closely aligns with the university's 2025 mission and engagement priorities and was held in honour of the United Nations Declaration



of 2019 as the International Year of Indigenous Languages. The college and University Relations partnered to hold a Pipe Ceremony on Thursday, September 19 to start Alumni Weekend festivities in a good way.

As part of its strategic priorities to intensify research and discovery, the College of Education was pleased to formally announce a \$1 million gift from Jane and Ron Graham on Friday, October 4. This gift supports the development of the **School for the Scholarship of Teaching and Learning** and will have a significant impact on learning and discovery within and across our diverse communities.



University of Saskatchewan Graduate Students' Association

### **University Council Report, October 2019**

The GSA continues its efforts to advocate for the needs and concerns of our members and to look for opportunities to create initiatives that will benefit the academic experience of our students on campus. The GSA is working on the following items:

#### **1. Checklist for graduate students**

The GSA is working on a document that aims to provide a basic information checklist for and with resources available on campus. This document is primarily intended for new graduate students that missed orientation and/or arrived later in the year to start their programs. The GSA hopes to get feedback from our partners on campus and CGPS on what other resources may be included in this one-page document and we hope that once this document is ready, the Colleges and associated faculty will help us distribute the information to the campus community. Based on the feedback we have received, we are working towards creating a proposal for the implementation of this agreement.

#### **2. Activities to support mental health and wellbeing**

Part of the GSA's mission is to promote and create activities that support graduate students (and GSA paid members, i.e., postdocs) mental and emotional well-being. We offer several events and activities that promote mental health and cater to the needs of our diverse members. The GSA is hosting a one-day Red Cross first aid course on October 12th from 8:30 a.m. to 4:30 p.m. in the GSA Commons where participants will receive certification in First Aid/CPR & AED C. Additionally, we have scheduled Zumba classes twice per month and the Zumba classes, along with the Red

Cross first aid training, filled out in the first week of the promotion indicating a strong desire and need among graduate students to have such events on a regular basis. We will continue looking for increasing mental health activities that will support our students and members and help them to have greater experiences on and off campus.

The GSA is open to discuss any concerns or ideas that faculty members and the campus community bring relating to the needs of our graduate students and how we can achieve a culture of success that will benefit our student body as a whole.

Mery Mendoza

President, Graduate Students' Association

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Susan Detmer; Chair, Academic Programs Committee

**DATE OF MEETING:** October 17, 2019

**SUBJECT:** Program Name Changes

**Kanawayihetayan Askiy Diploma in Aboriginal Lands Governance (to  
Indigenous Lands Governance**

**Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management (to  
Indigenous Resource Management)**

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the proposed name change for Kanawayihetayan Askiy  
Diploma in Aboriginal Lands Governance, effective May 2020*

*That Council approve the proposed name change for the Kanawayihetaytan Askiy  
Diploma in Aboriginal Resource Management, effective May 2020.*

**PURPOSE:**

University Council is responsible for approving changes to the names of degrees or degree-level programs.

**CONTEXT AND BACKGROUND:**

The College of Agriculture and Bioresources is proposing a change to the name of its Kanawayihetaytan Askiy (K.A.) diploma programs to ensure that they align more closely with larger





Indigenization naming initiatives at the University of Saskatchewan, such as the Department of Indigenous Studies and the Office of the Vice-Provost Indigenous Engagement.

The Academic Programs Committee reviewed the proposed changes at its October 2, 2019 meeting and voted to recommend them for approval at University Council. The committee appreciated the effort the College of Agriculture and Bioresources is making to update the names of these programs to reflect current usage.

**ATTACHMENTS:**

- 1. Request for Change of Name - Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance**
- 2. Request for Change of Name - Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management**





UNIVERSITY OF  
SASKATCHEWAN

## Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by:

Amie Shirkie

Date

September 6, 2019

College

Agriculture and Bioresources

College approval date

May 14, 2019

Proposed effective date of the change

May 1, 2020

### 1. Proposed change of name

*From:*

*To:*

College

Department

Program name

Degree name

Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance

Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance

Name of Field of Specialization (major, minor, concentration, etc)

Course label (alphabetic)

Building

Street

Other

## **2. Documentation**

### **Rationale**

Provide a rationale for the change and describe the background leading to this decision.

This name change from the Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance to the Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance aligns our programs more closely with larger Indigenization initiatives at the university and with similar name changes adopted by the department of Indigenous Studies and the office of the Vice-Provost Indigenous Engagement.

### **Impact of the change**

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

Students currently registered in this program on the date when the name change takes effect (proposed May 1, 2020) will have their program name changed to the Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance. Given the newness of this program and its small size, we believe the impact to students, staff, and university-wide systems will be minimal.



Attachments

**Costs**

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

**Consultation**

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

We have undertaken a Consultation with the Registrar to discuss the impact on students, staff, graduation, and university-wide systems.



Attachments

**3. Review and Approval Authority**

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email [university.secretary@usask.ca](mailto:university.secretary@usask.ca)

Name and phone number of person completing this form:

Amie Shirkie (306) 966-4062



## Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

### Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2 What is the name of the new degree, diploma, or certificate?

New Credential Code = KADILG

New Credential Long Description = (75 characters max) Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance

New Credential Short Description = (30 characters max) KA Dip Indigenous Lands Govr

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Current is listed as K.A.A.B.L.G.

New is K.A.I.L.G.

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

Credential Long Description = Kanawayihetaytan Askiy Diploma in Aboriginal Land Governance

Credential Short Description = KA Dip Aboriginal Land Govr

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

Degree level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

KAGV [In KA Dip Aborig Lands Govr] - existing code and description

KADG [In KA Dip Indig Lands Govr] - suggested new code and description

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

Agriculture and Bioresources

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

Current Major Description = Aboriginal Lands Governance

New Major Code = KAIG

New Major Description = Indigenous Lands Governance

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

## Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Is an existing program being revised?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

Kanawayihetaytan Askiy Diploma in Indigenous Land Governance

3 What is the name of this new/revised program?

Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance

New Program Code (12 character max) = KANASK-ASKGV

New Program Description (30 character max) = Kanawayihetaytan Askiy DipGovr

Current Program Code = KANASK-GOVR

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

Agriculture and Bioresources / Agriculture and Bioresources (Dean's Office)

6 Is this a replacement for a current program?

7 If YES, will students in the current program complete that program or be grandfathered?

All students will be moved to the new program

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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## Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

#### Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

Major

3 What is the name of this new / revised major, minor, or concentration?

In Section 1; question 10

4 Which department is the authority for this major, minor, or concentration? If this is a cross-college relationship, please state the Jurisdictional College and the Adopting College.

Agriculture and Bioresources (Dean's Office)

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Kanawayihetaytan Askiv Diploma in Indigenous Land Governance

#### Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - If this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Or the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

#### Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

#### Section 7: Course Information - as per current set-up

1 Is there a new subject area(s) or course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?  
If NO, please describe.

Yes ☐ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type of rooms?  
If YES, please describe.

Yes ☐ No ☐

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

#### Section 8: Admissions, Recruitment, and Quota Information - as per current set-up

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (i.e. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (i.e. if only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (i.e. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (i.e. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

#### Section 9: Government Loan Information - as per current set-up

University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

#### Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

#### Section 11: Schedule of Implementation Information

1 What is the start term?

202005 - May 2020

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒



If YES, what and by what date?

#### Section 12: Registration Information - as per current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves?

If YES, what priority group should they be in?

Yes ☐ No ☐

#### Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Yes ☐ No ☐

#### Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Yes ☐ No ☐

#### Section 15: Awards Information - as per current set-up

1 Will terms of reference for existing awards need to be amended?

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Yes ☐ No ☐

#### Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Yes ☐ No ☐

#### Section 17: Program Termination

1 Is this a program termination?

Yes ☒ No ☐

If yes, what is the name of the program?

Kanawayihetaytan Askiv DipGovr [KANASK-GOVR]

2 What is the effective date of this termination?

202005 - May 2020

3 Will there be any courses closed as a result of this termination?

If yes, what courses?

Yes ☐ No ☒

4 Are there currently any students enrolled in the program?

If yes, will they be able to complete the program?

Currently 2 active students with this program on their record; could be others taking the program along with another program that don't have this on their record as an attribute is being used, all students will be moved to the new program

Yes ☒ No ☐

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

June, 2020

7 Is there mobility associated with this program termination?

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the

International Office been informed of this program termination?

Yes ☐ No ☒

#### Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit ☐  
Standard Graduate per credit ☐  
Standard Graduate per term ☐  
Non standard per credit\* ☐  
Non standard per term\* ☐  
Other\* ☐  
Program Based\* ☐

\* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.

Yes ☐ No ☐

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code? If YES, from which tuition code to which tuition code?

Yes ☐ No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

#### Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?

2 Has TLSE, Admissions, been informed about this new / revised program?

3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?

4 Has CGPS been informed about this new / revised program?

5 Has TLSE, Transfer Credit, been informed about any new / revised courses?

6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?

7 Has the Library been informed about this new / revised program?

8 Has ISA been informed of the CIP code for new degree / program / major?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Yes	No
Yes	No

9 Has Koom Scheduling/Scheduling Hub/Senior Coordinator or Scheduling been informed or unique space requirements for the new courses and/or informed of program, course, college, and department changes?

10 Has the Convocation Coordinator been notified of a new degree?

11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

OR

b. Fee Review Committee

c. Institutional Planning and Assessment (IPA)

d. Provost's Committee on Integrated Planning (PCIP)

e. Board of Governors

f. Other

☐

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SIGNED

Date: 28 Aug 2019

for Registrar (Russell Isinger): Jason Dell

College / Department Representative(s):

IPA Representative(s): N/A







UNIVERSITY OF  
SASKATCHEWAN

## Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by:

Amie Shirkie

Date

September 6, 2019

College

Agriculture and Bioresources

College approval date

May 14, 2019

Proposed effective date of the change

May 1, 2020

### 1. Proposed change of name

	<i>From:</i>	<i>To:</i>
College		
Department		
Program name		
Degree name	Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management	Kanawayihetaytan Askiy Diploma in Indigenous Resource Management
Name of Field of Specialization (major, minor, concentration, etc)		
Course label (alphabetic)		
Building		
Street		
Other		



## **2. Documentation**

### **Rationale**

Provide a rationale for the change and describe the background leading to this decision.

This name change from the Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management to the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management aligns our programs more closely with larger Indigenization initiatives at the university and with similar name changes adopted by the department of Indigenous Studies and the office of the Vice-Provost Indigenous Engagement.

### **Impact of the change**

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

Students currently registered in this program on the date when the name change takes effect (proposed May 1, 2020) will have their program name changed to the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management. Given the newness of this program and its small size, we believe the impact to students, staff, and university-wide systems will be minimal.



Attachments

**Costs**

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

**Consultation**

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

We have undertaken a Consultation with the Registrar to discuss the impact on students, staff, graduation, and university-wide systems.



Attachments

**3. Review and Approval Authority**

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email [university.secretary@usask.ca](mailto:university.secretary@usask.ca)

Name and phone number of person completing this form:

Amie Shirkie (306) 966-4062

## Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

### Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2 What is the name of the new degree, diploma, or certificate?

New Credential Code = KADIRM

New Credential Long Description = (75 characters max) Kanawayihetaytan Askiy Diploma in Indigenous Resource Management

New Credential Short Description = (30 characters max) KA Dip Indigenous Resrcce Mgmt

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Current is listed as K.A.A.D.R.M.

New is K.A.I.R.M.

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

Credential Long Description = Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management

Credential Short Description = KA Dip Aboriginal Resrcce Mgmt

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

Degree level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

KAWIT [in KA Dip Aborig Resource Mgmt] - existing code and description

KADM [in KA Dip Indig Resource Mgmt] - suggested new code and description (30 characters max)

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

Agriculture and Bioresources

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

Current Major Description = Aboriginal Resource Management

New Major Code = KAIM

New Major Description = Indigenous Resource Management (30 characters max)

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

## Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Is an existing program being revised?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

Kanawayihetaytan Askiy Diploma in Indigenous Resource Management

3 What is the name of this new/revised program?

Kanawayihetaytan Askiy Diploma in Indigenous Resource Management

New Program Code (12 character max) = KANASK-ASKRM

New Program Description (30 character max) = Kanawayihetaytan Askiy DipMgmt

Current Program Code = KANASK-MGMT

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

Agriculture and Bioresources / Agriculture and Bioresources (Dean's Office)

6 Is this a replacement for a current program?

7 If YES, will students in the current program complete that program or be grandfathered?

Students will be moved to the new program

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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## Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes

No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

#### Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

Major

3 What is the name of this new / revised major, minor, or concentration?

In Section 1; question 10

4 Which department is the authority for this major, minor, or concentration? If this is a cross-college relationship, please state the Jurisdictional College and the Adopting College.

Agriculture and Bioresources (Dean's Office)

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Kanawayihetaytan Askiy Diploma in Indigenous Resource Management

#### Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a OR ONE MULTIPLE DEPARTMENTS / SCHOOLS WHO ARE THE AUTHORITY FOR THIS NEW / REVISED DISCIPLINARY AREA AND WHAT ALLOCATION PERCENTAGE IS ASSIGNED TO EACH? (Note - must be whole numbers and must equal 100.)

4b school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

#### Section 6: New College / School / Center / Department or Renaming of Existing

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

#### Section 7: Course Information - as per current set-up

1 Is there a new subject area(s) or course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?



3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?  
If NO, please describe.

Yes ☐ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?  
If YES, please describe.

Yes ☐ No ☐

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

#### Section 8: Admissions, Recruitment, and Quota Information - as per current set-up

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. 100% average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (I.E. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

#### Section 9: Government Loan Information - as per current set-up

University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

#### Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

#### Section 11: Schedule of Implementation Information

1 What is the start term?

202005 - May 2020

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes ☐ No ☒

If YES, what and by what date?

### Section 12: Registration Information - as per current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves?

If YES, what priority group should they be in?

Yes ☐ No ☐

### Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

### Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Yes ☐ No ☐

### Section 15: Awards Information - as per current set-up

1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☐

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

### Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Yes ☐ No ☐

### Section 17: Program Termination

1 Is this a program termination?

Yes ☒ No ☐

If yes, what is the name of the program?

Kanawayihetaytan Askiv DipMgmt [KANASK-MGMT]

2 What is the effective date of this termination?

202005 - May 2020

3 Will there be any courses closed as a result of this termination?

Yes ☐ No ☒

If yes, what courses?

4 Are there currently any students enrolled in the program?

If yes, will they be able to complete the program?

Currently 5 active students with this program on their record; could be others taking the program along with another program that don't have this on their record as an attribute is being used, all students will be moved to new program

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

June, 2020

Yes ☐ No ☒

7 Is there mobility associated with this program termination?

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

#### Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit ☐

Standard Graduate per credit ☐

Standard Graduate per term ☐

Non standard per credit\* ☐

Non standard per term\* ☐

Other\* ☐

Program Based\* ☐

\* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?  
If NO, please describe.

Yes

No

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?  
If YES, from which tuition code to which tuition code?

Yes

No

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?

Yes

No

2 Has TLSE, Admissions, been informed about this new / revised program?

Yes

No

3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?

Yes

No

4 Has CGPS been informed about this new / revised program?

Yes

No

5 Has TLSE, Transfer Credit, been informed about any new / revised courses?

Yes

No

6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?

Yes

No

7 Has the Library been informed about this new / revised program?

Yes

No

8 Has ISA been informed of the CIP code for new degree / program / major?

Yes

No



Yes	No
Yes	No

9 Has Room Scheduling/Scheduling Hub/Senior Coordinator or Scheduling been informed or unique space requirements for the new courses and/or informed of program, course, college, and department changes?

10 Has the Convocation Coordinator been notified of a new degree?

11 What is the highest level of financial approval required for this submission? Check all that apply.

- a. None - as it has no financial implications ☐
- OR
- b. Fee Review Committee ☐
- c. Institutional Planning and Assessment (IPA) ☐
- d. Provost's Committee on Integrated Planning (PCIP) ☐
- e. Board of Governors ☐
- f. Other ☐

SIGNED

Date: 28 Aug 2019
for Registrar (Russell Isinger): <i>John Doell</i>
College / Department Representative(s):
IPA Representative(s): <i>N/A</i>





**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION**

---

**PRESENTED BY:** Susan Detmer; Chair, Academic Programs Committee

**DATE OF MEETING:** October 17, 2019

**SUBJECT:** Admissions Qualifications change – Master of Science (M.Sc.) in Marketing

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the proposed changes to the admissions  
qualifications for the Master of Science (M.Sc.) in Marketing for  
applicants admitted for September 2020 or later*

**PURPOSE:**

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

**CONTEXT AND BACKGROUND:**

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

The Department of Management and Marketing is proposing this change to increase the potential pool of applicants, recognizing that many students coming into the program are from non-business backgrounds. Additionally, the proposal to waive the minimum score requirement for a standardized test will allow



the department to provide a holistic evaluation of students' abilities beyond single standardized measures.

The Graduate Programs Committee in CGPS considered this proposal on May 14, 2019 and September 16, 2019 and the Executive Committee of CGPS considered this proposal on September 25, 2019 and recommended approval of this change. The academic programs committee reviewed this proposal on October 2, 2019 and recommends that Council approve this change.

**FURTHER ACTION REQUIRED:**

University Senate will be asked to confirm this decision at its October 26, 2019 meeting.

**ATTACHMENTS:**

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





## MEMORANDUM

**To:** Academic Programs Committee of University Council

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

**From:** Office of the Associate Dean, CGPS

**Date:** September 25, 2019

**Re:** Amendment to admission requirements for MSc in Marketing

---

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

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

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

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

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

### Admission Requirements

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

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

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



## MEMORANDUM

**To:** Academic Programs Committee (APC)

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

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

**Date:** September 25, 2019

**Re:** Amendment to admission requirements for MSc in marketing

---

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

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

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

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



## MEMORANDUM

**To:** Executive Committee of CGPS

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

**From:** Graduate Programs Committee

**Date:** September 19, 2019

**Re:** Amendment to admission requirements for MSc in Marketing

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

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

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

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

### Admission Requirements

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

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

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





## MEMORANDUM

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**TO:** Graduate Programs Committee

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

**DATE:** July 30, 2019

**RE:** Adjustment to Entrance Requirements for MSc Marketing Program

---

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

**Current minimum entrance requirements for the Edwards MSc Marketing Program:**

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

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

- GRE score equivalent to a GMAT score of 550. A conversion tool such as the one supplied by ETS (see URL) will be used to determine equivalent scores  
[https://www.ets.org/gre/institutions/admissions/interpretation\\_resources/mba\\_comparison\\_to\\_gmat?WT.ac=40361\\_owt06\\_180820](https://www.ets.org/gre/institutions/admissions/interpretation_resources/mba_comparison_to_gmat?WT.ac=40361_owt06_180820)
- The minimum score requirement for GMAT/GRE can be waived if the applicant's minimum grade average is 80% or higher or if the applicant has significant research experience. Significant research experience could include the successful completion of a research-based undergraduate honours degree, successful completion of an extensive research project for an advanced undergraduate course, or a minimum of one year working as a research associate for a research group or firm.

**Rationale:**

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

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

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

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

#### ***About the GRE and the GMAT***

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

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

### ***Competitor Analysis***

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

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

### **Minimum Entrance Requirements for Marketing Graduate Programs in Canada**

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

**AGENDA ITEM NO: 11.1**

**UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Eric Lamb, Vice-Chair, Nominations Committee of Council

**DATE OF MEETING:** October 17, 2019

**SUBJECT:** Nomination to the Western College of Veterinary Medicine  
Dean's Review Committee

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the nomination of Scott Bell, Department of Geography and Planning, to serve as member of the WCVN Dean's Review Committee effective immediately.*

**DISCUSSION SUMMARY**

Per the university's search and review procedures, a member of the General Academic Assembly is required on deans' review committees. A committee is being formed for the review of Dr. Douglas Freeman, dean of the Western College of Veterinary Medicine. The work of the review committee will commence in late October 2019.



**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Stephen Urquhart, chair  
Governance committee

**DATE OF MEETING:** October 17, 2019

**SUBJECT:** **Proposed dissolution of the International Activities Committee of Council**

**COUNCIL ACTION:** Notice of Motion

**CONTEXT AND BACKGROUND:**

In October 2018, a working group of the International Activities Committee (IAC) of Council completed a report on the strategic directions of the IAC (attachment 3). Dr. Keith Walker chaired the working group, which conducted its work from October 2017-October 2018. Upon receipt of the findings, and with careful consideration, the committee recommended that the IAC be dissolved. The IAC membership decided by electronic vote on November 21, 2018 to recommend to Council the dissolution of the IAC.

Following this vote, on November 28, 2018, the chair of IAC Dr. Paul Orlowski, presented a recommendation to the chair of the governance committee to dissolve the IAC. The governance committee considered this recommendation at its meeting of December 13, 2019, and the report from the IAC was presented by Dr. Walker at that meeting. The governance committee resolved that the motion and the report from IAC should be presented to the coordinating committee of Council for their advice.

At its meeting of January 31, 2019, the coordinating committee considered IAC's proposal and the question above, and requested that each of the committee chairs consider how internationalization is covered in their respective mandates, i.e. be reviewing their terms of reference. Feedback from the committees was received by the coordinating committee and presented to the governance committee on May 16, 2019. On September 19, 2019 Council received a request for input on the matter.

**SUMMARY:**

In reference to the proposed motion to dissolve the IAC, there was variation in the Council committees' responses to the question posed by the coordinating and governance committees, which was anticipated and acceptable to the governance committee. However, some questions

were raised about a few of the specific proposed amendments. These will take time to consider. Given the importance of internationalization for the university, and the variation in responses to the governance committee, further conversations are required between the committees. These conversations will be taken up again in the fall of 2019.

Upon completion and finalization of the Council committees' review of their terms of reference with respect to internationalization, the governance committee will be bringing forward proposed changes to Council in 2019/20. Those committees recommending changes include: TLARC, APC, and RSAW. The place of internationalization in other committees' terms of reference will also be reaffirmed and reported to Council at that time. Those committees include: PPC, nominations, governance, and scholarships and awards.

The main concern raised by the IAC, the governance committee, and the coordinating committee were how faculty and Council input and direction on the university's priority of internationalization would be maintained. At the same time, in the view of the governance committee, the outcomes of the conversations with each of the Council committees, the coordinating committee, and the vote and report of the IAC all substantiate and support the IAC's recommendation to dissolve the committee. Council members' feedback on the recommendation to dissolve the IAC is sought before a notice of motion or request for decision will be presented to Council to this effect.

#### **ATTACHMENTS:**

1. IAC Terms of reference and membership 2018/19
2. IAC Memo to the governance committee, dated November 28, 2019
3. IAC Strategic directions working group report, dated October 16, 2019



**IAC COMMITTEE TERMS OF REFERENCE****The International Activities Committee is responsible for:**

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

**IAC MEMBERSHIP 2018-19**

- The IAC 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**

Seok-Bum Ko	Electrical and Computer Engineering	2021
Keith Walker	Educational Administration	2020
Carol Henry	Pharmacy and Nutrition	2021

**General Academic Assembly Members**

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

**Other members – *ex officio voting***

Patti McDougall	[Provost designate] Vice-Provost Teaching, Learning and Student Experience
Jim Lee	[Vice-President Research designate] Executive Director, International
Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management
Rose Wu VP	Student Affairs [USSU designate]
Somtochukwu Ufondu	[GSA designate]
Jay Wilson	Council Chair

**Resource members – *non-voting***

Meghna Ramaswamy	Director, International Research ( <i>standing guest</i> )
Vacant	Director of Internationalization and Special Projects
Vacant	Director of Special Projects, CGPS
David Parkinson	Director, University Language Centre
Pirita Mattola	Manager, International Students and Study Abroad Centre
Roxanne Craig	Committee Secretary, International Office

**International Activities  
Committee of Council**

# Memo

**To:** Jay Wilson, Chair, Governance Committee of Council

**From:** Paul Orlowski, Chair, International Activities Committee of Council

**cc:** Jacquie Thomarat; Roxanne Craig

**Date:** November 28, 2018

**Re:** Dissolution of the International Activities Committee of Council

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Dear Jay,

The International Activities Committee of Council (IACC) conducted an electronic ballot vote to bring forth a recommendation to Council to dissolve the committee. The vote was carried.

Background: the IACC has been discussing strategic directions of the committee for the past few years, as they felt the committee had become too operational rather than offering strategic guidance to Council. In the fall of 2017 a working group (Strategic Directions, chaired by Keith Walker) was created to develop a plan for the IACC to become a more strategic group for Council on matters of international. The Strategic Directions final report (attached), along with a recommendation to dissolve the committee, was presented to the membership at the October 17, 2018 meeting. Following a lengthy discussion the members agreed to consider the report and the recommendation to Council of dissolution and would vote on the matter at the November meeting. The vote was carried. It was felt that the oversight of international activities at the U of S was being addressed in various ways across campus especially with creation of the new International Blueprint, overseen by the International Operations Committee under the direction of Patricia McDougall, Trever Crowe, and Guy Larocque.

Sincerely,

A handwritten signature in black ink, reading "Paul Orłowski". The signature is fluid and cursive, with the first name "Paul" and last name "Orłowski" clearly distinguishable.

Paul Orłowski, PhD  
Associate Professor  
Department of Educational Foundations  
College of Education  
University of Saskatchewan  
Saskatoon, Canada  
[\(306\) 966-1350](tel:(306)966-1350)  
[paul.orlowski@usask.ca](mailto:paul.orlowski@usask.ca)  
<http://www.usask.ca/education/profiles/orlowski.php>

## **Strategic Directions Working Group A Consensus Report International Activities Committee of University Council October 16<sup>th</sup>, 2018**

**Members:** Naheda Sahtout (GSA President), Jim Lee (Executive Director, International), Alison Pickrell (Assistant Vice-Provost, Strategic Enrolment Management), Patti McDougall (Vice-Provost, Teaching, Learning and Student Experience), and Keith Walker (Working Group Lead)

### **Mandate of ad hoc Working Group:**

To provide a “strategic directions report” to IAC (International Activities Committee).

### **Background:**

Members met on a number of occasions from February to May 2018, and subsequently through e-mail exchanges. The group considered the fiduciary, generative and strategic functions of IAC and reviewed IAC Terms of Reference (ToR). Considerations and conversations included:

- Reviewing possible amendments to wording and specific elements of current terms of reference;
- Considering ways to enhance functioning, operations and ameliorate vulnerabilities of IAC (e.g., how to avoid distraction, goal displacement, redundant function and churning);
- Reviewing composition of Committee;
- Reflecting on interface with other units on campus;
- Testing IAC function and alignment with University Council functions (academic interests); and
- Asking questions about existence, mission, structure, and resources for IAC.

### **Comment:**

The Working Group acknowledged the work of IAC on revisions to international awards, partnering to enhance international presence on website, periodic offering of input/consultation/vetting on various internationally-related initiatives, and for providing input into the *“Connecting with the World” The International Blueprint for Action 2025 – A Vision for a Globally Significant University*. The Working Group had dialogue on enhancing functions, wondering about composition of IAC, and considering how terms of reference might be adjusted to better align with University Council functions and new administrative structures and supports. The Working Group was eventually drawn back to questions of

the Committee's existence and mission.

### Outcomes:

On May 3<sup>rd</sup>, we concluded that ***given the maturation of administrative and support functions for internationalization at the University of Saskatchewan, the seven terms of reference are redundant to tasks already assigned, or are ambiguous and lend themselves to busy-work and individual/situational agendas or belong with other committees of University Council.*** We further concluded that there were *three options* for Working Group to consider in reporting to IAC:

- a. **Revise/Reframe:** IAC to become "something different" from current Committee via "tinkering" with ToR (terms of reference)
- b. **Reset/Re-imagine:** IAC to be overhauled to meet current University Council needs through a process of significant change of mandate
- c. **Resign/Release/Retire:** Recommend to IAC (and through IAC to University Council) that as currently set up, IAC is no longer relevant and has no functions that aren't taken care of by other administrative or faculty roles.

The Working Group decided to recommend the third option.

### Warrants for Conclusion

Prior to considering questions of existence or mission of IAC, the Working Group assessed each of the ToR (see Table One)

As members went through each element of the ToR, it became evident that these terms were problematic. In the end, the weaknesses of elements and the whole ToR led to four overlapping observations:

1. The IAC functions envisioned and expressed in the ToR have been replaced by academic units and administrative roles, structures, authority and functions.
2. IAC is not well-positioned to be efficacious nor constructive in operationalizing the ToR
3. A number of the ToR elements have become formally assigned to and taken care of by other Units (See Table Two)

A number of the functions have been professionalized at University and Unit levels. If our assessment of ToR is accurate, then the existence of IAC, with no meaningful and useful functions ought be to re-evaluated. We were not able to conceive of an effective replacement set of ToR for IAC. **This led us to the recommendation that IAC be retired as a committee of University Council.**

One of the consequences of this recommendation, if ultimately affirmed by IAC and University Council, is related to the sufficiency of faculty governance in the realm of

internationalization, international activities, and international policy on campus. In other words, are there sufficient means for faculty to provide input and comments related to the international domain at and through university, college/school, and unit levels? Further, the membership of IAC has also provided one means for the voices of undergraduate and graduate student representatives, and so this recommendation affords the opportunity to consider alternative ways and means for their voices to be represented in matters related to international activities and policies. While the Working Group did not see fit to offer assessment or remedy for these risks of reduced engagement, it was deemed important to raise the issue.





**Table One**  
**IAC Terms of Reference, Themes and Assessment**  
The purpose of this table is to reflect some of the dialogue undertaken by Working Group  
to see the appropriateness and relevance of ToR

<b>Interpretation of Themes</b>	<b>Terms of Reference</b>
<b>1. Issue Identification</b>	<p><b>Recommend to Council on issues relating to international activities at the University</b></p> <p><b>Dialogue:</b> Problem focused, policing, what sources (beyond Committee Members), ambiguous, gravity-funnel function, mediating function, slippery slope and antenna or watch-dog role. There is or could be a tendency to use IAC to lobby for particular interests</p> <p>Is the IAC as presently constituted in the best position to fulfill this ToR? Answer = “No”</p>
<b>2. Policy &amp; Regulation Review</b>	<p><b>Reviewing policies and regulations relating to international activities at the University, and reporting observations and issues to Council</b></p> <p><b>Dialogue:</b> Misplaced casuistry (tendency to deal with detailed cases and offer policy reactions to these), overlap with Governance Committee of Council, what would/might the agenda look like for this review (central, unit by unit, particular type of policies and regulations)? What would Council do with report? Is this a functionally wise ToR? Answer = “No”</p>
<b>3. Internal Promotion</b>	<p><b>Promoting programs and curricula that provide an international perspective</b></p> <p><b>Dialogue:</b> Too detailed and administrative for a committee of University Council, to what end and what might advice provide that is not already provided?  Example cited of double degrees but this might best be handled by other committees of University Council and promotion is more typically seen as function of academic or administrative units with budget resources and well-equipped processes.</p>
<b>4. Review &amp; Advice</b>	<p><b>Reviewing and providing advice on frameworks, procedures and agreements with foreign institutions to relevant university officers, the Planning and Priorities Committee, the Academic Programs Committee and/or other Council Committees</b></p> <p><b>Dialogue:</b> This set of responsibilities is already assigned to administrative units and International Office. See comments on first terms of reference and Table 2.</p>
<b>5. External Promoting &amp; Fostering</b>	<p><b>Promoting interactions with university and educational/research institutions outside Canada, to foster new opportunities for University of Saskatchewan stakeholders in teaching, learning and research</b></p> <p><b>Dialogue:</b> Already assigned to International Operations Committee (administrative), which is a mediating structure for these activities. Some of this is Unit and individual research mediated. See Table 2.</p>
<b>6. Receiving, Reviewing, Reporting and Conveying</b>	<p><b>Receiving, reviewing and reporting to Council reports on matters relating to international student, research and alumni activities from the international units of the</b></p>

	<p><b>University, as well as sharing information with and forwarding reports to other appropriate bodies at the University.</b></p> <p><b>Dialogue:</b> This is a middle-role (broker function) where Committee could pick and choose, be the messenger and “get into the weeds” – the functions in this terms of reference are with Units and International Office functions. See Table 2.</p>
<b>7. Delegation of Representatives</b>	<p><b>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.</b></p> <p><b>Dialogue:</b> Don’t need a Committee for this function; other committees of University Council (including Nominations Committee) can look after this.</p>

**Table Two**

**IAC Terms of Reference in Relation to Other Units**

The purpose of this table is to provide evidence for the Working Group Claim that IAC ToR are now more appropriately taken care of by other units on campus (at both University and Academic Unit levels)

<b>IAC Terms of Reference</b>	<b>Other Units (primary, secondary, tertiary)</b>
Recommend to Council on issues relating to international activities at the University	Overall responsibility of the international portfolio now falls to the Provost/Vice-President Academic and Vice-President Research, who both provide reports to Council. Oversight of international activities is provided by the International Steering Team consisting of the Vice-Provost (Teaching, Learning, and Student Experience), Dean (College of Graduate and Postdoctoral Studies), Associate Vice-President (Research), and Associate Vice-President (Alumni Relations).
Reviewing policies and regulations relating to international activities at the University, and reporting observations and issues to Council	<p>The International Operations Committee has been created to plan and coordinate the seamless delivery of international activities, initiatives and programs at the University of Saskatchewan. It meets on a monthly basis, members of the International Steering Team are part of the committee, and it is chaired by the Executive Director (International).</p> <p>As a Designated Learning Institution (IRCC), the U of S has a responsibility to adhere to the Province's DLI framework in order to maintain its status to enroll international students. An oversight team has been established, reporting through the Assistant Vice-Provost, SEM and Dean, College of Graduate and Postdoctoral Studies, to ensure policies and practices related to international students are up to date and communicated.</p> <p>Development, approval and administration of university policies relating to international activities (teaching &amp; learning, student affairs, research &amp; scholarly activities, operations &amp; administration, safety and risk, and advancement) follow established procedures outlined on the University Secretary's website:</p> <p><a href="http://policies.usask.ca/">http://policies.usask.ca/</a></p>
Promoting programs and curricula that provide an international perspective	<p>A key objective in the International Blueprint for Action is internationalizing learning experiences. There are several objectives including:</p> <ol style="list-style-type: none"> <li>1. Increasing study abroad engagement.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Enhancing international &amp; cross cultural perspective in content and learning in the curriculum</li> <li>3. Optimizing participation in co-curricular activities that are inclusive and foster intercultural understanding</li> </ol> <p>Primary responsibility for actioning this pillar lies with the Teaching, Learning and Student Experience portfolio with leadership of key administrative units such as the International Student &amp; Study Abroad Centre, and the Gwenna Moss Centre for Teaching &amp; Learning. Colleges and schools are formalizing their thinking in this area through the strategic planning process and blueprint projects. Funding is being made available to support these priorities. The Provost / Vice-President (Academic) and Vice-President (Research) will be keeping tabs on the progress of these goals.</p>
Reviewing and providing advice on frameworks, procedures and agreements with foreign institutions to relevant university officers, the Planning and Priorities Committee, the Academic Programs Committee and/or other Council Committees	The International Partnerships Team in the International Research and Partnerships Office (IRPO) now falls under the direct leadership of the Executive Director (International). Alongside faculty and colleges, this team now advises, facilitates, and negotiates the development of all academic agreements (outside of research contracts) involving international partners.
Promoting interactions with university and educational/research institutions outside Canada, to foster new opportunities for University of Saskatchewan stakeholders in teaching, learning and research	It is standard practice and there are common pathways for international opportunities to be identified directly from the work of faculty members, Colleges, and the international networks they develop and maintain. Stemming (in large part, though not exclusively) from the work and direction of faculty and colleges, the International Research and Partnerships Office (IRPO), Teaching, Learning, and Student Experience (TLSE) and other units promote and facilitate collaborative international opportunities in teaching, research, and the student experience involving international partners.
Receiving, reviewing and reporting to Council reports on matters relating to international student, research and alumni activities from the international units of the University, as well as sharing information with and forwarding reports to other appropriate bodies at the University.	<p>Information related to international students and international research activities is presented regularly to Council through reports provided by the Provost/Vice-President (Academic) and/or Vice-President (Research).</p> <p>International student related data needs are facilitated and coordinated through the Strategic Enrolment Intelligence Team, reporting to the Vice Provost, TLSE.</p>

	<p>The Institutional Planning and Assessment office oversees university-level internationalization metrics and external reporting related to internationalization such as international rankings.</p>
<p>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.</p>	<p>Other Council committees may need informed perspectives related to internationalization related topics. This could be obtained through International Operations Committee members and/or members of the International Steering Team (described above) .</p> <p>As indicated, University Council, College/School Faculties, and Administrative units may see fit to consider opportunities and gaps with respect to recruitment of faculty and student representation on committees, task forces or other groups to provide appropriate faculty and student engagement in governance, policy making, leadership and decision making in the international domain.</p>





**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Stephen Urquhart, chair, governance committee

**DATE OF MEETING:** October 17, 2019

**SUBJECT:** Updated standing committees' terms of reference and internationalization

**NOTICE OF MOTION:**

*It is recommended that Council approve the attached changes to the terms of reference of PPC, RSAW, TLARC, and APC as they relate to internationalization or regular updates to membership and/or administrator titles, effective immediately.*

**PURPOSE:**

To ensure that internationalization, which is a key strategic priority for the University of Saskatchewan, continues to be considered as a regular item in conducting the business of University Council.

**DISCUSSION SUMMARY:**

On October 17, 2019, a notice of motion will be presented to Council to propose the dissolution of the international activities committee of Council. This proposal coincides with that motion.

On January 31, 2019 the coordinating committee determined that in order to appropriately address the need for internationalization to remain a priority in Council business, and to ensure faculty input, that the other committees of Council should be consulted. It was also suggested that each committee chair ask their committees to review their terms of reference to ensure internationalization was covered.

From February 2019 to September of 2019 feedback was collected from all of the Council standing committees, and is included in this notice of motion for the information of Council.

**FURTHER ACTION REQUIRED:**

A request for decision will be presented to Council on November 21, 2019 to update these standing committees' terms of reference.

**ATTACHMENTS:**

1. Memo: Changes to terms of reference for APC
2. Current APC terms of reference
3. Proposed changes to APC terms of reference
4. Email: Nominations committee of Council and internationalization
5. Memo: Changes to terms of reference for PPC
6. PPC terms of reference
7. RSAW memo
8. RSAW terms of reference
9. Email cover: TLARC terms of reference changes
10. Revision TLARC terms of reference upon IAC dissolution



***MEMORANDUM***

TO: Stephen Urquhart, chair, governance committee of Council

Cc: Jacquie Thomarat, associate secretary, academic governance

FROM: Roy Dobson, chair, academic programs committee of Council

DATE: March 28, 2019

RE: **Changes to the terms of reference for APC**

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The academic programs committee is pleased to respond to the request to review its terms of reference in light of the anticipated dissolution of the international activities committee.

Attached are the proposed revisions to the terms of reference for the Academic Programs Committee, with changes in mark-up. In addition to making changes that ensure that the committee's work is done in line with the university's priorities, such as internationalization and Indigenization, housekeeping changes were made to some wording and to the titles of some members of the committee.

The academic programs committee is also proposing to add the associate registrar, academic as a non-voting resource member of the committee. The rationale for this inclusion is the expertise and insight that this position brings regarding program delivery and the academic cycle. Finally, we are recommending the removal of the director of budget planning as a non-voting resource member, as that role no longer exists at the institution and the required expertise is being provided by the designate for the vice-president, finance and resources

Please let me know if there are any concerns about the proposed changes to these terms of reference, by email to the committee secretary Amanda Storey ([amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)).

Encl: 2

- (1) Terms of Reference – Academic Programs Committee (with mark-up)
- (2) Terms of Reference – Academic Programs Committee (clean)



### **I. ACADEMIC PROGRAMS COMMITTEE**

#### **Membership**

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

One sessional lecturer

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

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

#### **Ex Officio**

Vice-Provost Teaching, Learning, and Student Experience

The University Registrar

The Vice-president (Finance & Resources) or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

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

The Assistant Vice-Provost, Strategic Enrolment Management

The Associate Provost, Institutional Planning and Assessment

The Associate Registrar (Academic)

#### **Administrative Support**

The Office of the University Secretary

#### **The Academic Programs Committee is responsible for:**

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.

- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) 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.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

**I. ACADEMIC PROGRAMS COMMITTEE****Membership**

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

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

**Ex Officio**

Vice-Provost Teaching, Learning, and Student Experience

The University Registrar

The Vice-president (Finance & Resources) or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

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

The Assistant Vice-Provost, Strategic Enrolment Management

The Associate Provost, Institutional Planning and Assessment

The Associate Registrar (Academic)

**Administrative Support**

The Office of the University Secretary

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- 5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
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- 11) Recommending to Council classifications and conventions for instructional programs.
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- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.



**Archived:** Monday, May 13, 2019 3:16:59 PM  
**From:** [Downe, Pamela](#)  
**Sent:** Fri, 10 May 2019 18:18:56 +0000Authentication  
**To:** [Thomarat, Jacquie](#); [Urquhart, Stephen](#)  
**Subject:** Internationalization and the Nominations Committee of Council  
**Sensitivity:** Normal

---

Dear Stephen and Jacquie,

The Nominations Committee of University Council considered how we can accommodate internationalization into our work. We had a thorough discussion of this at one of our meetings in April. The consensus was not to change the Committee's Terms of Reference. Internationalization figures into our ongoing commitment to diversity as we populate the committees of Council and those stipulated by the Collective Agreement.

Pam Downe  
Chair, Nominations Committee

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Pamela J. Downe, Ph.D.  
Associate Professor, Department of Archaeology & Anthropology, University of Saskatchewan  
President, [Canadian Anthropology Society/Société canadienne d'anthropologie](#)



**MEMORANDUM**

**TO:** Stephen Urquhart, chair, governance committee of Council

**FROM:** Dirk de Boer, chair, planning and priorities committee of Council

**DATE:** May 9, 2019

**RE:** **Changes to the terms of reference for the planning and priorities committee**

---

The planning and priorities committee (PPC) is pleased to respond to the request to review its terms of reference in light of the anticipated dissolution of the international activities committee.

The committee discussed its terms of reference at its April 25, 2019 meeting and considered the changes that have been proposed by other Council committees. PPC is confident that its terms of reference adequately capture internationalization as the committee's work is focused on ensuring alignment with the University's priorities, one of which is internationalization. For this reason, PPC recommends no change to the committee's responsibilities articulated in the terms of reference.

To ensure that the committee has appropriate support and expertise in internationalization, the committee proposes to add the Executive Director, International from the Office of Vice-President Research as a non-voting resource member on the committee. Please see this reflected in the attached marked-up terms of reference.

Please let me know if there are any concerns about the proposed changes to these terms of reference, by email to the committee secretary Jacquie Thomarat ([jacquie.thomarat@usask.ca](mailto:jacquie.thomarat@usask.ca)).

Encl: 2

- (1) Terms of Reference – Planning and Priorities Committee (with mark-up)
- (2) Terms of Reference – Planning and Priorities Committee (clean)



## **PLANNING AND PRIORITIES COMMITTEE**

### **Membership**

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

One Dean appointed by the Council

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

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

One sessional lecturer

### **Ex Officio Members**

The Provost & Vice-president Academic or designate

The Vice-President (Finance & Resources) or designate

The Vice-president (Research) or designate

The Vice-provost Indigenous Engagement

The President (non-voting member)

The Chair of Council (non-voting member)

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

The Associate Provost, Institutional Planning and Assessment

The Director of Resource Allocation and Planning

The Director of Institutional Effectiveness

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

The Executive Director, International – Office of the Vice President Research

### **Administrative Support**

The Office of the University Secretary

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

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

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

## **PLANNING AND PRIORITIES COMMITTEE**

### **Membership**

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

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The Vice-President (Finance & Resources) or designate

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The President (non-voting member)

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The Director of Resource Allocation and Planning

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- 13) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.



**MEMORANDUM**

TO: Stephen Urquhart, chair, governance committee of Council

Cc: Jacquie Thomarat, associate secretary, academic governance

FROM: Jon Bath, chair, research, scholarly and artistic work committee of Council

DATE: September 23, 2019

RE: **Further changes to the terms of reference for the Research, Scholarly, and Artistic Work committee**

---

Thank you for your memo of May 27, 2019 responding to RSAW's proposed changes to its terms of reference. The committee appreciates the feedback of the governance committee.

Attached are the further revisions to the terms of reference of for the research, scholarly, and artistic work committee – see item 10 for changes in response to the governance committee's initial request to review its terms of reference in response to the pending dissolution of the international activities committee.

Additional editorial changes have been made to the terms of reference to update titles of members of the committee and of units within the institution.

Lastly, RSAW appreciates that the governance committee will be reviewing the membership for all Council committees as part of its work for this year and continues to recommend that the dean, University Library be added as an ex-officio voting member and that the current resource members (assistant vice-president, research and the director, strategic research initiatives) be added as non-voting members of the committee. The rationale for these changes were outlined in our memo to you dated March 29, 2019.

Attached you will find, therefore, a version of the terms of reference with only the editorial changes and the addition of language related to internationalization (both a clean version and one with tracked changes) as well as a version of the terms of reference that include the additional membership above (again, with both a clean version and one with changes tracked).

Please let me know if there are any concerns about the proposed changes to these terms of reference, by email to the committee secretary Amanda Storey ([amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)).

Encl: 4

- (1) Terms of Reference – Research, Scholarly and Artistic Work Committee – internationalization and membership (with mark-up)
- (2) Terms of Reference – Research, Scholarly and Artistic Work Committee- internationalization and membership (clean)
- (3) Terms of Reference – Research, Scholarly and Artistic Work Committee- internationalization (with mark-up)
- (4) Terms of Reference – Research, Scholarly and Artistic Work Committee- internationalization (clean)



**VII. RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE**

**Membership**

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair. Two of the nine members will be Assistant or Associate Deans with responsibility for research.

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

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

**Ex Officio**

The Vice-president Research

The Dean of the College of Graduate and Postdoctoral Studies

The President (non-voting member)

The Chair of Council (non-voting member)

**Administrative Support**

The Office of the University Secretary

The Research, Scholarly and Artistic Work Committee is responsible for oversight of research, scholarly and artistic activity at the University, as academic activities under Council's purview. It is responsible for:

- 1) Recommending to Council on issues and strategies to support research, scholarly and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
- 4) Providing advice to the Vice-President Research and reporting to Council on issues/opportunities relating to the agencies/organizations providing research funding/resources to the University.
- 5) Providing advice to the Vice-President Research, the Vice-Provost Teaching, Learning and Student Experience, and Dean of Graduate and Postdoctoral Studies on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
- 6) Examining proposals for the establishment and disestablishment of any institute or centre engaged in research, scholarly or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.
- 7) Receiving annual reports from the Vice-President Research and the Dean of Graduate and Postdoctoral Studies
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.

- 9) 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.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

## VII. RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE

### Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair. Two of the nine members will be Assistant or Associate Deans with responsibility for research.

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

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

### Ex Officio

The Vice-president Research

The Dean of the College of Graduate and Postdoctoral Studies

The President (non-voting member)

The Chair of Council (non-voting member)

### Administrative Support

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- 3) Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
- 4) Providing advice to the Vice-President Research and reporting to Council on issues/opportunities relating to the agencies/organizations providing research funding/resources to the University.
- 5) Providing advice to the Vice-President Research, the Vice-Provost Teaching, Learning and Student Experience, and Dean of Graduate and Postdoctoral Studies on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
- 6) Examining proposals for the establishment and disestablishment of any institute or centre engaged in research, scholarly or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.
- 7) Receiving annual reports from the Vice-President Research and the Dean of Graduate and Postdoctoral Studies
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.

- 9) 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.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

**Archived:** Monday, May 13, 2019 3:19:13 PM

**From:** [Urquhart, Stephen](#)

**Sent:** Tue, 16 Apr 2019 17:48:14 +0000Authentication

**To:** [Wilson, Jay](#); [Wells, Katelyn](#); [Thomarat, Jacquie](#)

**Subject:** FW: TLARC Terms of Reference Changes

**Sensitivity:** Normal

**Attachments:**

[TLARC TOR revision on IAC dissolution \(FNL\).docx](#) 

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**From:** "Bruni-Bossio, Vincent" <[bruni-bossio@edwards.usask.ca](mailto:bruni-bossio@edwards.usask.ca)>

**Date:** Tuesday, April 16, 2019 at 11:37 AM

**To:** "Urquhart, Stephen" <[stephen.urquhart@usask.ca](mailto:stephen.urquhart@usask.ca)>

**Subject:** TLARC Terms of Reference Changes

Hello Stephen

On behalf of TLARC I am attaching our proposed changes to the TOR to better incorporate a focus on international activities.

TLARC members felt strongly that our TOR had to reference Indigenization and Internationalization separately where possible.

This draft has been approved by TLARC in a formal vote.

Please let me know if you need anything else.

Vince





## **Revising TLARC terms of reference upon International Activities Committee dissolution**

### **Summary**

Building on TLARC discussions of February 12 and March 26, this revision aims to emphasize the committee's dual focus on Indigenization and internationalization and to reflect the revised Learning Charter.

### **Current**

The Teaching, Learning and Academic Resources committee is responsible for:

1. Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
2. Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
3. Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.
4. 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.

Carrying out all of the above in the spirit of philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.



**Proposed - redline**

The Teaching, Learning and Academic Resources committee is responsible for:

1. Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
2. Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
3. Promoting university community, student and educator commitments and responsibilities, as set out in our University of Saskatchewan Learning Charter and as reflected in the top priority areas of the mission, vision, values and strategic plan of the University of Saskatchewan.
4. 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.

**Carrying**The committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's **priority-**  
**areaspriorities is Indigenization**, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. **In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.**

**Proposed – changes incorporated**

The Teaching, Learning and Academic Resources committee is responsible for:

1. Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
2. Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
3. Promoting university community, student and educator commitments and responsibilities, as set out in our University of Saskatchewan Learning Charter and as reflected in the top priority areas of the mission, vision, values and strategic plan of the University of Saskatchewan.
4. 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.

The committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priorities is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Darrell Mousseau, chair of planning and priorities

**DATE OF MEETING:** October 17, 2019

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

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

*That Council authorize the disestablishment of the School of Public Health on academic grounds, and upon the confirmation of Senate, recommend to the Board of Governors that it provide for the disestablishment of the school effective June 30, 2020.*

**PURPOSE:**

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

**DISCUSSION SUMMARY:**

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

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

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

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

Academic programs will go on uninterrupted and students will continue to be actively recruited into the public health programs currently housed in SPH. (101 students are currently enrolled in SPH programs, 26 were newly enrolled in 2019/20.)

**FURTHER ACTION REQUIRED:**

<b>Governing Body</b>	<b>Notice of Motion</b>	<b>Request for Decision</b>
Planning & Priorities Committee	Sept. 18, 2019 & Oct 2, Oct 16, 2019	March 2020
Academic Programs Committee	Oct. 2, 2019	March 2020
University Council	Oct. 17, 2019	March 19, 2020
Senate	Oct 26, 2019	April 25, 2020
Board of Governors	Oct. 8, 2019	June 23, 2020

**ATTACHMENTS:**

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

## ATTACHMENT 1

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

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

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

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





## **REPORT ON THE NEW VISION FOR PUBLIC HEALTH PROGRAMS**

### **Executive Summary**

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

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

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

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

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

## **Context and Background: Establishment**

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

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

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

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

## **Reviews of the School**

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

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

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

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

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

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

## Transition

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

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

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

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

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

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

## **Renewal**

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

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

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

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

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

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

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

### Summary

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

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

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

## **Works Cited**

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***MEMORANDUM***

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

**Cc:** Jacquie Thomarat, Associate Secretary, Academic Governance

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

**DATE:** October 3, 2019

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

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

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

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

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

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





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

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**PRESENTED BY:** Darrell Mousseau, Chair  
Planning and Priorities Committee (PPC) of Council

**DATE OF MEETING:** October 17, 2019

**SUBJECT:**  
Fostering Tomorrow's Leaders: Learning, Teaching and Student Experience Plan (LTSE)

**DECISION REQUESTED:**  
It is recommended that Council approve the Learning, Teaching and Student Experience Plan, which includes the Enrolment 2025 goals and recommend that the Board and Senate also endorse or approve as per governance requirements.

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

**DISCUSSION SUMMARY:**  
The LTSE plan interweaves the core areas teaching and learning, student experience, and strategic enrolment management. As such, embedded within the LTSE Plan are the enrolment goals for the university, mapping the growth the university seeks out to 2024-25. The enrolment goals are detailed in the companion document, Appendix A. This plan draws on foundational principles and documents including (but not limited to) the University Plan 2025, our Learning Charter, the International Blueprint, the Wellness Strategy, and Building Reconciliation. This plan articulates how we will create teaching, learning and student experiences that develop our future learners, professionals and leaders.

The plan was modeled, in tone and style, on "Discovery the World Needs: The University of Saskatchewan Research Plan" and identifies five commitment areas and specific goals within these five areas. Leadership within the portfolios of Teaching, Learning, and Student Experience (TLSE) and the College, of Graduate and Postdoctoral Studies (CGPS) developed the areas of focus. Importantly, these commitments and goals were informed by plans from all colleges and schools, and

were further shaped and refined through extensive consultation with units across campus, our governing bodies, our senior leaders, and our student leaders.

Within the plan, a braid ties the commitments together. Student experiences, strategic enrolment management, and teaching and learning are the strands within the braid that unite the vision. Thus, the goals around enrolment growth are articulated within and across each commitment area and do not stand in isolation.

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

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

**FURTHER ACTION REQUIRED:**

The University of Saskatchewan Act requires that enrolment targets be approved by University Council and endorsed by University Senate (next meeting October 26, 2019). Fostering Tomorrow's Leaders: Learning, Teaching and Student Experience will go to the Board of Governors for information in December 2019.

**ATTACHMENT:**

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

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

2019 - 2025



UNIVERSITY OF  
SASKATCHEWAN

## Our Context

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

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

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

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

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

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

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

We will foster tomorrow’s leaders.

# Our Strategy

**There is a braid that ties us together as we move**

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

**Five key commitments are advanced and championed within this plan.**

**1 | Enhancing and aligning systems, structures and processes.**

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

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

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

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

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

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

We will create learning environments that recognize the whole person.

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

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

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

## Our Commitments

### 1 | Enhancing and aligning systems, structures and processes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

### **We will create learning environments that recognize the whole person.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Our Aspirations for 2025

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

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

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

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

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

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

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

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

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

## APPENDIX A

## Enrolment 2025

### Overview of 2025 Enrolment Goals

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

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

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

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

**TABLE 2 | BASELINE AND PROJECTED UNDERGRADUATE ENROLMENT GROWTH BY COLLEGE**

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

**TABLE 3 | BASELINE AND PROJECTED GRADUATE ENROLMENT GROWTH BY COLLEGE**

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

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

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**PRESENTED BY:** Jon Bath; chair, Research, Scholarly and Artistic Work Committee

**DATE OF MEETING:** October 17, 2019

**SUBJECT:** **2018 Report of Allegations and Breaches under the Responsible Conduct of Research Policy**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

The Tri-Agency Framework on Responsible Conduct of Research mandates annual reporting on the total number of allegations received involving Agency funding, the number of confirmed breaches and the nature of those breaches. Previously breaches of the Responsible Conduct of Research Policy were reported through the annual report of the Vice-President Research to RSAW.

The attached report outlines the number of breaches and allegations under the Responsible Conduct of Research Policy in 2018. RSAW reviewed this report at its meeting September 12, 2019.

**ATTACHMENTS:**

1. Responsible Conduct of Research Policy: 2018 Report on Allegations and Breaches





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

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PRESENTED BY: Dr. Karen Chad, Vice-President Research  
DATE OF MEETING: September 2019  
**SUBJECT: Responsible Conduct of Research Policy: 2018 Report on Allegations and Breaches**  
COUNCIL ACTION: For information only

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**BACKGROUND:**

The Tri-Agency Framework on Responsible Conduct of Research (section 4.5) mandates annual reporting to the Secretariat on Responsible Conduct of Research (SRCR) on the total number of allegations received involving Agency funds, the number of confirmed breaches and the nature of those breaches, subject to applicable laws, including privacy laws.

**DISCUSSION:**

The January 1, 2018 – December 31, 2018 report from USask to the SRCR is attached.

There was one (1) ongoing RCR investigation and 4 new allegations of RCR breaches during the 2018 calendar year. No breaches of the RCR Policy were confirmed. The 1 ongoing RCR investigation is currently in litigation (ongoing since 2012). Three (3) of the 4 new allegations were investigated and closed with no breaches identified; one (1) new allegation was investigated and elevated to a RCR Hearing Board, and is ongoing.

All four (4) of the new allegations alleged breaches in RCR regarding intellectual property.



# Annual Responsible Conduct of Research (RCR) Report

## Reporting Period: January 1, 2018 to December 31, 2018

**NAME OF INSTITUTION:** University of Saskatchewan

### Part 1 - Information on RCR files involving Agency funds

Please complete the following table:

Number of RCR allegations received during reporting period	Number of RCR breaches confirmed during reporting period	Nature of RCR breaches confirmed during reporting period (e.g., fabrication; plagiarism)	Number of active (in progress) RCR files at end of reporting period
4	0	n/a	2 (1 in Litigation; 1 in Hearing Board)

### Part 2 - Information on your institution's designated RCR contact and RCR policy

Please complete the following table:

Name and position of institution's designated RCR contact (e.g., Research Integrity Officer)	Darcy Marciniuk, Associate Vice-President Research
Contact information for institution's designated RCR contact (email and telephone #)	<a href="mailto:darcy.marciniuk@usask.ca">darcy.marciniuk@usask.ca</a> 306.844.1148
Name and position of senior official responsible for RCR policy at institution, e.g., VP Research (include email and telephone #)	Darcy Marciniuk, Associate Vice-President Research
Web address to institution's RCR policy (if different from address provided last year)	Same. <a href="http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php">http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php</a>

Once complete, please submit this document to the Secretariat on Responsible Conduct of Research, by email, at [secretariat\\_a,srcr-scn\\*r.gc.ca](mailto:secretariat_a,srcr-scn*r.gc.ca). If you have any questions, please contact the Secretariat.

Thank you.

The Secretariat on Responsible Conduct of Research