AGENDA
2:30 p.m. Thursday, September 19, 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 25th 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 māmawi apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi 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 maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

1. **Adoption of the agenda**

2. **Tributes**

    2.1   Tribute to Earle Ripley, presented by Yuguang Bai

    2.2   Tribute to Lesley Coleman, presented by James Merriam

3. **Opening remarks**

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

5. **Business Arising from the Minutes**

6. **Report of the President**

7. **Report of the Provost**

    7.1   Rankings Discussion (Karen Chad, VP Research; Debra Pozega Osburn, VP University Relations)

8. **Student Societies**

    8.1   Report from the USSU

    8.2   Report from the GSA

9.   Nominations Committee

9.1   Request for Decision: Nomination to the Public Health Task Force

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.

9.2   Request for Decision: Nominations to Planning and Priorities Committee

It is recommended that Council approve:

(1) That Council approve 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) That Council approve 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) That Council approve 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.

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

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.

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

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 Works Committee effective immediately and continuing until June 30, 2021.

10.   Governance Committee

10.1   Request for Input: Proposed Dissolution of the International Activities Committee of Council

11.   Planning and Priorities Committee

11.1   Notice of Motion: Learning, Teaching and Student Experience Plan

It is recommended that Council approve the Learning, Teaching and Student Experience Plan.

11.2   Request for Input: Living our Values Statement

12.   Other business

13.   Question period

14.   Adjournment

Next meeting October 17, 2019 – Please send regrets to Katelyn.wells@usask.ca
Deadline for submission of motions to the coordinating committee: September 23, 2019.

MINUTES OF UNIVERSITY COUNCIL
2:30 p.m. Thursday, June 20, 2019
Arts Building 241 Neatby-Timlin Theatre

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

There was a tribute for Marvin Brown from Psychology presented by Patti McDougall.

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

1. **Adoption of the agenda**

Motion (D'Eon/Urquhart): *That the agenda be approved as circulated.*

CARRIED

2. **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 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. The subjects of discussion were the development of leadership within the university, focusing particularly on the Greystone Leadership Program, and changes to the administrative structures for public health programming (which the president would speak to under the provost's report).

3. **Approval of Minutes of the meeting of May 23, 2019**

Gjevre/Smith: *That the minutes of the May 23, 2019 meeting of Council be approved as circulated.*

CARRIED

4. **Business Arising from the Minutes**

The university secretary, Dr. Beth Bilson provided an update on the status of the request made under the *Local Authority Freedom of Information and Protection of Privacy Act* to release the transcription of a meeting. The applicant made a request to the privacy commissioner to make recommendations with respect to the scope of redactions made by the university in disclosing the transcript. In response, the privacy commissioner recommended that there be reductions in level of redactions. The university declined to comply with what was viewed as an overbroad

recommendation. Subsequently, the applicant took the matter to the Court of Queen's Bench. It was the decision of the judge largely to uphold the university's position. The university was informed that the applicant will be appealing this decision. Further information is available in the *Hande vs. U of S* decision, which is publicly available.

Dr. Bilson indicated there were three main points underpinning the decision. First, the judge agreed that the transcript contained personal information falling under the protection of the legislation. Second, the university had argued that two exemptions applied in this case. The first exemption related to advice and recommendations prepared by or for the local authority. The judge decided that this exemption did not apply because the requested document did not contain advice or recommendations formally commissioned by the university. The second exemption, referring to deliberations and consultations was held to apply. The judge commented that it is important to the university to be able to pursue subjects of interest with a range of people that have a range of expertise, not all of which is amenable to disclosure. People at the university have some discretion for when these discussions might be disclosed. In that sense, the university properly interpreted the legislation. The university's legal team reviewed the redactions to ensure that they were still in keeping with the judge's decision, and have recommended that there will be no further disclosures at this time.

In response to a question, the chair pointed to a motion concerning tuition that had been brought forward by Professor D'Eon from the May 23, 2019 meeting of Council. It had been presented as an amendment to that agenda, but was not added. It was instead brought forward to this meeting.

5.   Report of the President

The chair welcomed President Stoicheff to present his report, and indicated that the report of the provost would follow, presented by the president as Provost Vannelli had sent his regrets.

The president pointed Council members to his written report.

In addition, President Stoicheff reported to Council that convocation was a success. Convocation was on campus at Merlis Belsher Place for the first time in 50 years. Thousands graduated, including more Indigenous students than ever before. The president thanked those who had joined him on stage, and the platform party. He thanked Merlis Belsher who was there for all eight ceremonies. He thanked the offices of the vice provost teaching and learning, the registrar's office, and the university secretary's office and the staff and faculty for their efforts in making the events successful.

President Stoicheff thanked Chancellor Roy Romanow, who presides over convocation. He noted Chancellor Romanow's three-year term would end in July 2019. He conveyed gratitude to have someone with such high profile and stature as Mr. Romanow – a true nation builder – as a tremendous colleague and iconic spokesperson for the university.

President Stoicheff reported that the Johnson-Shoyama Graduate School (JSGS) of Public Policy held a public event last week that featured three commissioners, including the chief commissioner, of the Missing and Murdered Indigenous Women and Girls inquiry. The final report of the inquiry was released two weeks prior to the event. The president reflected on the fact that the national inquiry occurring at this late stage did not mean that it took this long for Indigenous people to speak up. It means that it took this long for Canada to listen. It was an important and excellent public event and it was extremely well-attended. The president thanked JSGS and the director, Dr. Murray Fulton.

The president reflected that the University Plan has been very successful and has had an impact on our influence. He thanked the campus community and Council for supporting and endorsing the plan. He noted that a recent issue of *University Affairs* had featured USask's plan prominently. The Indigenous title of the plan that was gifted to us also has a lot of deep meaning. The phrase 'becoming the university the world needs' has inspired us and attracted external attention.

President Stoicheff reported that our alumni engagement has been improving. We have over 155,000 alumni worldwide. Engagement has been made a priority, and significant improvements have been made by Vice-president Debra Pozega Osburn, and endorsed by the president. We have also seen our rankings continuing to improve, in particular the QS rankings. Growth of cumulative donations to the university is at a historic high, which we could not have accomplished without external confidence in the University.

The president acknowledged that we continue to build reconciliation. Indigenous enrolment, graduation rates for Indigenous students, and faculty and staff hires are increasing. Relations with Indigenous governments and communities continue to strengthen. Examples include MOUs between the university or individual colleges with the Saskatoon Tribal Council, with Prince Albert Grand Council, James Smith Cree Nation, and the Kahkewistahaw Cree Nation. MOUs with Ahtahkakoop Cree Nation and the Canadian Roots Exchange are in progress. President Stoicheff reported that he spoke at the FSIN Grand Council. This was the first time that a president from this university has done so.

The president indicated that the university's financial situation continues to stabilize in the face of challenges. The administration will be presenting to the Board a balanced budget next week. The president is visiting with each of the colleges and schools to thank them for their efforts in enduring challenging budget adjustments, which in some cases amounted to as much as -12%. He acknowledged that universities do not always get through such tough times. Collectively, we did not allow the budget to define us. We focused on the plan, and the mission and vision of the university.

There was a round of Q&A.

There was a question on the issue of the aspiration "to become", as opposed to the action of "becoming" the university that the world needs. On what basis does the president and the

senior leadership team define what it is that the world needs from a university? The Council member requested that the president provide two or three examples of the way we are meeting that aspiration along with an explanation of metrics used to measure 'what the world needs'.

The president responded that we are becoming the University the world needs through our daily efforts. We are one year into the University Plan and so progress has been made. For instance, the report presented by the vice-president research showcases some of the accomplishments. There are guideposts that are specific to the plan and there will be a report on those guideposts at Council each year.

Another question was raised as to why we stated that we will become "the" university the world needs instead of "a" university the world needs. The president responded that the difference between the definite and the indefinite article is that the plan is not written for other universities. We have confidence in the use of the definite article. We are balancing our tradition and legacy of humility with our conviction that we can make progress towards the goals in the plan. He pointed out that the wording was endorsed by Council when the plan was approved.

6.   Report of the Provost
The president gave the report of the provost in Dr. Vannelli's absence. The president focused his remarks on the School of Public Health. A process was put in place to keep the academic programs in place, but to change the academic administrative organizational structure. Key points regarding this transition are that the program is solid and highly regarded, and has a strong place in the university. The transition is about how to integrate interdisciplinarity into our administrative structures, and how to provide a more effective environment for programming and research in public health. This fits with the priority for aligning structures articulated in the University Plan.

The transition plan involves aligning people, programs and resources to a new structure. The new structure has yet to be determined. The provost will chair a task force which will make recommendations. Council will be asked to discuss these recommendations, and eventually, it would be under the Council's and Senate's authority to consider their approval. In the interim, the Provost has appointed the dean of dentistry as interim executive director of the School of Public Health (SPH).

The president acknowledged that we are a complex university, with 17 colleges and schools. Other universities like ours, e.g. McMaster have five or six. This is indicative that there may be other ways of configuring the university that would be more conducive to interdisciplinary activity. The president assured Council that the process is proceeding in a collegial way with the school. Preliminary consultations also took place with the committees of Council before this announcement.

There are no current plans for structural changes in other units, but we should remain open to the idea of structural change for the benefit of students and research priorities.

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

A council member from Community Health & Epidemiology inquired as to whether there would be expectations of other units for the delivery of SPH programs, and if so how much notice would we be given. President Stoicheff responded that at this time it was not clear what the intent was for future program delivery, only that there would be no interruption for students. A highly collegial discussion is taking place and will continue to take place.

Another Council member inquired as to the statements about "no jobs being lost". The president assured Council that this change is not guided by a desire to reduce the workforce; rather it is an academic requirement to best deliver the programs.

The GSA vice-president asked if the academic program would change, and whether the students currently enrolled would be able to complete their degrees. The president responded unequivocally that the program is not changing at this time, rather it is moving to different interim leadership to ensure consistency and success. The objective is to find the correct administrative structure to ensure that the program can thrive.

7.   Student Societies

7.1 Report from the USSU

The USSU president, Regan Ratt-Misponas, provided an overview of the report from the USSU (appendix B).

7.2   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.

8.   Nominations Committee

The chair called on Pam Downe, chair of the nominations committee to present items from the committee.

8.1   Request for Decision - Nominations to the Academic Programs Committee (APC) for 2019/20

Downe/Urquhart: *It is recommended that Council approve the nominations to APC for 2019/20, as outlined in the attached list.*

The chair called for nominations from the floor three times.

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

8.2   Request for Decision - Nominations to the Teaching, Learning and Academic Resources Committee (TLARC) for 2019/20

Downe/Urquhart: *It is recommended that Council approve the nominations to TLARC for 2019/20, as outlined in the attached list.*

The chair called for nominations from the floor three times.

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

8.3   Request for Decision – Nominations to the Promotion Appeals Panel for 2019/20

Downe/Urquhart: *It is recommended that Council approve the nominations to the promotion appeals panel for 2019/20, as outlined in the attached list.*

The chair called for nominations from the floor three times.

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

9.   Governance Committee

9.1   Request for Decision: Nominations Committee Nominations for 2019/20

Urquhart/Downe: *It is recommended that Council approve the nominations of members and the chair of the University Council nominations committee for 2019/20, as outlined in the attached list.*

The chair called for nominations from the floor three times.

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

9.2   Notice of Motion: College of Agriculture and Bioresources Faculty Council Membership

It is recommended that Council approve the changes to the College of Agriculture and Bioresources faculty council membership as per the attached

The chair called for questions. There were none.

9.3   Report for Information: Governance Committee 2018/19 Annual Report to Council

The chair called for questions. There were none.

9.4   Report for Information: Student Appeals 2018/19 Annual Report

The chair called for questions. There were none.

10.   Joint Committee on Chairs and Professorships

10.1   Request for Decision: Dr. Jean E. Murray Chair in Cancer Research

Basinger/Soltan: *It is recommended that Council approve the Dr. Jean E. Murray Chair in Cancer Research and recommend to the Board of Governors that the Board authorize the establishment of this chair.*

The chair called for questions. There were none.

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

11.   Research, Scholarly and Artistic Work Committee

11.1   Report for Information – Research, Scholarly and Artistic Work (RSAW) Committee Annual Report to Council

Dr. Julita Vassileva presented the RSAW annual report. The chair called for questions. There were none.

Dr. Vassileva invited Dr. Karen Chad, vice-president research to present the semi-annual research report to Council (appendix C).

There was a round of Q&A.

A question was raised as to whether the financial figures were adjusted for inflation and which year they were compared to. Dr. Chad responded that the figures were not adjusted for inflation, and that the absolute numbers were reported. She welcomed suggestions as to how to better portray the results, which she could take up following the meeting of Council.

There was a question about the prestige of one of the rankings that had been cited. Dr. Chad replied that this was an important indicator of success and that one rankings report should not be considered in isolation. She also indicated she would be pleased to present the rankings report to Council at a later date, and that it was the result of a comprehensive process undertaken by several working groups.

12.   Planning and Priorities Committee

12.1   Report for Information – PPC Annual Report to Council

The chair called for questions. There were none.

13.   Teaching, Learning and Academic Resources Committee
13.1   Report for Information – TLARC Annual Report to Council

The chair called for questions. There were none.

14.   Other business

Dr. Marcel D'Eon was invited to the podium to present the following motion, which was tabled from the May 23, 2019 meeting of Council. Dr. D'Eon provided an overview of the rationale behind the motion, observing that Council oversees academic affairs, but may also comment and make recommendations to the Board on financial matters that have effects on academic affairs. He noted that this motion does not represent a criticism of administration rather that it is an issue of importance for students and that Council should apply the same resolve to the issues that students must apply when working to pay for their tuition.

The USSU and GSA indicated their support for the motion.

A Council member commented on the importance of needs-based scholarships in addition to merit-based scholarships.

14.1   Access and Affordability of University Education at the University of Saskatchewan

D'Eon/Engler-Stringer; *It is recommended that: Whereas high tuition fees place a burden on students that may prohibit or interfere with their university education (such as the encumbrance of paid work, reduced food security, and increased financial stress); that this burden affects students from low socio-economic situations disproportionately; and that this burden remains for years as they pay off their loans or extend their time at university; University Council recommends to the Board of Governors and the university administration that we diligently and persistently explore and implement ways to remove and mitigate these financial barriers and enhance access to and affordability of a university education at the University of Saskatchewan.*

TABLED

A suggestion was made that the motion be tabled until PPC could have a chance to discuss it.

Urquhart/Dobson: *It is recommended that the motion [14.1] be tabled pending review of the issue by PPC.*

CARRIED

15. Question period

A Council member commented that balancing the budget comes at a cost. He inquired as to whether funding for traffic enforcement could be used to reduce the impact of reduced class sections on program quality. The president remarked that the funds raised from parking do support university priorities.

Another Council member suggested that while parking rates have risen, there have not been commensurate improvements to parking facilities.

A question was raised about an apparent discrepancy in the graduate student numbers from the May 19, 2019 Council meeting [which was included in those minutes]. Dr. McDougall, vice provost teaching and learning and Dr. Crowe, dean, CGPS offered to review and reconcile the numbers for the Council member following the meeting.

The president of the USSU asked the president if part of "becoming the university the world needs" means that the university should be affordable and accessible. President Stoicheff agreed and reminded Council that affordability and accessibility are part of the principles that the Board uses in setting tuition rates. He noted that affordability and accessibility put downward pressure on tuition rates, but that the priority of providing high quality education and comparability put upward pressure on tuition. It is important to balance these principles and Council has a significant role to play in these matters.

16. Adjournment

The meeting adjourned by motion (Jones).

Attachments
1. Attachment 1 – Attendance from the meeting of May 23, 2019
2. Attachment 2 – USSU report for June 20, 2019

COUNCIL ATTENDANCE 2017-18

Voting Participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Andraos, John	R	A	A	A	A	A	A	A	A	A
Albert, Mike	P	A	A	A	A	A	A	A	A	A
Basinger, Jim	P	A	P	P	P	P	P	P	P	P
Bell, Scott	R	R	R	R	R	R	R	R	R	R
Blakley, Jill	R	P	R	P	R	P	P	P	P	P
Bonham-Smith, Peta	A	P	P	P	P	P	R	P	R	P
Brook, Ryan	P	P	A	P	R	P	R	P	R	A
Brothwell, Doug	P	P	P	P	P	P	P	P	P	R
Bruni-Bossio, Vince	P	P	P	R	P	R	P	P	P	P
Buhr, Mary	P	P	R	P	R	P	R	R	P	P
Card, Claire	P	A	A	P	P	P	R	P	P	P
Carter, Mark	P	A	P	P	P	A	P	P	P	R
Chernoff, Egan	P	P	P	P	R	R	R	R	P	P
Chibbar, Ravindra	P	P	P	P	A	R	P	A	P	P
Crowe, Trever	P	P	P	P	P	P	P	P	P	P
De Boer, Dirk	P	P	P	P	P	R	P	P	R	P
D'Eon, Marcel	R	P	P	P	P	P	P	P	P	P
Deters, Ralph	P	P	P	A	P	P	P	A	P	P
Detmer, Susan	R	R	R	R	P	A	P	P	A	P
Dick, Rainer	P	R	P	P	P	P	R	P	P	P
Dierker, Meaghan	A	A	A	A	A	A	A	A	A	A
Dobson, Roy	P	P	R	P	P	P	P	R	P	P
Downe, Pamela	P	P	R	P	P	P	R	P	P	P
Elias, Lorin	P	P	P	P	R	R	R	R	R	R
Engler-Stringer, Rachel	P	P	R	P	P	P	P	P	P	P
Eskiw, Christopher	P	P	A	P	P	A	P	R	P	A
Flynn, Kevin	R	R	R	R	R	R	R	R	R	P *non-voting
Foley, Sarah	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Fotouhi, Reza	P	A	P	P	P	A	P	R	R	P
Freeman, Douglas	R	P	R	R	R	P	P	R	R	P
Gabriel, Andrew	P	A	A	P	A	A	A	R	P	P
Gillis, Glen	R	P	P	P	P	R	P	P	P	R
Gjevre, John	P	P	P	P	P	R	P	P	P	P
Goodridge, Donna	A	P	R	R	P	P	P	P	P	R
Grosvenor, Andrew	P	P	P	P	P	P	P	P	P	P
Gyurcsik, Nancy	P	P	P	R	P	R	P	P	P	R
Han, Yifan	P	R	R	P	A	P	R	R	A	A
Harrison, William	A	A	A	A	A	A	A	R	A	A
Henry, Carol	P	R	P	P	R	P	R	P	R	P
Jamali, Nadeem	P	P	P	P	P	P	P	P	P	P
Jensen, Gordon	P	R	P	P	R	A	P	R	P	P
Jones, Paul	R	R	A	R	P	P	P	P	P	P
Just, Melissa	P	P	P	P	P	A	P	P	P	R
Kalra, Jay	P	P	P	P	P	R	P	P	A	R
Kelly, Timothy	P	P	P	R	R	R	P	P	P	P
Khandelwal, Ramji	P	P	P	P	P	P	P	P	R	P
Klassen, Lauren	A	A	A	P	P	P	P	P	A	A
Ko, Seok-Bum	R	R	P	P	P	P	R	P	R	R
Koh-Steadman, Noah	A	A	A	A	A	A	A	A	A	A
Kresta, Suzanne	A	P	P	R	P	R	P	P	A	P
Krol, Ed	P	P	R	P	P	P	P	P	P	P
Kumaran, Arul	A	P	P	A	A	P	A	P	R	A
Lamb, Eric	R	P	R	P	P	P	P	R	P	A
Lane, Jeffrey	P	A	P	R	P	R	P	P	P	P
Langhorst, Barbara	P	R	R	R	P	R	P	P	P	R
Lemisko, Lynn	R	R	R	P	P	P	P	P	P	P
London, Chad	P	P	P	R	P	P	P	P	P	R
Luke, Iain	R	A	A	R	R	R	R	R	R	R

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Macfarlane, Cal	A	A	A	A	A	A	A	A	A	A
MacLean, Jason	P	R	R	A	P	A	A	P	R	R
Manley-Tannis, Richard	A	P	P	P	P	P	R	R	P	R
Martinez-Soberanes, Edgar	P	P	P	R	P	P	P	P	A	A
Mousseau, Darrell	P	A	P	P	A	A	A	P	A	A
Munoz, Carlos	P	P	R	R	A	P	P	R	A	A
Murphy, JoAnn	P	P	R	P	P	P	P	R	P	P
Newman, Kagen	A	A	A	A	A	A	A	A	A	A
Papagerakis, Petros	P	P	P	A	P	R	P	P	P	R
Phillips, Peter	R	A	P	P	R	P	P	P	R	P
Phillipson, Martin	P	R	P	P	P	P	A	R	A	A
Pocha, Sheila	A	P	P	A	A	R	P	P	A	A
Poettcker, Grant	A	A	A	A	A	A	A	A	A	A
Power, Sarah	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Prytula, Michelle	R	A	R	P	P	R	R	P	P	P
Racine, Louise	P	R	P	P	P	P	R	R	R	R
Reaser, Isaac	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Risling, Tracie	P	P	P	P	P	R	P	P	R	R
Sarty, Gordon	P	P	P	P	P	P	P	P	P	P
Saxena, Anurag	R	R	R	R	P	A	A	R	R	A
Shevyakov, Alexey	R	R	R	R	P	R	P	R	P	P
Simons, Gabe	R	A	R	A	A	P	A	A	N/A	A
Smith, Charles	P	P	R	P	R	A	P	R	A	R
Smith, Preston	P	P	A	P	A	P	P	R	P	A
Smith, Martha	P	P	P	P	P	P	R	R	P	P
Solose, Kathleen	P	P	P	R	P	P	P	P	R	P
Soltan, Jafar	R	P	P	P	P	P	P	P	P	P
Spurr, Shelley	P	P	R	P	P	P	R	P	R	P
Stoicheff, Peter	P	P	P	P	P	P	P	P	R	P
Squires, Vicki	P	R	P	P	P	P	P	P	P	P
Swidrovich, Jaris	P	P	P	R	P	R	R	P	R	R
Thompson, Emma	A	A	A	A	A	A	A	A	A	A
Tzeng, Huey-Ming	A	A	A	A	A	A	A	A	A	A
Urquhart, Stephen	P	P	P	P	P	P	P	P	P	P
Vannelli, Tony	P	P	P	P	R	P	P	P	P	R
Vassileva, Julita	P	P	P	P	P	P	P	R	P	P
Waldner, Cheryl	P	P	P	P	R	A	R	P	R	P
Walker, Keith	P	R	P	P	P	A	R	P	R	A
Walker, Ryan	R	R	R	P	P	R	P	P	P	R
Wallace, Alexa	A	A	A	A	A	A	A	A	A	A
Wasan, Kishor	P	P	P	P	R	P	P	P	A	A
Willenborg, Christian	P	P	R	P	P	P	P	R	P	R
Willness, Chelsea	P	P	P	P	P	P	P	P	R	P
Willoughby, Keith	R	P	R	P	P	R	P	R	R	R
Wilson, Jay	P	P	P	P	P	P	P	P	P	P
Wilson, Ken	P	P	P	P	P	P	P	P	P	P
Wilson, Lee	P	R	P	P	P	P	P	A	A	P
Woods, Phil	P	P	P	P	P	P	P	A	P	R
Wotherspoon, Terry	R	R	P	P	P	P	R	P	P	P
Wurzer, Greg	P	P	P	P	P	R	R	P	R	P
Zello, Gordon	P	P	P	P	P	P	R	P	P	P
Zhang, Chris	R	P	A	P	P	R	P	A	P	A

COUNCIL ATTENDANCE 2017-18

Non-voting participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Baldhead, Rollin	N/A	P	P	P	P	P	A	P	N/A	N/A
Bell, Jamie	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	P
Bilson, Beth	P	P	P	P	P	P	P	P	P	P
Chad, Karen	P	P	P	R	P	P	R	R	P	P
Fowler, Greg	A	A	A	A	A	P	P	P	A	A
Gough, Rhonda	P	P	P	P	P	R	P	R	P	A
Isinger, Russell	P	P	P	P	P	P	P	P	P	P
Kobes, Brent	R	P	A	A	A	A	A	A	N/A	N/A
McDougall, Patricia	P	P	P	P	P	P	P	P	P	P
Mendoza, Mery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	A
Moellenbeck, Sheldon	P	A	P	P	R	P	R	P	N/A	N/A
Morrison, Karen	P	P	P	P	R	P	P	P	R	P
Osburn, Debra Pozega	R	R	R	P	P	R	P	A	P	P
Ottmann, Jacqueline	R	R	R	P	P	A	P	P	R	R
Ratt-Misponas, Regan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	P
Sahtout, Naheda	P	P	R	P	R	P	P	P	N/A	N/A
Still, Carl	P	A	P	R	R	A	P	R	P	R

June 20, 2019

Our time has been spent becoming familiar with our respective roles. As we have one-year terms, we have been working on a collective vision for the goals we would like to see achieved. This vision will be made available for our constituents to see in the coming months, as we are currently working on finalizing both the vision framework and the projects we would like to put forward. We first want to present this vision to our peers, and will present it to this body at a later date.

Executive Reports:

Regan Ratt-Misponas, President:
Regan has been working on a few initiatives that address sexual assault prevention, Indigenous students and their governance on campus, and relations to administration and government. He has extended invitations to meet with several key political party leaders and cabinet members of both the provincial and federal levels of government. Regan has been working with the executive and their counterparts across the country to start up the Undergraduates of Canadian Research-intensive Universities (UCRU). As one of his key focuses is decolonization, Regan is exploring more of how that might look on campus and how to best encourage movement in this direction. As he enjoys meeting with students and face to face conversations, he has spent much time going out into the community both on and off campus.

Jamie Bell, Vice President Finance and Operations:
VP Bell is investing his time in campus groups facing elements of the organization. This was one of the projects he campaigned on and has come to learn that it is much larger and more urgent than anticipated.

Jamie is investigating platforms that allow both the support and independence of campus clubs, while being capable of data collection and analysis. Jamie is developing and refining resources and reference material for campus clubs.

Aside from collaborating on common initiatives, Jamie is assisting the work of Help Centre Coordinator, Jerin Islam, on an 'Adulting 101' series. Jamie has been assisting the work of VP

Munoz Pimentel and the development of a case competition by sharing experiences from a student's perspective in the Edwards School of Business.

Allen Lewis, Vice President Student Affairs:
Allen attended a couple meetings with Peter Hedley and Tracy Spencer in regards to what the university has done in the past such as the react campaign. He was able to gain some good insight around what other universities are doing with handling both sexual violence prevention and supports for victims.

We attended a Thank You reception hosted by the Provost and Vice President Academic. Allen met with a student and faculty member who gave their perspective of being on payroll while being a student. Their issue was in regards to paying for both a bus pass and parking.

Allen has attended events in regards to Pride, and has started brainstorming ideas for our official position on tuition and funding.

Allen met with student leaders across the country at the Studentcare conference in Montreal, QC. He has now begun making connections on campus and in the Saskatoon community. The Centres are a major part of Allen's portfolio and he is excited to help continue build student engagement and advocacy through them as they are a huge asset. He hopes to establish relationships with ISSAC, who help International Students with transitioning into the new culture and campus life.

In this upcoming month, he is working with the Centres to settle some dates for September. He is also working with the executive team in collaborative efforts in advocacy on campus and with the multiple levels of government.

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL   September 2019

City/USask Research Junction

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

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

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

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

Applications for projects are due Nov. 1st and can be found on the Research Junction website:

https://research.usask.ca/research-junction.php

Summer Entrepreneur Program

This year marked the inaugural cohort of a new program that trains and inspires teams of University of student entrepreneurs with support from experts and mentors to explore a new tech-based business opportunity.

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

This program is a good example of the creative initiatives that will help us deliver on our University Plan. Training entrepreneurs will drive innovation, in turn developing new technologies needed to maintain and enhance our standard of living and to contribute to a prosperous economy.

With the support of the technology inventor, business mentors, and advisors from *Innovation Enterprise*, teams were asked to assess the market potential of their technology and build a commercialization plan for it. At the end of the summer, teams showing substantial and

tangible market traction and strong desire received an option to the exclusive right (pending agreement on standard terms) to build their own (start-up) business based on the technology.

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

Building the USask Brand

Building on the launch of the new university plan to be *The University The World Needs*, we are starting to take a fresh new approach to sharing the story of the institution, refreshing and refocusing the USask brand to redefine the perceptions, expectations and reputation of the university.

Our UPlan maps out the university's commitments and aspirations, and has the potential to redefine the perceptions of the University of the Saskatchewan. The refreshed brand platform reflects how we are going to tell that story, helping elevate the university's profile and reputation.

The brand platform will feature striking, sometimes unexpected, images and descriptions of the people of USask and their positive impacts on the world, grounded in the compelling call to action of "Be What The World Needs." The unique typography, colours, and shape of the signature campus building signs provide a subtle yet powerful visual connection to the location and roots of the university. The platform will define the look and tone of USask's external advertising, and all of the university's digital channels, internally and externally. The transition to the new platform will roll out gradually over the last half of 2019.

You will begin to see early views on these brand changes through our website www.usask.ca.

Pacific Northwest Economic Region Summit

The University of Saskatchewan played a key role in the annual Pacific Northwest Economic Region (PNWER) summit, which was held in Saskatoon this past July. PNWER is a non-profit organization that aims to increase the well-being and quality of life of citizens in the Pacific NorthWest region, which includes the states of Alaska, Idaho, Oregon, Montana, and Washington, along with the provinces of British Columbia, Alberta, Saskatchewan, and the Yukon and Northwest Territories. Saskatoon last hosted the PNWER Summit in 2012.

This international forum brought together over 400 public and private sector leaders to learn about key economic issues, strengthen regional cooperation and advocate for regional interests. USask community members participated in summit discussions that focused on a variety of issues including water policy, energy innovation and economic development. Summit delegates had a chance to tour USask research facilities including the Canadian Light Source and the Livestock and Forage Centre of Excellence, and to attend a reception at Marquis Hall.

Former American and Canadian ambassadors and leaders at the provincial and regional levels spoke at the summit, including Saskatchewan Premier Scott Moe and City of Saskatoon Mayor Charlie Clark, as well as influential alumni and members of the USask community.

I hosted the University Presidents' Roundtable, focusing on the role of universities in bridging economic reconciliation. Roundtable participants included Dr. Judith Sayers, president of the Nuu-chah-nulth Tribal Council in Port Alberni, B.C.; Lee Ahenakew, principal of Lee Ahenakew & Associates Consulting and a member of our board of governors; and presidents of Canadian and U.S postsecondary institutions.

The Summit was an excellent opportunity to showcase the people and work of USask and to further bolster the role of the University of Saskatchewan as an economic driver of the region.

Provost's Report to Council

September 2019

GENERAL REMARKS

Welcome everyone to the 2019 – 2020 academic year. We begin the new academic year with the presentation of the next institutional plan: Learning, Teaching and Student Experience Plan (LTSE). The LTSE Plan contains five primary commitments alongside articulated goals and measurable pursuits designed to recognize progress. The goals and pursuits have been developed to identify new university-wide directions as well as to reflect, support, and attain the goals and pursuits described within the plans of colleges and schools. Accordingly, the LTSE plan will come to life through the college, school, and administrative unit activity, and development of an implementation plan for the TLSE that becomes a road map, clearly identifying priorities and strategic outcomes.

Over the last 18 months, the vice-provost, teaching, learning, and student experience together with the interim dean of the College of Graduate and Postdoctoral led the development of the penultimate version of the LTSE Plan that comes to University Council with a request for input before returning for approval. This is intended as an institution-wide plan that is tied to the planning and activities of all academic and administrative units. This plan is the result of extensive and in-depth consultation with many stakeholders.

Following from the overarching theme of being the *University the World Needs*, the LTSE Plan was inspired by the question of what learners of the future (e.g., 10 years, 20 years) will need from the University of Saskatchewan. There are three core areas in this plan including: (1) student experience, (2) teaching and learning, and (3) strategic enrolment management. The university has not had a set of enrolment goals in place since the end of the last planning period, 2017. It was determined early on in the present process that the enrolment goals could not and should not be isolated from the broader strategic activities that are contained within the LTSE Plan. As such, the enrolment goals are contained within the plan, mapping strategic growth in the student population over the next six years. It is important to note that the enrolment goals were developed through detailed discussions with college and schools, resulting in a set of realistic and attainable goals. The enrolment goals also factor in the growing population in Saskatchewan and demand for existing and new academic programs at the University of Saskatchewan from 2017 -2025

INSTITUTIONAL PLANNING AND ASSESSMENT

IPA continues to support and facilitate the strategic planning endeavors of the university. An annual planning process was developed during the summer to engage colleges and schools in reporting changes to strategic plans and progress towards strategic goals, as well as to assist support centres in development of unit and institution wide plans that support the academic initiatives put forth by the University Plan as well as the colleges and schools. During the fall, the ofices of IPA and Financial Strategy will review the annual planning submissions (including multi-year financial plans) and continue engaging with colleges, schools, and support centres about processes as they relate to resource allocation for 2020-21. Aligning resources (people, capital,

financial, technological) in supporting our strategic priorities will allow us to more effectively monitor and advance our progress towards *University Plan 2025*.

With respect to measuring progress of these plans, work is underway to identify the appropriate metrics and techniques that will be used to indicate progress on guideposts in the University Plan. This is a first step is to implement a process and framework to assist in measuring all institutional and unit level strategies that will ensure alignment and consistency in our approach to evaluating and reporting on progress. IPA will be releasing a document that will outline the proposed approach, action plan, and timelines for this work. The intent will be to produce a series of metrics and updates on an annual basis that can be integrated into progress reporting to various stakeholders and into the university's annual resource allocation process. I will report more details to you on this work in October.

COLLEGE AND SCHOOL UPDATES

Edwards School of Business

Over 35 marketing scholars from across the Canadian prairie region and Germany attended the 11th annual Rupert's Land Symposium in May 2019. Originally hosted by the University of Manitoba, the symposium aims to connect marketing and consumer behaviour researchers with a visible, executable and ongoing networking platform. This year's conference was hosted by the management and marketing department at Edwards and co-chaired by Dr. Barbara Phillips and her colleague, Dr. Marjorie Delbaere.

The Betty-Ann Heggie Womentorship Program was established in 2009 at the Edwards School of Business. Since that time, approximately 250 protégés and womentors have been matched. 10 years on, Heggie is passing the baton to Rachelle Brockman who will now lead the Womentorship Program at Edwards.

College of Education

On June 27, the College of Education, along with the College of Arts and Science, signed a MOU with the Northern Lights School Division, Cumberland House Cree Nation, the Northern Village of Cumberland House and Métis Local #42 to **offer the Bachelor of Education degree program in Cumberland House**. Thirty-six students have been accepted into the program and will start this September. Programming focuses on the four-year B.Ed. elementary/middle years stream with teaching areas of Cree and Indigenous studies, and serves a need communicated to the college by partners for post-secondary programming that builds capacity and continues to address the shortage of teachers in the north.

In early July, the college welcomed 22 students from Beijing's Capital Normal University as part of the three month **International Teacher Development Program** (ITDP) that provides undergraduate students from China an opportunity to take courses in Canada. ITDP builds on the college's relationship with Capital Normal University and fills a demand and need by international partners for teacher training abroad.

One hundred and thirty-eight teachers, principals and vice-principals attended the college's **Saskatchewan Principals' Short Course** July 2-5 to refresh and refine their leadership philosophies, approaches and skills. Superintendents and directors from school divisions across Saskatchewan facilitated the course and volunteered their time to guide participants through the week, which included a focus on the importance of Indigenous engagement for educators.

New graduate programs in the Department of Educational Administration include certificates and a **Master of Education degree in Health Professions' Education** as well as a **Doctor of Education in Educational Leadership** (Ed.D.). The Ed.D. was created in response to a demand among senior leaders in educational-related organizations for a professional Ph.D. program that meets the needs of stakeholders.

The college appreciates the cross-campus collaboration that brought the interdisciplinary Health Professions' Education programs to fruition. This included representatives from the Colleges of Medicine, Dentistry, Nursing, Pharmacy and Nutrition, Veterinary Medicine, Kinesiology, and the School of Public Health working closely with the departments of Curriculum Studies and Educational Administration.

University of Saskatchewan Graduate Students' Association

University Council Report, September 2019

On behalf of the GSA executives, we welcome all University Council members and campus community to a new academic year. The GSA continues serving its members by providing and advocating for their needs and looking for new initiatives that will support their academic life. We will continue our efforts to create a sense community among our student population and make a positive contribution in the academic life of our graduate students to become the professionals that the world needs.

In this report you will find our main initiatives:

(1) Creating and promoting events and activities that support mental health and wellbeing

The GSA is committed to supporting student success and promoting a healthy community with a culture of wellbeing. We are very excited to be working with peer health and developing new initiatives and resources that would support this goal. We will continue looking for increasing mental health activities that will support our students and help them to have greater experiences on and off campus. We will strive to promote health and wellbeing among our student population as well as our university community.

(2) Networking and student engagement with community

The GSA is open to offer new events and initiatives that benefit our graduate students and motivate them to engage in community activities and outreach. By partnering with Random Acts of Green, we are offering a workshop on how to protect our planet. This is an opportunity for our students to participate and engage in activities that will help in understanding the importance of the environment and sustainability. We will continue working and advocating for resources to

create new events and initiatives that will bring together our students and community. We will continue providing workshops to our graduate students that help to network and enhance their experience here at the University. With support of CGPS, we will organize events that celebrate the successes of our graduate students and honor our members on campus that support graduate student success through the Graduate Research Conference, the Three-Minute Thesis Competition, and the Graduate Student Awards Gala. We will continue looking for opportunities on how we can engage graduate students and graduate faculty to participate in events to network and communicate their work.

(3) Student supervisor relationship

We are always looking for ways to promote and enhance a healthy relationship between students and supervisors to achieve a successful academic journey and support both students and supervisors in this journey. We are promoting the student supervisor agreement and will be exploring the tools and mechanisms to increase the use of this document within our graduate students and faculty members, here at the university. This document will help to maintain accountability and increase the success of graduate students both academically and socially.

We will be working closely with our partners around campus to continue discussions on what support we can provide our students and how we can achieve a culture of success that will benefit our university as a whole.

Mery Mendoza

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Vicki Squires, Chair, Nominations Committee of Council

DATE OF MEETING: September 19, 2019

SUBJECT: Nomination to the Public Health Task Force

DECISION REQUESTED:

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.

DISCUSSION SUMMARY
An advisory task force to the provost was established in April 2019 to support mid- and long-term reorganization of interdisciplinary public health programs at Usask. One Council member will be a member of the Task Force.

ATTACHMENT(S):

Public Health Task Force Membership

Attachment 1

PUPLIC HEALTH TASK FORCE MEMBERSHIP 2019/20

Chair & Executive Sponsor
Tony Vannelli   Provost

Council Representative
TBD

Committee Members
Jim Basinger	Interim Vice-Provost, Faculty Relations
Doug Brothwell	Dean of Dentistry and Interim Executive Director, SPH
Doug Freeman	Dean, WCVM
Steven Jones	Associate Provost, Health
Anne Leis	Department Head, CH&E
Cory Neudorf	Program Director, Public Health and Preventive Medicine Residency, CH&E, College of Medicine
George Mutwiri	Faculty member, SPH
Volker Gerdtz	Director & CEO, VIDO-InterVac
Dena McMartin	Associate Provost, Institutional Planning & Assessment
TBD	OVPR representative

Saskatchewan Health Authority Representatives
Julie Kryzanowski	Senior Medical Health Officer
Brandy Winquist	Executive Director, Academics and Learning

Resource Members
Jacquie Thomarat	Associate Secretary, Academic Governance Office of the University Secretary

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Vicki Squires, Chair, Nominations Committee of Council

DATE OF MEETING: September 19, 2019

SUBJECT: Nominations to the Planning and Priorities Committee

DECISION REQUESTED:

It is recommended:

(1) That Council approve 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) That Council approve 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) That Council approve 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.

DISCUSSION SUMMARY

(1 & 2) Due to Ken Wilson's resignation as both chair and member of the committee, a new committee chair and a new GAA member are required to complete the membership of this committee.
(3) Due to a committee member's sabbatical, a GAA member is required to fill the position.

ATTACHMENT(S):

Planning and Priorities Committee Membership
Planning and Priorities Committee Terms of Reference

PLANNING AND PRIORITIES COMMITTEE

- Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities.
- Membership comprises 11 members of the GAA, at least 6 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer; 1 dean

Council Members

Andrew Grosvenor	Chemistry	(on leave to Jan 2020)	2021
David Burgess	Education		2022
Vince Bruni-Bossio	Management and Marketing		2022
Lynn Lemisko	Educational Foundations		2021
Darrell Mousseau (chair)	Psychiatry		2020
Louise Racine	Nursing		2020

General Academic Assembly Members

Angela Bedard-Haughn	Soil Science	2020
Maxym Chaban	Economics	2020
Marie Lovrod	English	2021

Dean

Keith Willoughby	Dean, Edwards School of Business	2020

Sessional Lecturer

Anita Ogurlu	Women's and Gender Studies	2020

Other Members

Tony Vannelli	Provost and Vice-President Academic (ex officio)
TBD	(VP Research representative) (ex officio)
Greg Fowler	VP Finance and Resources (ex officio)
Jacqueline Ottmann	Vice-Provost Indigenous Engagement (ex officio)
Jamie Bell	USSU designate
Mery Mendoza	GSA designate

Resource Members

Dena McMartin	Associate Provost, Institutional Planning and Assessment
Jennifer Beck	Director, Resource Allocation and Planning, IPA
Troy Harkot	Director, Institutional Effectiveness
Shari Baraniuk	Chief Information Officer (CIO) and AVP, Information and Communications Technology
Jacquie Thomarat	Committee Secretary, Office of the University Secretary

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 President (non-voting member)
The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)
The Assistant Provost, Institutional Planning and Assessment
The Director of Budget, Planning and Strategy
The Director of Integrated Facilities Planning
The Associate Vice-president, Facilities Management Division
The Chief Information Officer and Associate Vice-president Information and
Communications Technology
The President's designate on Aboriginal Matters

Administrative Support
The Office of the University Secretary

The Planning and Priorities Committee of Council is responsible for:

1) Conducting and reporting to Council on university–wide planning and
review activities in consultation with the Provost and Vice-president Academic.
2) Evaluating College and Unit plans and reporting the conclusions of those
evaluations to Council.
3) Recommending to Council on academic priorities for the University.
4) Recommending to Council on outreach and engagement priorities for the
University.

5) Seeking advice from other Council committees to facilitate university-wide academic planning.

6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.

7) Balancing academic and fiscal concerns in forming its recommendations.

8) Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.

9) Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.

10) Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.

11) Integrating and recommending to Council on matters referred to it from other Council committees.

12) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.

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

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Vicki Squires, Chair, Nominations Committee of Council

DATE OF MEETING: September 19, 2019

SUBJECT: Nomination to the Academic Programs Committee

DECISION REQUESTED:

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.

DISCUSSION SUMMARY

Due Angela Kalinowski's resignation from the committee, a new GAA member is required.

ATTACHMENT(S):

1. Academic Programs Committee Membership
2. Academic Programs Committee Terms of Reference

Academic Programs Committee
2019-2020 Committee Membership List

Council Members

Ryan Brook	Animal and Poultry Science	2021
Susan Detmer (Chair)	Veterinary Pathology	2020
Roy Dobson	Pharmacy and Nutrition	2020
Lorin Elias	Psychology	2021
Reza Fotohui	Mechanical Engineering	2022
Shelley Spurr	Nursing	2020

General Academic Assembly Members

Michael Cottrell	Educational Administration	2020
TBD		
Karen Lawson	Psychology	2022
Alison Oates	Kinesiology	2022
Jeremy Rayner	Johnson Shoyama Graduate School of Public Policy	2021

Sessional Lecturer

Yliana Baron Gavilda	Chemical and Biological Engineering	2020

Other Members

Patti McDougall	(Provost Designate) Vice-Provost, Teaching, Learning, and Student Experience (ex officio)
Russell Isinger	University Registrar (ex officio)
Lucy Vuong	(VP Finance designate) FSD – Budget and Special Projects (ex officio)
Carlos Munoz Pimentel	USSU designate
Chiamaka Ezekwesili	GSA designate

Resource Members

Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management
Dena McMartin	Associate Provost, Institutional Planning and Assessment
Amanda Storey	Committee Secretary – Office of the University Secretary

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 and Learning
The University Registrar and Director of Student Services
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 Director of Enrolment and Student Affairs
The Director of Institutional Planning
The Director of Budget Planning

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) 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 Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Vicki Squires, Chair, Nominations Committee of Council

DATE OF MEETING: September 19, 2019

SUBJECT: Nomination to the Research, Scholarly and Artistic Works Committee

DECISION REQUESTED:

> *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 Works Committee effective immediately and continuing until June 30, 2021.*

DISCUSSION SUMMARY

Due to Jane Alcorn's resignation from the committee, a new GAA member is required.

ATTACHMENT(S):

1. Research, Scholarly and Artistic Works Committee Membership
2. Research, Scholarly and Artistic Works Committee Terms of Reference

RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE

- Reviews and advises Council on issues related to research, scholarly and artistic work including advising on research grant policies and the establishment of research centres.
- Memberships comprises 9 members of the GAA, at least 3 of whom will be elected members of Council; 2 of the 9 members will be assistant or associate deans with responsibility for research

Council Members

Rainer Dick	Physics and Engineering Physics	2020
Gordon Sarty	Psychology	2022
Cheryl Waldner	Large Animal Clinical Sciences	2021
Phil Woods	Associate Dean (Research), Nursing	2022

General Academic Assembly Members

TBD		
Jon Bath (Chair)	Art and Art History	2021
Sarah Buhler	Law	2021
Jon Farthing	Kinesiology	2019
Jim Waldram	Archaeology and Anthropology	2022

Other Members

Karen Chad	Vice-President Research (ex officio)
Trever Crowe	Interim Dean, Graduate and Postdoctoral Studies (ex officio)
Carlos Munoz Pimentel	USSU designate
Mohamad Wajih Alam	GSA designate

Resource Members

Dion Martens	Director of Research Services and Assistant Vice-president Research
Laura Zink	Director, Strategic Research Initiatives
Melissa Just	Dean, University Library
Amanda Storey	Committee Secretary, Office of the University Secretary

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 Vice-president Research
The Office of the University Secretary

The Research, Scholarly and Artistic Work Committee 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 relating to the granting agencies which provide funding to the University.

5) Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research 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 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 an annual reports from the Vice-President Researchand the Dean of Graduate Studies and Research.

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.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Stephen Urquhart, chair
Governance committee

DATE OF MEETING: September 19, 2019

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

COUNCIL ACTION: Request for Input

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.

SUMMARY:
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, 2018
3. IAC Strategic directions working group report, dated October 16, 2018

Attachment 1

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 Orlowski (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 *(standing guest)*
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

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,

Paul Orlowski, PhD
Associate Professor
Department of Educational Foundations
College of Education
University of Saskatchewan
Saskatoon, Canada
(306) 966-1350
paul.orlowski@usask.ca
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Strategic Directions Working Group
A Consensus Report
International Activities Committee of University Council
October 16th, 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 3rd, 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. The 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

Interpretation of Themes	Terms of Reference
1. Issue Identification	**Recommend to Council on issues relating to international activities at the University** **Dialogue:** 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 Is the IAC as presently constituted in the best position to fulfill this ToR? Answer = "No"
2. Policy & Regulation Review	**Reviewing policies and regulations relating to international activities at the University, and reporting observations and issues to Council** **Dialogue:** 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"
3. Internal Promotion	**Promoting programs and curricula that provide an international perspective** **Dialogue:** 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.
4. Review & Advice	**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** **Dialogue:** This set of responsibilities is already assigned to administrative units and International Office. See comments on first terms of reference and Table 2.
5. External Promoting & Fostering	**Promoting interactions with university and educational/research institutions outside Canada, to foster new opportunities for University of Saskatchewan stakeholders in teaching, learning and research** **Dialogue:** 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.
6. Receiving, Reviewing, Reporting and Conveying	**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.
	Dialogue: 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.
7. Delegation of Representatives	**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.** **Dialogue:** Don't need a Committee for this function; other committees of University Council (including Nominations Committee) can look after this.

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)

IAC Terms of Reference	Other Units (primary, secondary, tertiary)
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	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). 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. Development, approval and administration of university policies relating to international activities (teaching & learning, student affairs, research & scholarly activities, operations & administration, safety and risk, and advancement) follow established procedures outlined on the University Secretary's website: http://policies.usask.ca/
Promoting programs and curricula that provide an international perspective	A key objective in the International Blueprint for Action is internationalizing learning experiences. There are several objectives including: 1. Increasing study abroad engagement.

	2. Enhancing international & cross cultural perspective in content and learning in the curriculum 3. Optimizing participation in co-curricular activities that are inclusive and foster intercultural understanding 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 & Study Abroad Centre, and the Gwenna Moss Centre for Teaching & 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.
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.	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). International student related data needs are facilitated and coordinated through the Strategic Enrolment Intelligence Team, reporting to the Vice Provost, TLSE.

	The Institutional Planning and Assessment office overseas university-level internationalization metrics and external reporting related to internationalization such as international rankings.
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.	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) . 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.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

NOTICE OF MOTION

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

DATE OF MEETING: September 19, 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.

Council is seeing the penultimate version of the plan. *The final version brought to University Council for approval will incorporate any final feedback and will include design elements.*

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 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

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 increasingly 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.

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

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

"Walking the talk" of reconciliation. We will intentionally contribute to a sense of belonging, resilience and mastery for all.

Co-create a climate of inclusion, empowerment and support. We will create learning environments that recognize the whole person.

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.

- o **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.

- o **Streamline processes**. We will enhance service by simplifying processes and reducing bureaucracy. We will commit to maintaining these efficiencies. 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.

- o **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 successes 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 require us to focus on three goals.

- o **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.

- o **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.

- o **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 achievement 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.

- o **Commit to reconciliation.** Reconciliation will be at the forefront of all we do. Our programing, 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.

- o **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.

- o **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.

- o **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.

- o **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.

- o **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 and 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 proportion 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.

- o **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.

- o **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.

o **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 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 institutional 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.

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

The teaching and learning environment at the University of Saskatchewan will change 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 artificial intelligence 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.

1. **Empowered learners**. We aspire to develop lifelong and lifewide learners that have the humility, conviction, skill, resilience and respect to forge new paths.

2. **Transformative learning**. We aspire to create and recreate learning opportunities that respond to emerging needs and opportunities at the local, national and international level.

3. **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.

4. **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.

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 in a concept paper shared with University Council in the Spring of 2019. That is, in the initial high-level planning, it was projected that the University would grow to 28,000 students by 2025; however, more detailed planning driven by the colleges and schools has yielded a slightly higher predicted enrolment growth.
- The projected distribution of student enrolment as of 2024-25 will be as follows:
  - § Undergraduate = 23,094
  - § Graduate = 4,770
  - § Non-Degree = 900
  - § Post-Graduate = 552
  - § **Total = 29,316**

Table 1: Baseline, Progress and Enrolment Goals for the University as a Whole

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

Table 2: Baseline and Projected Undergraduate Enrolment Growth by College

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

Table 3: Baseline and Projected Graduate Enrolment Growth by College

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

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Darrell Mousseau, acting chair
                        Planning and Priorities Committee

DATE OF MEETING: September 19, 2019

SUBJECT: **Living Our Values Policy**

DECISION REQUESTED: *It is recommended:*

        That Council approve the Living our Values policy.

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

CONSULTATION:
The development of this policy was done in collaboration between the Associate
Vice-President People and Resource, Vice-Provost Teaching and Learning,
University Secretary, and the Vice-Provost Faculty Relations.

Consultation has taken place with the USFA, CUPE 1975, ASPA, USSU, and GSA. The
policy was also brought to PPC in March 2018. The PPC asked to see revisions based
on their feedback. Revisions to the Living Our Values policy were brought back to
PPC on September 4, 2019 where they were positively received.

This new version of Living our Values responds to all of the feedback received to
date.

DISCUSSION SUMMARY:
There is currently no policy at the university pertaining to values. A new Living our
Values policy is intended to set the basic standard of behavior; all members of the
USask community have a responsibility to live our values and reflect them back in
our daily interactions and decisions. This policy is intended to be aspirational and
inspire members of our community to live into our values.

This policy is not intended to modify the university's commitment to the principle of academic freedom or the other principles adopted in the Mission, Vision and Values statement.

This policy can also enhance reputation by communicating to the campus community and public stakeholders that the university can govern itself by adopting basic observations of conduct. This is noteworthy, as legislatures in other provinces have imposed the requirement upon universities to develop codes of conduct. Adopting our own values policy through self-regulation will reduce the need for imposed external regulation.

FURTHER ACTION REQUIRED:
Once approved, ongoing education and awareness will outline how values can inform the work we do and how we might incorporate values into everyday practice.

ATTACHMENT:
Living Our Values Policy

Living Our Values

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

Purpose:

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

Principles:

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

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

Definitions:

● **Collegiality**: A cornerstone of our University, collegiality is evidenced when we are congenial and work cooperatively to achieve a common purpose. A collegial approach assumes an equitable and democratic responsibility for the good of each particular discipline and our institution as a whole.
● **Fairness and Equitable Treatment**: Fairness and equitable treatment is achieved when all people are treated evenhandedly, and differences acknowledged and valued, regardless of experience, gender, cultural background or any other distinguishing factors. It recognizes and appreciates everyone's unique contributions and encourages full participation through the elimination of discriminatory practices and behavior.
● **Inclusiveness**: Inclusiveness is achieved through embracing diversity and appreciating everyone's unique contributions. It fosters a welcoming and accessible environment.

● **Integrity, Honesty and Ethical Behavior:** The values of this university require everyone to maintain a high standard of personal integrity, which includes upholding and observing truthfulness, transparency, responsibility and openness.

● **Respect**: **nīkānītān manācihitowinihk | ni manachīhitoonaan** ("Let us lead with respect") is the name gifted by the Indigenous community to the University Plan 2025; nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michef reflects the humility and boldness that inextricably define the University of Saskatchewan's spirit. A respectful environment is free from unlawful discrimination and harassment, however, it involves more than compliance with human rights legislation and other laws. Respectful approaches support the productivity, the safety, and the dignity and self-esteem of every member of the University community by fostering positive relationships through kindness, empowerment and cooperation.

Scope:

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

Policy:

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

Responsibilities:

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

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

Non-compliance:

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

Procedures:

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

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

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

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

Revision History:

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

Contact:

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306 966-1219

Associated Documents:

University of Saskatchewan Mission, Vision and Values

Employment Practices

Animal Control

BioSafety

Compliance Enforcement Pertaining to Hazardous Agents

Discrimination and Harassment Prevention

Energy and Water Conservation

Health and Safety

Radiation Safety

Sexual Assault Prevention Policy

Smoking, Alcohol and Substance Policy

Violence Prevention Policy

Accountable Professional Expense Funds (APEF)

Assets Management Policy

Commercial Directorships held by Faculty and Staff

Conflict of Interest

Use of Materials Protected by Copyright

Deans' and Senior Administrators' Expense (DSAE)

Information Technology Use Policy

Fraud Deterrence Policy

Freedom of Information and Protection of Privacy

Hospitality

Information Technology Security

Procurement

Property Used Off Campus

Safe Disclosure Policy

Travel

Use of University Property and Services

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

Students with Disabilities: Academic Accommodation and Access

Medical Faculty Policy

Care and Use of Animals in Research

Human Research Ethics policy

Responsible Conduct of Research Policy

Research Publications

Principles of Evaluations of Teaching (Council, 2002)

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

Learning Charter (Council, 2018)

Academic Advising Charter (Advising Council, 2013)

Guidelines for Academic Conduct (Council 1999)

Student Academic Misconduct Regulations (Council 2017)

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

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

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

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