

## UNIVERSITY COUNCIL Agenda – April 20, 2023

**Location: ARTS 241, Neatby Timlin Theatre**  
**Time: 2:30 - 4:30pm**

### Call to Order

1. **Tribute**
  - 1.1. Professor Emeritus Ronald Sutherland – Department of Chemistry, College of Arts and Science – presented by Dr. Stephen Urquhart, Department of Chemistry
2. **Agenda**
  - 2.1. Adoption of the Agenda
3. **Chair's Opening Remarks** – Dr. Susan Detmer, Department of Veterinary Pathology, WCVM
4. **Minutes**
  - 4.1. Approval of Minutes of meeting of January 26, 2023
  - 4.2. Approval of Minutes of meeting of March 16, 2023
5. **Business Arising**
6. **"Be What the World Needs" Campaign Update** – Presented by Cheryl Hamelin, Vice President University Relations
7. **Executive Committee**
  - 7.1. Report for information: Results of the Call-for-Nominations for University Council 2023/24
8. **Planning & Priorities Committee (PPC)**
  - 8.1. Request for Decision: Proposal to Establish a Department of Indigenous Health & Wellness in the College of Medicine
  - 8.2. Request for Decision: Change in Reporting Structure for the Toxicology Centre
  - 8.3. Notice of Motion: Name change of the Canadian Centre for Health and Safety in Agriculture to the Canadian Centre for Rural and Agricultural Health
  - 8.4. Request for Decision: Indigenous Land Management Institute (ILMI) - Name Change and 5-Year Renewal

8.5. For Information: Provincial and Federal Budgets 2023/24 – Presented by Dr. Airini, Provost and Vice President Academic; Sara Daniels, Associate Vice President, Government Relations

**9. Governance Committee**

9.1. Request for Input: Micro-Credential Guidelines and Nomenclature Policy (joint with APC and PPC ) – Presentation by Dr. Nancy Turner, Senior Director, Teaching and Learning Enhancement

**10. Academic Programs Committee (APC)**

10.1. Request for Decision: Change to Admissions Qualifications - Bachelor of Science in Nursing

10.2. Request for Decision: Change to Admissions Qualifications – Master of Science in Field Epidemiology

10.3. Request for Decision: Change to Admissions Qualifications – Master of Science and direct-entry PhD Programs in Kinesiology

10.4. For Information: College of Arts and Science Degree-level Certificates

**11. Joint (Council and Board) Committee on Chairs and Professorships (JCCP)**

11.1 Request for Decision: Jarislowsky Chair in Regenerative Agriculture – Revision

**12. Nominations Committee**

12.1. Call-for-Interest to University Council, USFA, and Search and Review Committees (verbal report)

**13. Teaching, Learning, and Academic Resources Committee (TLARC)**

13.1. For information: Experiential Learning Framework – presented by Dr. Kathleen James-Cavan, Chair)

**14. Scholarships & Awards Committee**

14.1. For information: Best and Brightest Scholarships Recipients – presented by Dr. Abdullah Mamun, Chair

**15. Research, Scholarly and Artistic Works Committee (RSAW)**

15.1. For Information: University Rankings – Presentation by Dr. Dawn Wallin, Associate Vice President Research (Engagement)

**16. Reports**

16.1. USSU

16.2. GSA

16.3. Provost's Report

16.4. President's



**17. Other Business**

**18. Question Period**

**19. Adjournment**

*Next Council meeting is May 18, 2023 – Please send regrets to [shirley.cuschieri@usask.ca](mailto:shirley.cuschieri@usask.ca). Deadline for submission of motions to the Executive Committee: April 24, 2023.*

**Zoom Link:**

**Join Zoom Meeting:**

<https://usask-ca.zoom.us/j/93797832949?pwd=UzA2R0cvOUdnVUoyelZNN3FLb3dodz09>

Join by Video Conferencing Device (SIP):

[93797832949@zoomcrc.com](mailto:93797832949@zoomcrc.com)

Meeting ID: 937 9783 2949

Passcode: 21851492

Telephone Passcode: 21851492



## University Council Agenda Motions April 20, 2023

### Planning and Priorities Committee

#### **8.1 Proposal to Establish a Department of Indigenous Health & Wellness in the College of Medicine**

Motion: *That University Council authorize the University of Saskatchewan Board of Governors to provide for the establishment of a Department of Indigenous Health and Wellness in the College of Medicine, effective April 24, 2023, pending the recommendation of the Senate.*

#### **8.2 Change in Reporting Structure for the Toxicology Centre**

Motion: *That University Council approve the change in reporting structure for the Toxicology Centre such that as of April 24th, 2023, the Toxicology Centre reports into the School of Environment and Sustainability (SENS), pending the approval of the Board of Governors, and confirmation of Senate.*

#### **8.4 Indigenous Land Management Institute (ILMI) – Name Change and 5-Year Renewal**

Motion: *The Planning and Priorities Committee (PPC) recommends to Council the approval of the name change of the Indigenous Land Management Institute to the kihci-okâwîmâw askiy Knowledge Centre. PPC also recommends that University Council accept the review of the Centre in accordance with the revised USask Centres Policy.*

## **Academic Programs Committee**

### **10.1 Change to Admissions Qualifications – Bachelor of Science in Nursing**

Motion: *It is recommended that Council approve the changes to the admissions qualifications for the Bachelor of Science in Nursing program, effective the 2024-25 intake.*

### **10.2 Change to Admissions Qualifications – Master of Science in Field Epidemiology**

Motion: *It is recommended that Council approve the changes to the admissions qualifications for the Master of Science in Field Epidemiology effective the 2024-25 intake.*

### **10.3 Change to Admissions Qualifications – Master of Science in direct-entry PhD Programs in Kinesiology**

Motion: *It is recommended that Council approve the changes to the admissions qualifications for the Master of Science and direct entry Doctor of Philosophy Programs in Kinesiology, effective the 2024/25 intake*

## **Joint Committee on Chairs and Professorships (JCCP)**

### **11.1 Jarislowsky Chair in Regenerative Agriculture - Revision**

Motion: *Subject to the approval of the Board of Governors, the Joint Committee on Chairs and Professorships recommends that University Council approve the revision to the Jarislowsky Chair in Regenerative Agriculture.*





UNIVERSITY COUNCIL  
 Meeting Minutes  
 Thursday, January 26, 2023  
 2:30-4:30pm  
 Via Zoom and Arts 241

**1. Call to Order**

The meeting was called to order. The Chair, Dr. Susan Detmer summarized the meeting protocols.

No members of the media identified themselves. No members were connecting by phone.

**2. Tributes**

None.

**3. Adoption of the agenda**

(Dobson/Lamb): *That the agenda be approved as circulated.*

CARRIED.

**4. Chair's Opening remarks**

Dr. Detmer acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another.

The Chair indicated that non-decision item (information items) questions will be deferred to question period, except for the President's Report as he would be leaving early.

Dr. Detmer reported on the regular monthly meeting between the Council Executive Committee and the President's Executive Committee (PEC), which took place on January 17, 2023. The topics were land use and the Innovation Corridor, and fundraising.

**5. Approval of Minutes of the meeting of December 15, 2022**

(Wotherspoon/Rayan): *That the minutes be approved.*

CARRIED.

**6. Business Arising**

None.

**7. Report of the President**

President Peter Stoicheff provided a summary of his written report and also noted that \$14 million from Saskatchewan's Agriculture Development Fund was recently awarded to USask, with \$7.2 million allocated to the Crop Development Centre.

He reminded Council of the upcoming concert *Discovering the Amatis*, showcasing USask's quartet of Amati string instruments, some of the finest in the world.

The President also noted the recently released Research InfoSource figures which showed that USask ranked very well.

President Stoicheff then called attention to the fact that several members of the USask community recently received the Order of Canada.

The President also highlighted the efforts going into planning for activities on campus in February in celebration of Black History Month.

There were no questions.

## **8. Report of the Provost**

Dr. Airini, Provost and Vice President Academic greeted Council in the first languages of these lands.

She reported on consultations with students regarding university finances, which have built a better understanding of student priorities and how USask can support them.

She also recognized the upcoming Black History Month in February. She thanked the Deputy Provost and those in the Equity, Diversity, and Inclusion portfolio for their efforts in planning for Black History Month. Dr. Mutwiri, Interim Executive Director, School of Public Health, provided an overview of the work and of events that would be held. There would be discussion panels, tailored menus in Marquis Hall, film screenings, book clubs, among other activities. Dr. Mutwiri noted that planning has been underway since March 2021. The efforts of over 30 individuals on the working group has supported and guided visibility on campus, harmonizing interests of faculty and staff and promoting an inclusive environment on campus.

There was a request for follow-up, as committed in June 2022, with more detailed information regarding TABBS and Uniforum. Reports to Council were expected in fall of 2022 and have not yet been provided. Dr. Airini responded that there have been consultations across all the colleges on these two matters. She noted that it is not clear what would be pertinent to Council regarding Uniforum. With regards to TABBS, Dr. Airini indicated that she is working with the Planning and Priorities Committee of Council. She indicated that there is little to report on TABBS, given the current pause in using the model, and the review of responsibility centre management taking place over the next two years. The Provost invited further feedback directly from the Council member outside of the Council meeting.

## **9. Student Societies**

### **9.1 Report from the USSU**

Abhineet Goswami, USSU President, presented the report as provided in the materials.

### **9.2 Report from the GSA**

Mostofa Kamal, President of the GSA presented the report as provided in the materials.

## **10. Academic Programs Committee (APC)**

Dr. Carolyn Augusta, Chair of APC, presented the items.

### **10.1 Request for Decision: Degree-level certificates - Technical Innovation Certificates**

[Following the Council meeting on January 26, 2023 an error was identified in the motion presented in the Council agenda and the APC report to Council for the Technical Innovation Certificates. They were new certificates for approval, as indicated in the substance of the report. However, the motions stated they were changes to admissions qualifications for the degree-level certificates in Technical Innovation. This correction is noted below for the Council records, and under business arising in the March 16, 2023, Council agenda.]

(Da Silva/Augusta): *It is recommended that Council approve the ~~changes to the admissions qualifications~~ **proposals for two** degree-level certificates in Technical Innovation–New Product Market, and in Technical Innovation – Leading Innovative Teams, effective May 2023.*

An informal request came forward to request if there was still quorum.

The Chair and University Secretary confirmed that quorum was achieved as there were 64 voting members in attendance in person and on Zoom.

CARRIED.

### **10.2 Request for Decision: Change to Admissions Qualifications- Certificates in Professional Communication**

(Da Silva/Augusta): *It is recommended that Council approve the changes to the admissions qualifications for the degree-level certificates in Professional Communication, effective the 2024-25 intake.*

CARRIED.

### **10.3 Request for Decision: Change to Admissions Qualifications – International Dental Degree Program**

(Da Silva/Augusta): *It is recommended that Council approve the changes to the admissions qualifications for the International Dental Degree Program, effective for the 2023-24 intake.*

CARRIED.

### **10.4 Request for Decision: Change to Admissions Qualifications – Graduate Programs in the School of Environment and Sustainability**

(Augusta/Da Silva): *It is recommended that Council approve the changes to the admissions qualifications for graduate programs in the School of Environment and Sustainability, effective the 2024-25 intake.*

CARRIED.

### **10.5 Request for Decision: Change to Grade Descriptors – Doctor of Pharmacy Program**

(Augusta/Da Silva): *It is recommended that Council approve change to the grade descriptors for the Doctor of Pharmacy program in the College of Pharmacy and Nutrition, effective May 2023.*

CARRIED.

### **10.6 Request for Decision: Name Change – Aboriginal Business Administration Certificate to Indigenous Business Administration Certificate**

(Augusta/Da Silva): *It is recommended that Council approve the name change for the Aboriginal Business Administration Certificate to the Indigenous Business Administration Certificate, effective May 2023.*

CARRIED.



### **10.7 Report for information: Academic Calendar 2023-24**

The APC Chair reported that the Academic Calendar was approved by APC at the December 14, 2023 committee meeting.

There was a comment from a Council member that the exam schedule in fall of 2023 leads into December 23<sup>rd</sup>, which is the Saturday before the holiday break when the University closes. Russell Isinger, University Registrar responded that although the final date is set for December 23<sup>rd</sup> by APC, it is used as placeholder for urgent/emergent issues. It has been the historical practice of approving the 23<sup>rd</sup> of December as the final day for T1 exams, but the Registrar's Office generally does not schedule exams on the 22<sup>nd</sup> or 23<sup>rd</sup>.

## **11. Planning and Priorities Committee**

### **11.1 Request for Decision: Department of Archaeology and Anthropology Name Change**

(Squires/Mousseau): *That the name of the Department of Archaeology and Anthropology be changed to the Department of Anthropology effective immediately.*

Dr. Squires summarized the proposal and the deliberations at PPC as provided in the report in the Council package. It was clarified that the name change is effective 2023-24. Dr. Pamela Downe, faculty member in the Department noted that the current name is Archaeology and Anthropology – not Anthropology and Archaeology.

CARRIED.

## **12. Governance Committee**

### **12.1 Request for Decision: School of Environment and Sustainability Faculty Council Bylaws**

(Dobson/Larre): *That the changes to the Faculty Council Bylaws of the School of Environment and Sustainability be approved, effective immediately.*

Dr. Dobson, Chair of Governance, presented the item. He clarified that the December was reference to 2022 not 2023.

CARRIED.

### **12.2 Notice of Motion: College of Graduate and Postdoctoral Studies Bylaws**

Dr. Dobson conveyed that 30 days notice is duly provided to Council for the request for a decision on bylaws, and that the motion would be presented for decision at the March 16, 2023 meeting of Council.

Dr. Debby Burstyn, Dean of CGPS, provided feedback on the importance of having the two graduate staff members of CGPS on the Faculty Council. It was noted that the Governance Committee has not recommended their voting membership. Therefore, the two staff are only included in the proposed bylaws as non-voting.

Dr. Detmer, Council Chair, directed feedback following the meeting to Dr. Dobson, Governance Committee Chair, and Dr. Jacque Thomarat, Director of University Governance.

## **13. Nominations Committee**

### **13.1 Report for information: Senior Leader Searches Electronic Decision**

Dr. Eric Lamb, Chair of Nominations, presented the report. He highlighted the changes being made to nominations processes in effort to incorporate and reflect EDI principles. He welcomed any t faculty to nominate themselves or someone they know. Dr. Lamb noted the priority for Indigenous faculty representation on the search committee for the Vice Provost Indigenous Engagement. He noted that there would be an electronic

motion to Council following the close of the call-for-nominations, given that there is no Council meeting in February.

#### **14. Research, Scholarly and Artistic Work (RSAW) Committee**

Dr. Steven Rayan, Chair of RSAW, introduced the items.

##### **14.1 Report for information: Mid-Year Report**

No discussion.

##### **14.2 Request for Input: Research Data Management (RDM) Strategy**

Dr. Melissa Just, Dean of the University Library, gave a presentation [attached to the minutes]. Dr. Just clarified the distinction between the RDM Policy and the RDM Strategy.

A Council member expressed concern about potential increases to workloads for researchers to effectively manage their own data, and that membership of the working group did not have any faculty representation from those “working on the ground”. Dr. Just responded that there was consultation with faculty, and focus groups were also conducted. That input was captured in the strategy. She also pointed to the Library faculty members on working group, who have research programs of their own.

Dr. Burshtyn added that for graduate scholarships, students are often required to write research data plans. She asked about supports for student training, and to ensure they meet publication requirements. Dr. Just thanked Dr. Burshtyn for the insight, and replied that she would include the suggestion in the implementation plan.

There was a question about the data system and governance, and how it is connected to personnel, the policy, and the strategy. Dr. Just responded that the “system” is a team. The team is made up of the people managing the data and supporting the users, including an RDM Coordinator and Liaison Librarians. The Council member suggested that it would be helpful to have a story as an example of how it would work.

Another Council member advised that are additional existing services locally, provincially, and nationally, and that are made more accessible through this “system”, i.e., the RDM team.

#### **15. Executive Committee**

##### **15.1 Notice of Motion: University Council Governance Committee Terms of Reference**

Dr. Dirk de Boer, Vice Chair of Council and member of the Council Executive Committee, presented the notice of motion. There were no questions.

#### **16. Teaching, Learning and Academic Resources Committee (TLARC)**

##### **16.1 Report for information: Wellness Strategy Report**

Dr. Kathleen James-Cavan, Chair of TLARC, introduced the item and gave a presentation (attached in the minutes), along with Dr. Nancy Turner, Director of Teaching and Learning Enhancement.

#### **17. Other business**

None.

### 18. Question period

There was a question about the University’s progress on Indigenization, in follow-up to the students’ unions suggestion that more deliberate action on decolonization was needed before reconciliation could get underway. The Council member suggested a review of experiences of Indigenous students at USask currently and historically.

The President responded that such considerations are reflected in ohpahotân|oohpaahotaan: the University’s Indigenous strategy. The strategy was gifted and developed in consultation with Indigenous Elders, knowledge keepers, and campus community members, which included students.

There was a request from a Council member to the Council Executive Committee (Council chairs) to reflect on the degree of engagement at University Council, for upholding Council’s duties in academic governance at USask.

### 19. Adjournment


(Rayan): The meeting was properly adjourned.

**Table 1. Action Items**


<b>Agenda Item</b>	<b>Action Items</b>	<b>Responsibility</b>	<b>Timeline</b>
8.0	Request for reporting on TABBS and Uniform to Council	Dr. Detmer, Dr. Squires, and Dr. Airini	TBD
12.2	Council members’ feedback on CGPS Bylaws to Governance Committee	Dr. Dobson and Dr. Thomarat	March 2, 2023
13.1	Electronic decisions for nominations to senior leader search and review committees	Dr. Lamb and Dr. Detmer	February 2023
18.0	Consider University Council’s engagement in academic governance	Dr. Detmer, Council Executive	TBD

#### **Attachments:**

1. Attendance Summary 2022-2023
2. Wellness Report Summary - TLARC Report to University Council January 2023



**Learning and  
Teaching  
Practices**

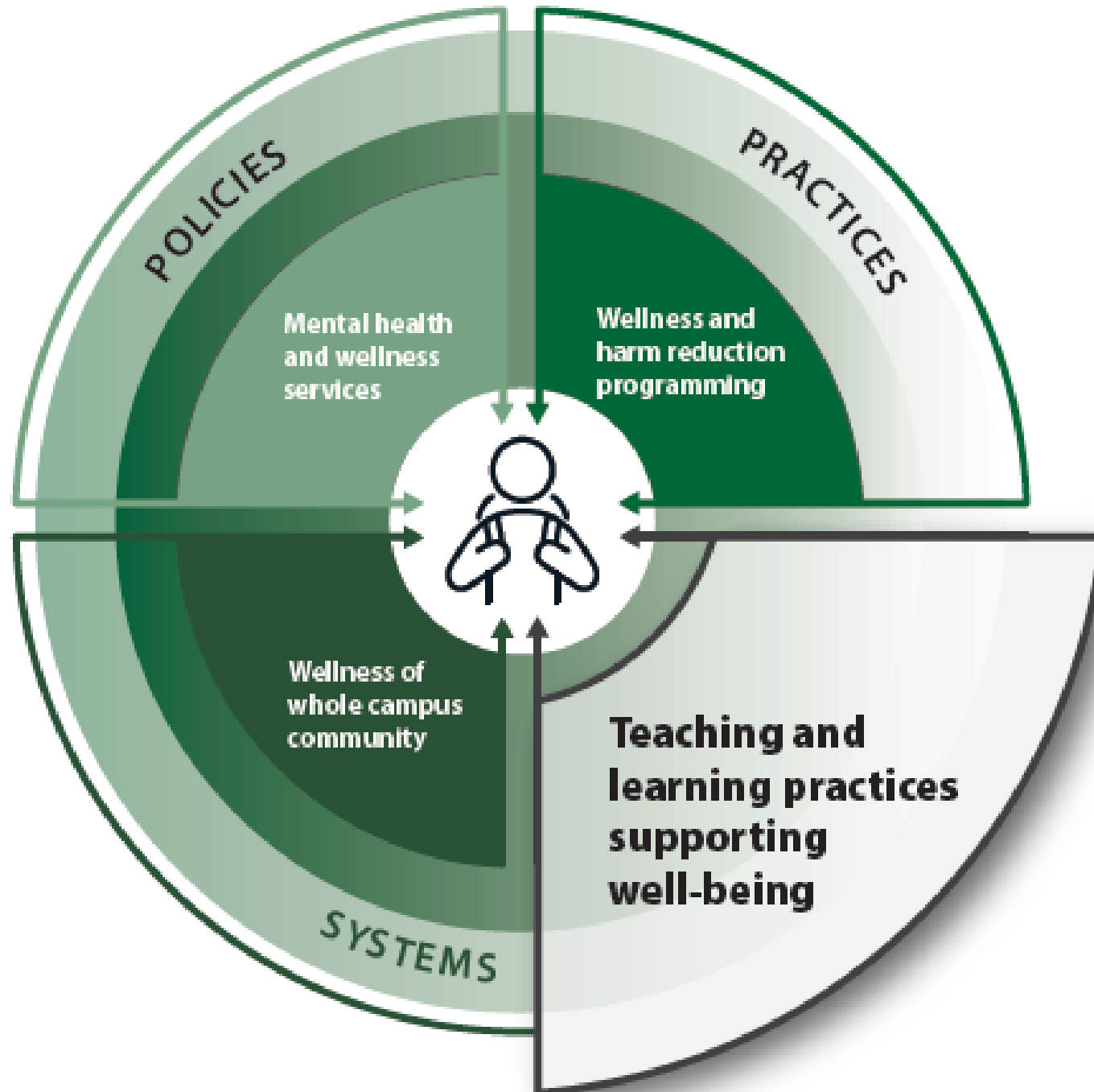


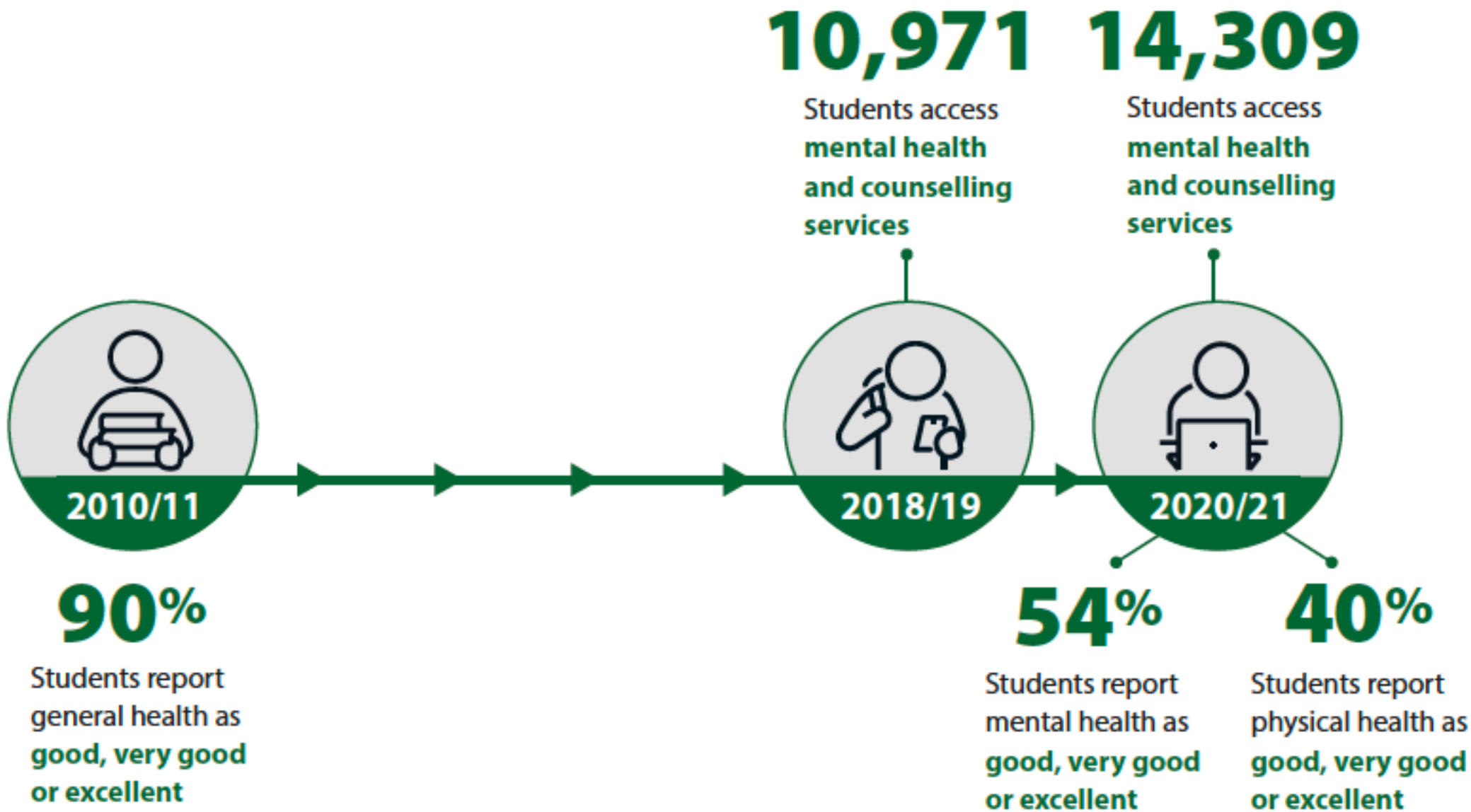
**that support  
student mental  
health and  
well-being**

TLARC Report to University Council  
January 2023

# Learning and teaching practices that support student mental health and well-being



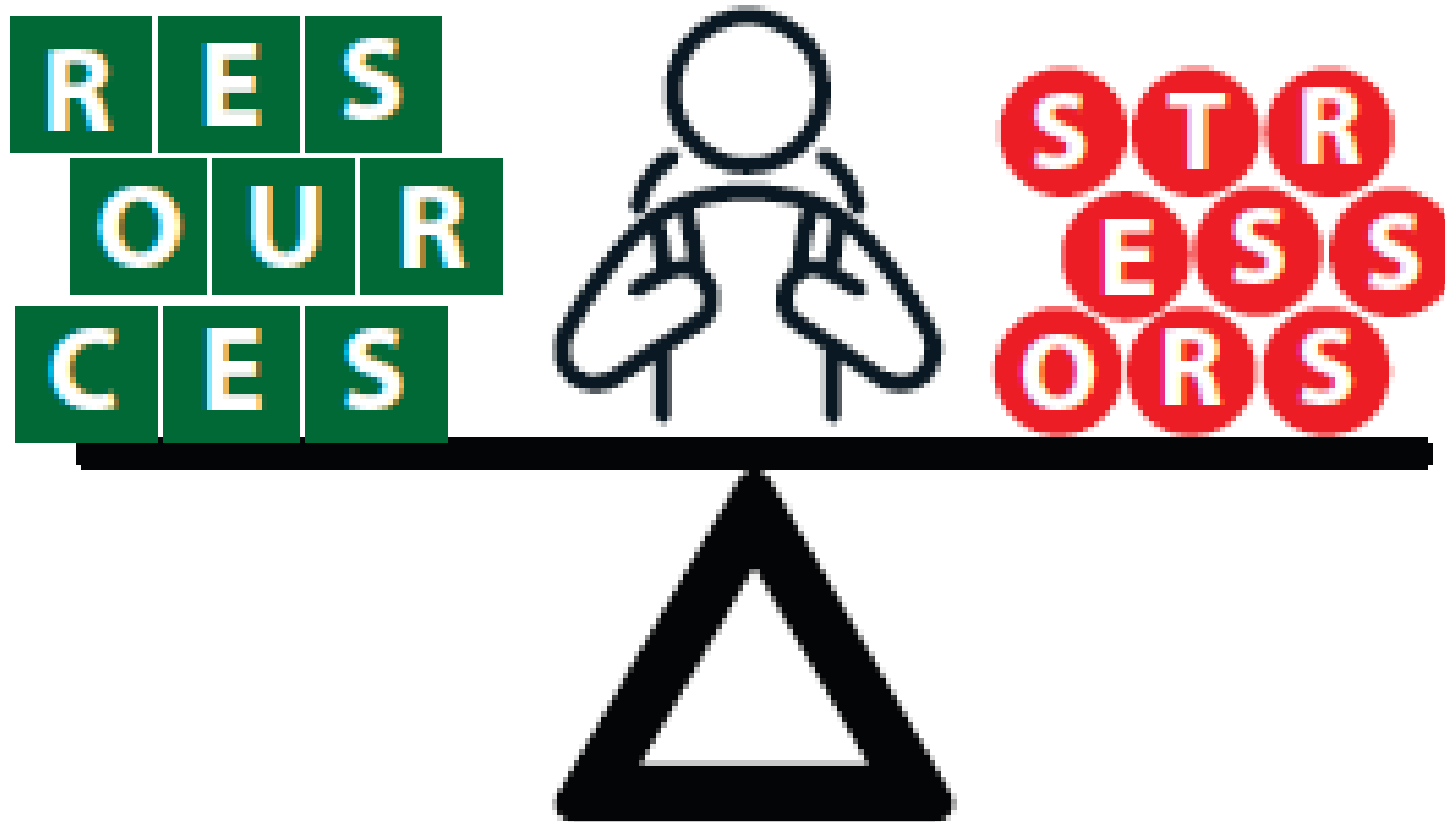






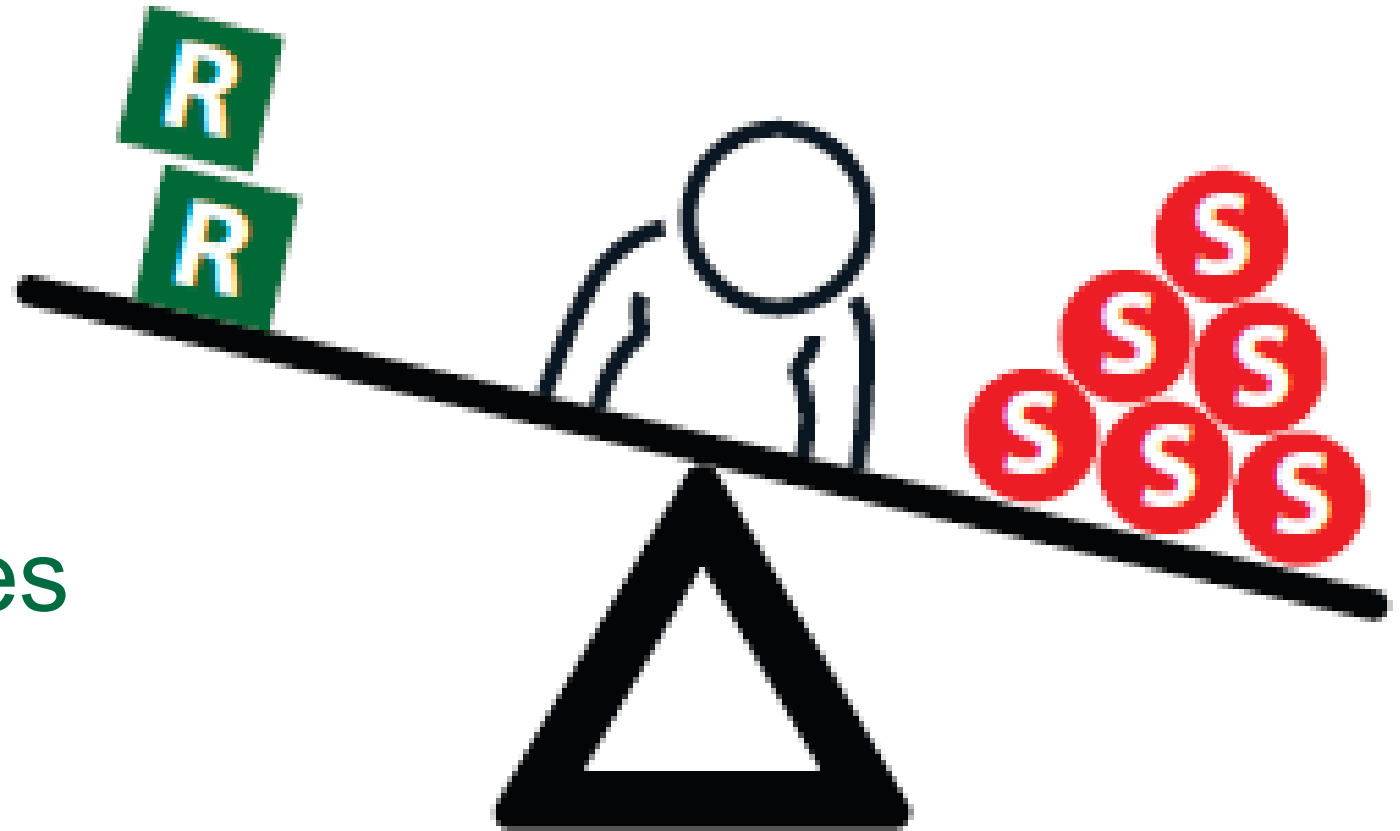


# Student Circumstances...



...meet teaching and learning practices

that add or  
amplify  
stressors and  
drain resources



*It's like so much of the rest of my life depends on what happens on a class by class basis, like one mark, one evaluation, one course. It feels like it has a really, really large stamp on my future and I think that's promoted a lot through the way we discuss our academics...*

...meet teaching and learning practices

that mitigate  
stressors and  
foster resources

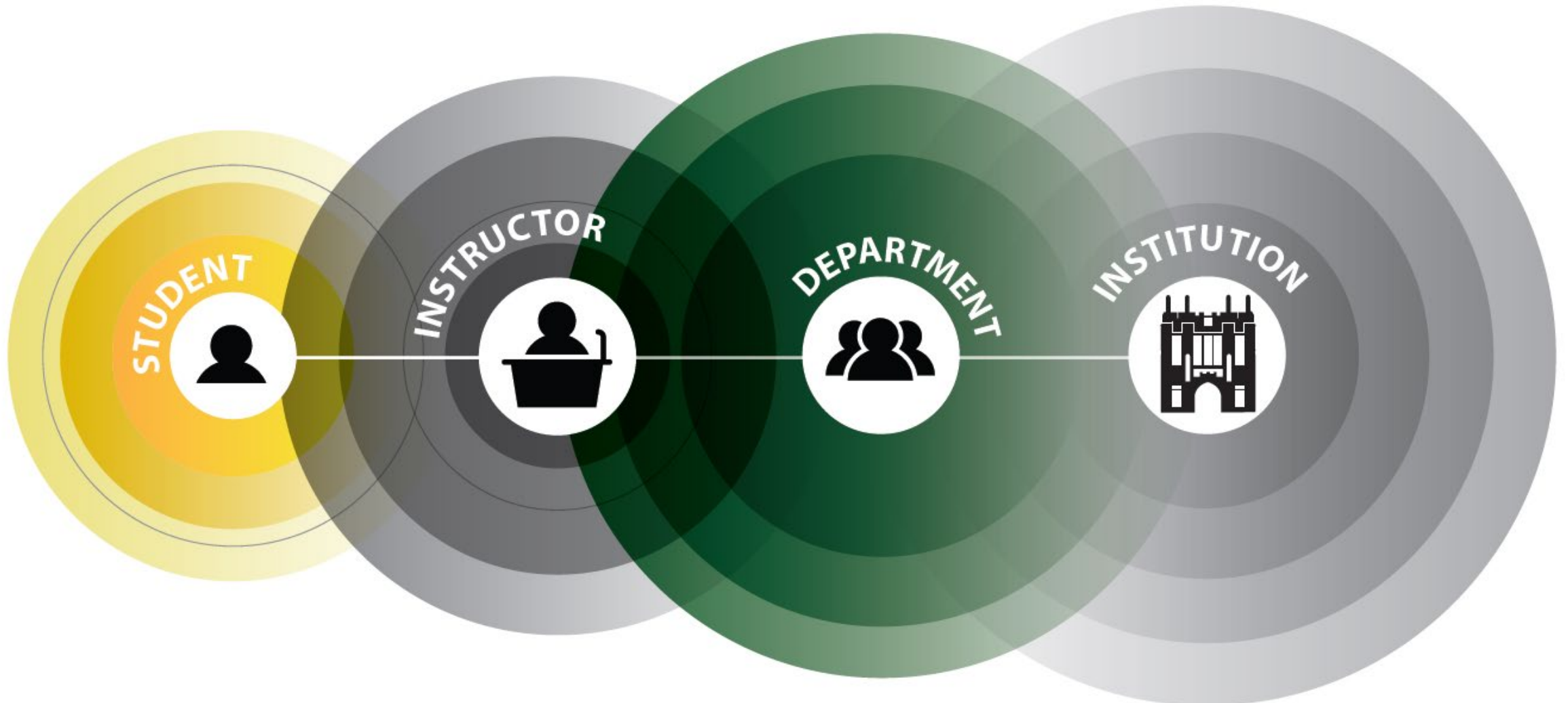


“

*I love the interactive classes because that's where I learn... I saw this classroom where everyone was just sitting in a circle and the prof sat there too, like all in a circle, all interacting with one another and that's how they were being taught and for me that's the best way for me to learn.*

”

# TEACHING AND LEARNING PRACTICE AND ITS CONTEXT





**Ultimately these teaching and learning practices support students to:**

- ✓ **Know and Do**
- ✓ **Belong**
- ✓ **Care**
- ✓ **Believe they can succeed**

**1. Call to Order**

The meeting was called to order at 2:33pm.

The Chair, Dr. Susan Detmer, summarized the meeting protocols.

No members of the media identified themselves.

**2. Tributes**

Dr. Joel Lanovaz provided a tribute to Professor Richard “Dick” Bell of the College of Kinesiology.

**3. Adoption of the agenda**

(Dobson/Sarjeant-Jenkins): *That the agenda be approved as circulated.*

CARRIED.

**4. Chair’s Opening remarks**

Chair Detmer acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another. As attendees may have been connecting from elsewhere, she acknowledged our shared relationships with the Indigenous people of this province.

Chair Detmer reported on the monthly meeting between the President’s Executive Committee and the Council Executive Committee, noting that when they last met they discussed plans for the Innovation Corridor and USask’s Comprehensive Campaign.

**5. Minutes of the meeting of January 26, 2023**

Chair Detmer stated that the minutes of January 26, 2023 are available on the Council website, but were not provided to Council members in time to request approval, therefore they are only being shared for information and will be presented at the April 20, 2023 meeting of University Council for approval.

**6. Business Arising****6.1 Academic Programs Committee**

Chair Detmer noted an error in the motion that was written on the agenda and the APC report in the January 26, 2023 meeting package related to the approval of the Technological Innovation Certificates from the College of Engineering. This has been corrected in the records and the minutes. The motion as written related to a change to the admissions qualifications, the substance and intent of the report was to approve the Technological Innovation Certificates.



## 6.2 Nominations Committee

Chair Detmer reported that the senior leader search committee nominations were circulated to Council members electronically. The results of the call-for-nominations were reported by email and are under business arising for Council records.

For the College of Engineering Dean search, Dr. Marjorie Delbaere was appointed.

For the search for the Vice Provost Indigenous Engagement four members of the GAA appointed by Council:

- Trish Goulet, Assistant Professor, College of Dentistry
- Kurtis Boyer, Assistant Professor, Johnson Shoyama School of Public Policy
- Robert (Bobby) Henry, Assistant Professor, Department of Indigenous Studies
- Winona Wheeler, Associate Professor, Department of Indigenous Studies

## 7. Academic Programs Committee (APC)

Dr. Yansun Yao, Chair of APC, presented the items.

### 7.1 Request for Decision: Change to Admissions Qualifications – Doctor of Veterinary Medicine Program

A question was asked if the test being used has been designed for the neurodiverse, given that standardized tests typically disadvantage neurodivergent applicants. Dr. Gillian Muir, Dean of the Western College of Veterinary Medicine noted that the situational judgment test is being added in addition to the interview process. The interview focuses on student's experiences with animals and understanding of the veterinary profession, whereas the test will focus of broader questions of professionalism and ethics. The test is not initially being used with a cut-off with a minimum score, but will be an additional data point, without weighting towards selection, so this approach should not disadvantage neurodivergent applicants.

Heather Mandeville, Director of Admissions for WCVM, noted that there are accommodations available within the test, but with the diversity of neurodiversity, the test provider's data on the impact of the accommodations is a bit limited at this time. She reiterated that the test will not be introduced with any weighting attached to it.

*(Yao/Shevchuk): That Council approve the changes to admissions qualifications for the Doctor of Veterinary Medicine Program to add a situational judgment test, effective the 2024-25 admissions cycle.*

CARRIED.

### 7.2 Request for Decision: Change to Admissions Qualifications – Doctor of Veterinary Medicine Program

*(Yao/Shevchuk): That Council approve the changes to admission qualifications for the Doctor of Veterinary Medicine Program to change the prerequisite requirements, effective the 2025-26 admissions cycle.*

CARRIED.

7.3 Request for Decision: Change to Admissions Qualifications – Master of Arts programs in Archaeology and Anthropology

(Yao/Shevchuk): *It is recommended that Council approve the changes to the admissions qualifications for the Master of Arts programs in Archaeology and Anthropology, effective the 2023-24 intake.*

CARRIED.

**8. Governance Committee**

Dr. Roy Dobson, Chair of the Governance Committee, presented the items from the Governance Committee.

8.1 Request for Decision: College of Graduate and Postdoctoral Studies Bylaws

Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies took an opportunity to thank all who made contributions to the development of these bylaws, and the representative Council within the CGPS.

(Dobson/Larre): *That Council approve the Faculty Council Bylaws of the College of Graduate and Postdoctoral Studies, effective March 16, 2023.*

CARRIED.

8.2 Report for Information: Update on University Council Elections 2023-24

Dr. Dobson brought forward information about the 2023-24 Council Elections. There was a request to review the Council Bylaws to ensure that they are being followed properly with respect to the nomination and election of two college representatives for each college.

Dr. Dobson summarized the report provided to Council.

A Council member asked for clarification about the second college representative, and whether one seat is held for the dean. Dr. Dobson reiterated the need for careful interpretation of the *University of Saskatchewan Act, 1995* going forward. For the 2023 Elections, any college nominees, including the dean if they wish to run, would be for both seats.

A question was posed by a Council member about the Governance Committee's interpretation of the Council Bylaws. Dr. Dobson acknowledged the oversight, noting that the clause has not been applied as historically there have been challenges filling all the Council seats, particularly those in the colleges.

There were questions about the practice of faculty not being permitted to nominate themselves for both college representative and as a member-at-large. Dr. Dobson responded that procedures for elections will be developed, including a review of the *University of Saskatchewan Act, 1995*. Amendments to the Council Bylaws will be considered.

A member asked how EDI considerations are going to be reflected in the voting process. Julian Demkiw, University Secretary, replied that democratic elections processes do not have such provisions, but that mechanisms for encouraging more diverse membership are being developed. It was noted that the Nominations committee and the Governance committee are undertaking EDI training currently.

## 9. Joint Committee on Chairs and Professorships

Dr. Mary Buhr, Interim Vice-Provost Faculty Relations, presented the item from the Joint Committee on Chairs and Professorships.

### 9.1 Request for Decision: Wolfe-Saskatchewan Fellowship At-Large - for Outstanding Newly Recruited Research Scholars REVISION

There was a recommendation to review the document to ensure gender inclusive language throughout.

*(Buhr/Squires) As recommended by the Joint Committee on Chairs and Professorships, that Council approve the revised Wolfe-Saskatchewan Fellowship, pending the approval of the Board of Governors.*

CARRIED.

## 10. Executive Committee

Dr. Dirk de Boer, Vice Chair of University Council, presented the item from the Executive Committee.

### 10.1 Request for Decision: Council Bylaws: Governance Committee Terms of Reference

*(de Boer/Squires): That Council approve revisions to University Council Bylaws for the Governance Committee's terms of reference, effective March 16, 2023.*

CARRIED.

## 11. Planning and Priorities Committee

### 11.1 Notice of Motion: Indigenous Land Management Institute: Name Change and 5-Year Renewal

Dr. Vicki Squires introduced the item. Dr. Angela Bedard-Haughn, Dean of the College of Agriculture and Bioresources, and Elder Joseph Naytowhow presented the proposal. Dr. Bedard-Haughn offered specific thanks to Elder Naytowhow for his support and highlighted the excitement for the development and ongoing support for this knowledge centre.

Elder Naytowhow noted the importance of this name change and its reflection of our collective relationship with the land and the importance of working together.

*The Planning and Priorities Committee (PPC) recommends to Council the approval of the name change of the Indigenous Land Management Institute to the kihci-okâwîmâw askiy Knowledge Centre. PPC also recommends that University Council accept the review of the Centre in accordance with the revised USask Centres Policy.*

CARRIED.

### 11.2 Notice of Motion: Proposal to establish a Department of Indigenous Health and Wellness in the College of Medicine

Dr. Squires introduced this item. Dr. Preston Smith, Dean of the College of Medicine, Dr. Janet Tootoosis, Interim Vice-Dean Indigenous Health in the College of Medicine, and Elder Harvey Thunderchild presented the item as provided in the materials.

A student member of Council asked if this new department will impact the number of seats in the Doctor of Medicine program. Dr. Smith reminded Council of the recent change to the targeted seats for Indigenous students, which increased the number from 10 to 20, but noted that the total number of seats in the MD program is set by the provincial government.

#### 11.3 Notice of Motion: Proposal to move the reporting of the Toxicology Centre from the Office of the Vice President Research (OVPR) to the School of Environment and Sustainability (SENS)

Dr. Vicki Squires introduced this item. Dr. Patti McDougall, Deputy Provost presented the item, As provided in the materials.

There were questions regarding the following:

- Whether other centres have changed reporting lines from the OVPR to colleges or schools, and the impact.
- How this move reflects the principles of ohpahotân | oohpaahotaan.
- How the principles of EDI are reflected in the gender diversity of SENS and the Centre.
- The use of the term “interdisciplinary” as opposed to “multi-disciplinary”.
- The current and ongoing engagement of social scientists with the Toxicology Centre.

Dr. McDougall responded to each of the questions in turn and committed to reporting back to Council at the April meeting with responses. Dr. McDougall also noted that a review of the centre would be conducted in the future, but that the proposal before Council is related to a change in the reporting structure for the Toxicology Centre.

#### 11.4 Report for information: Resource Allocations 2023/24

Dr. Vicki Squires introduced this item. Dr. Airini, Provost and Vice President Academic, presented the preview on resource allocation and budget (presentation attached).

A question was posed about how USask is going to strategically invest to lower our greenhouse gas (GHG) emissions. Dr. Airini responded that progress on reducing GHG emissions are part of USask’s Sustainability Plan, and moreover, that USask operated on principle-based budgeting, where priorities are supported within our means.

## 12. Student Societies

### 12.1 Report from the USSU

President Abhineet Goswami presented the report from the USSU as provided in the materials.

A question was posed about communications of USSU Teaching Excellence Awards outcomes. President Goswami replied that the results have been communicated to the winners, but that the survey results about the process will be shared next month.

### 12.2 Report from the GSA

Vice-President Sristy Sumana presented the report from the GSA. She noted work the GSA is doing regarding graduate student medical and dental benefits, the second call for CGPS/GSA bursaries and the work the GSA has done to support graduate students completing their taxes.

There were no questions.

**13. Report of the President**

President Stoicheff sent his regrets for this meeting. Chair Detmer noted that she would accept questions in writing for the President.

**14. Report of the Provost**

Provost Airini highlighted a one item from her written report – appreciation for all those that supported the activities related to Black History Month, and to those who participated in the exciting initiatives.

**15. Other business**

There was no other business.

**16. Question period**

A member noted the excellent and enthusiastic session of Council today and thanked members for their engagement on the topics on this agenda. The member regretted that the Council member who raised the important question of Council engagement at the January 26, 2023, meeting was absent, but that he would have been pleased with the proceedings.

**17. Adjournment**

(Bradford): The meeting was properly adjourned at 4:15pm.

Action Items List

Page	Item No.	Agenda Item	Responsible	Date
1	5.0	Minutes of the meeting of January 26, 2023 to be approved at next meeting	Chair Detmer	April 20, 2023
5	11.3	Report back to council on questions related to the Toxicology Centre	Dr. Patti McDougall	Apr 20, 2023

COUNCIL ATTENDANCE 2022-2023

Attendance Summary - Voting Participants

P-Present, R-Regrets, A-Absent											
Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
.	Airini	P	P	P	P	P		P			
Adl	Sina	A	A	A	A	A		A			
Alam	Shafiq	P	P	P	P	P		P			
Alazawi-student rep	Tania	R	R	R	R	R		R	R	R	R
Alcorn	Jane	P	R	R	P	R		P			
Anderson	Kyle	P	P	P	A	A		A			
Augusta	Carolyn	P	P	P	R	P		A			
Bally	Jill	P	P	P	P	P		P			
Bedard-Haughn	Angela	P	P	P	P	P		P			
Bell	Scott	P	P	P	P	P		A			
Bilson	Beth	P	P	P	P	P		P			
Binarif-student rep	Talha	n/a	n/a	n/a	n/a	A		A			
Boden	Catherine	A	P	P	P	P		P			
Bonham-Smith	Peta	P	P	P	P	P		P			
Bradford	Lori	P	P	P	P	P		P			
Bradley	Michael	A	A	P	A	A		A			
Burshtyn	Deborah	P	P	P	P	P		P			
Card	Claire	P	P	P	P	P		P			
Chernoff	Egan	P	R	A	P	P		P			
Choksi-student rep	Kathan	A	A	A	A	A		A			
Chowdhury	Nurul	A	P	A	A	a		A			
Clark-student rep	Sherrissa	n/a	n/a	n/a	n/a	P		A			
Cody-student rep	John	P	P	A	P	P		A			
Dadachova	Kate	R	R	R	R	P		P			
DaSilva	Keith	P	P	A	P	P		A			
Dawson	DeDe	P	P	P	P	P		P			
de Boer	Dirk	P	P	P	P	P		P			
Delbaere	Majorie	R	A	P	A	P		P			
Deters	Ralph	P	P	P	A	P		P			
Detmer	Susan	R	P	P	P	P		P			
Dick	Rainer	A	P	P	P	R		A			
Dobson	Roy	P	P	P	P	P		P			
Donkers	Sarah	A	P	A	A	A		A			
Downe	Pamela	P	R	P	R	P		P			
Ferrari	Maud	P	P	P	A	A		P			
Gabriel	Andrew	P	R	P	P	R		R			
Gjevre	John	R	P	R	P	P		R			
Grosvenor	Andrew	P	P	P	P	P		P			
Harasymchuk	Robert	A	P	A	A	P		P			
Harrison	William	A	A	A	A	R		A			
Hassan-student rep	Dalia	P	P	P	A	A		A			
Hogan	Natacha	A	P	P	A	A		P			
Jamali	Nadeem	A	P	R	P	P		P			
James-Cavan	Kathleen	R	P	P	R	P		R			
Jenkins-student rep	Haley	A	A	A	A	A		A			
Just	Melissa	P	R	P	P	P		P			
Kalra	Jay	A	P	A	P	P		P			
Kent-Wilkinson	Arlene	P	P	P	P	P		P			
Kresta	Suzanne	P	P	A	A	A		P			
Lamb	Eric	P	R	P	P	P		R			
Lanovaz	Joel	P	P	P	P	P		P			
Larre	Tamara	A	P	A	A	P		A			
Leidl	Don	P	P	A	A	A		P			
Lovick	Olga	P	P	P	P	R		P			
Luke	Iain	R	A	A	R	R		R			

Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
Macfarlane	Cal	A	A	A	A	A		A			
Makarova	Veronika	P	R	P	P	A		P			
Mamun	Abdullah	P	P	P	R	P		A			
Manley-Tannis	Richard	R	R	R	R	R		A			
Marche	Tammy	P	P	P	P	P		A			
Martin	Stephanie	A	R	P	P	P		R			
Martina-Koechl	Natasha	P	P	P	R	P		P			
McKeown-student rep	Shanleigh	A	P	P	A	P		A			
Meda	Venkatesh	P	A	P	A	P		P			
Mousseau	Darrell	A	P	P	P	P		P			
Muir	Gillian	P	R	R	A	A		P			
Murphy	JoAnn	P	P	P	P	P		P			
Okoko	Janet	P	P	P	P	P		P			
Onasanya-student rep	Moyin	A	R	R	A	A		A			
Paslowski	Teresa	P	A	P	P	A		P			
Peacock	Shelley	P	R	R	P	P		P			
Perrault-student rep	Levi	P	P	P	R	P		A			
Phillipson	Martin	A	P	P	P	A		A			
Pocha	Sheila	A	P	P	A	A		A			
Poettcker	Grant	A	A	A	A	A		A			
Pomazon	Alisha	A	A	A	P	A		A			
Rayan	Steven	P	P	P	P	P		P			
Richter	Solina	P	A	P	P	P		P			
Sakharkar	Meena	P	P	A	A	P		P			
Salsbury-student rep	Alexis	P	P	P	A	P		P			
Sarjeant-Jenkins	Rachel	P	P	P	P	P		P			
Sarty	Gordon	P	P	R	P	P		P			
Shevchuk	Yvonne	P	P	P	P	P		P			
Singh	Jaswant	P	R	R	R	P		P			
Siqueira	Walter	P	R	A	P	P		A			
Smith	Preston	A	P	P	P	A		P			
Smyth	Stuart	A	P	A	A	P		A			
Squires	Vicki	R	P	P	P	P		P			
Steele	Tom	A	P	P	R	P		A			
Stoicheff	Peter	R	P	P	P	P		R			
Szmigielski	Jacek	P	R	P	P	P		P			
Todd	Christopher	P	P	R	P	P		P			
Tomczak	Corey	P	P	P	P	A		R			
Urquhart	Stephen	P	P	R	P	P		R			
Vassileva	Julita	P	P	P	P	P		P			
Wakefield-student rep	Shelby	A	A	A	A	A		A			
Waldner	Cheryl	P	P	P	P	P		A			
Walker	Keith	P	P	P	R	P		P			
Willenborg	Christian	R	P	P	A	P		P			
Willoughby	Keith	P	R	P	P	P		P			
Woods	Phil	P	P	P	P	R		R			
Wotherspoon	Terry	P	R	P	P	P		P			
Wu	FangXiang	A	A	P	P	P		A			
Yao	Yansun	A	P	P	P	A		P			
Zello	Gordon	P	P	P	A	P		P			
Zhang	David	P	P	P	A	P		P			
Zhang	Lifeng	P	P	P	A	A		P			

COUNCIL ATTENDANCE 2022-2023

**Attendance Summary - Non-voting participants**

P-Present, R-Regrets, A-Absent											
Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
Demkiw	Julian	P	P	P	P	P		P			
Fowler	Greg	P	A	P	P	A		A			
Goswami-USSU President 2022-23	Abhineet	P	P	P	P	P		P			
Hamelin	Cheryl	R	P	P	P	R		R			
Isinger	Russell	P	P	P	P	P		P			
Jacob-USSU VP Academic 2022-23	Sharon	P	P	P	R	R		A			
Jamie	Angela	A	A	P	A	A		A			
Kamal-GSA President 2022-23	Mostofa	P	P	P	P	P		R			
Kaminski-Senate Rep 2022-23	Nicholas	A	A	A	A	A		A			
Nath-GSA VP Academic 2022-23	Sristy Sumana	P	R	P	P	A		P			
Singh	Baljit	A	P	A	P	A		P			
Still	Carl	R	A	R	A	A		R			
Thomarat	Jacquie	P	P	P	P	P		P			
Wagner-Senate Rep 2022-23	Larry	A	A	P	A	A		A			
Wilson	Jay	P	P	n/a	n/a	n/a		n/a	n/a	n/a	n/a



# Fiscal Year 23/24

## Preview: From Resource Allocation to Budget

March 16, 2023

Airini, Provost and Vice President Academic

Greg Fowler, Vice President Finance & Resources

Jennifer Beck, Senior Director Resource Allocation & Planning

Devan Mescall, Chief Finance Officer

# Budget Governance

## Financial Authority Policy

**Responsibility:** Provost and Vice President Academic

“**Authority** over the university’s financial assets and resources **rests with the Board**... This authority is delegated and **entrusted to those who occupy Chief Executive positions** within Responsibility Centres.

The **Provost is responsible for overseeing the preparation of the University’s budget and is entrusted with allocating financial resources** to the Chief Executive Officers of Responsibility Centres. The Provost’s authority is **exercised in conjunction with the Provost’s [Budget Committee]**.

All financial commitments made on behalf of the Board, including in-kind commitments, **must be ultimately approved by the Board**.



### KEY TAKEAWAYS

Our academic values lead our decision-making; our budget realities inform our decision-making.

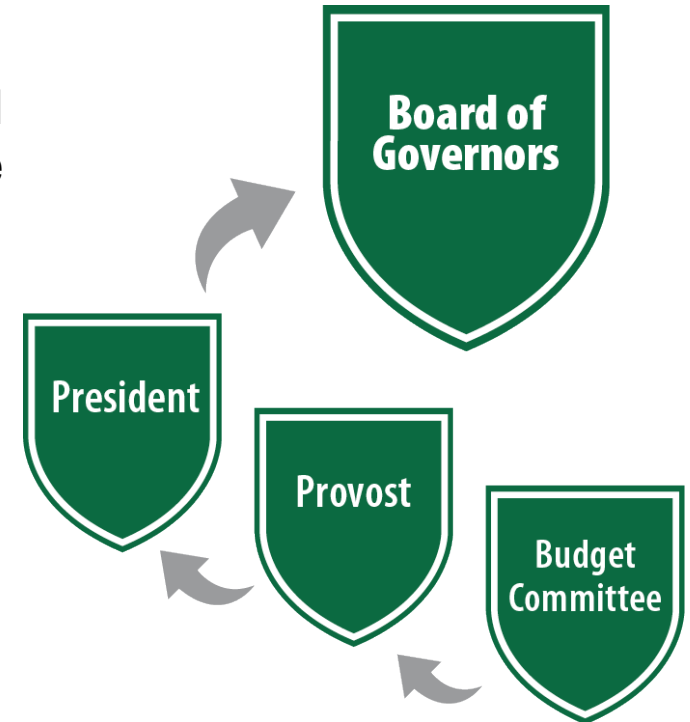
# Budget Governance

## Budget Committee Purpose:

To recommend on the university budget for the forthcoming year. The Budget Committee will make recommendations to the Provost, and report to the President through the Provost. The Board of Governors approves the budget.

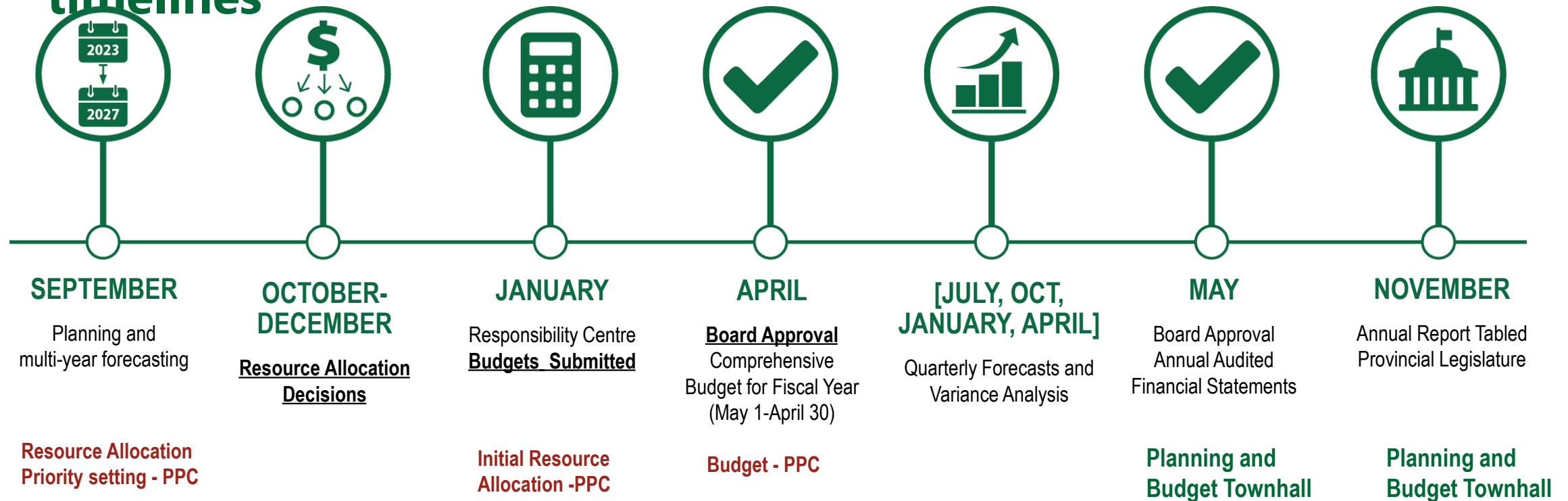
## Membership:

- **Provost and Vice-President Academic (Chair)**
- **Vice-President Finance and Resources (Vice-Chair)**
- Vice-President Research
- Vice-President University Relations
- Up to two Deans appointed by the Provost
- Up to two senior academics confirmed by the President
- Chief Financial Officer



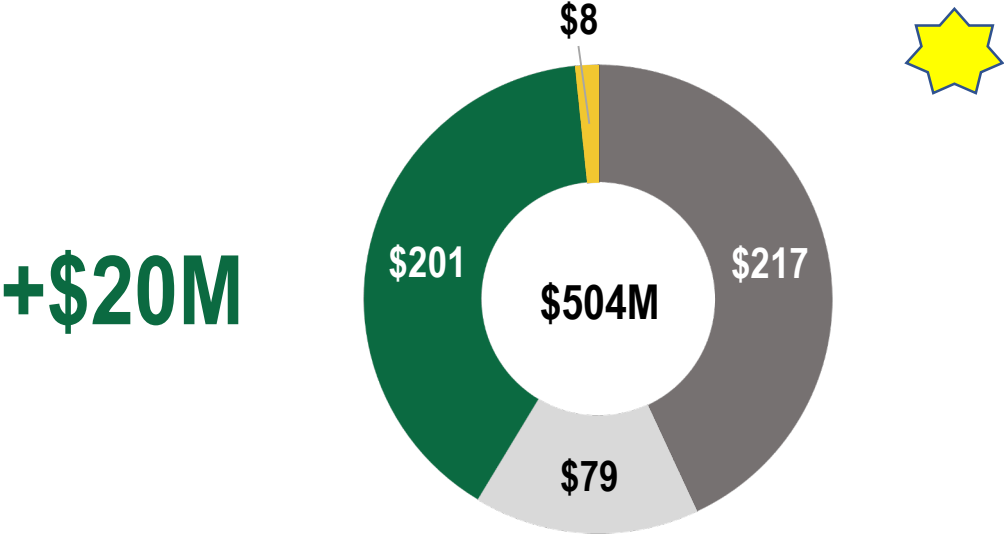
# Budget Planning

## Annual financial planning and reporting timelines



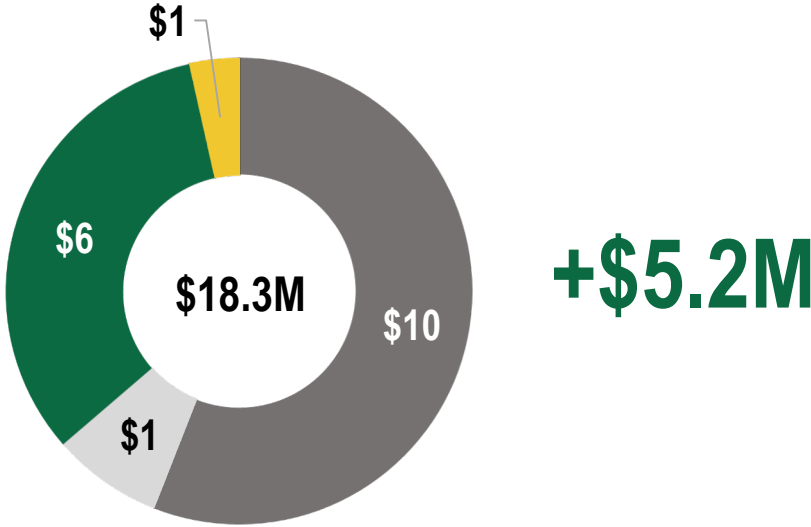
# How much was allocated for 2023/24?

23/24 OPERATING RA POOL FORECAST



- Unrestricted Operating Grant
- Tuition Revenue
- Targeted Funding
- Other

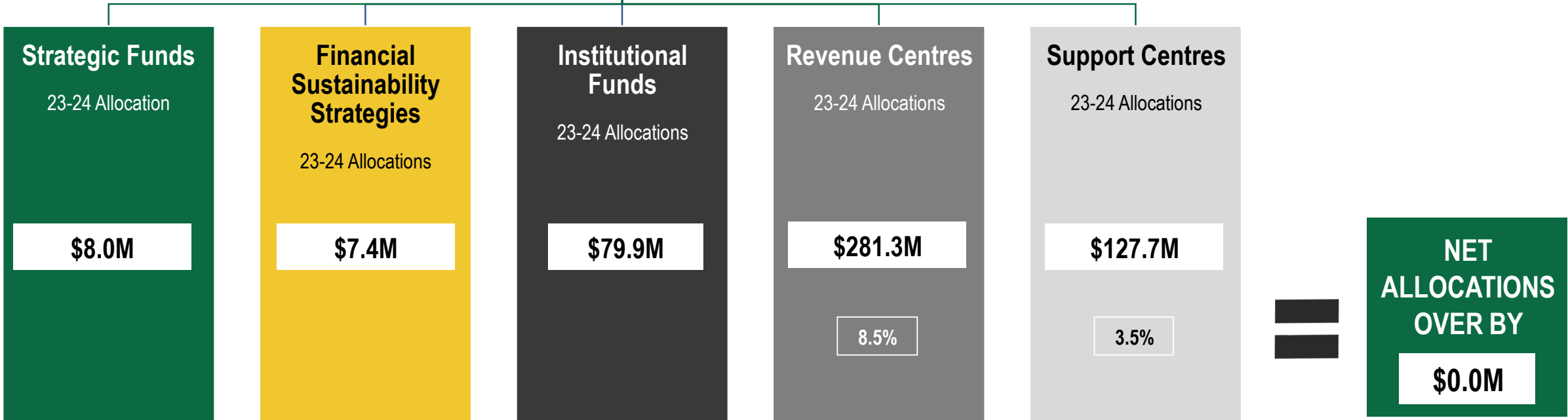
23/24 INVESTMENT INCOME POOL FORECAST



- Research
- Operating
- Student Financial Aid
- Capital

# Resource Allocation: Operating

**\$504 M**



# Financial Sustainability

**We define financial sustainability as having sufficient and predictable revenue to:**



1. Cover annual costs of our colleges, schools and service centres
2. Pay down our accrued debts
  - a. institutional commitments
  - b. accumulated deficits
3. Maintain sufficient reserves to cover risks
4. Fund strategic priorities projects
5. Cover future costs and investments to enhance:
  - a. student experience
  - b. research impact
  - c. buildings, technology and infrastructure

# Fiscal Year 23/24

## Budget

April 20, 2023

Airini, Provost and Vice President Academic  
Greg Fowler, Vice President Finance & Resources  
Jennifer Beck, Senior Director Resource Allocation & Planning  
Devan Mescall, Chief Finance Officer



**UNIVERSITY COUNCIL  
EXECUTIVE COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Julian Demkiw, University Secretary and Chief Governance Office;  
Chief Returning Officer for Council

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** Results of the Call-for-Nominations for University Council 2023/24

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**SUMMARY:**

A call-for-nominations was circulated to faculty members of the General Academic Assembly on February 13, 2023. After consultation with the Governance Committee of Council an extension to that call occurred on March 13 causing the first call-for-nominations to end on March 22<sup>nd</sup> at 4:30pm.

At that time there were eighteen (18) vacancies for member-at-large positions and 18 eligible nominations were received for those positions resulting in acclamations for all nominees.

In the case of the college representatives, twelve (12) colleges received two nominations each resulting in twenty-four (24) acclamations. One college, Kinesiology, had no nominees after two calls resulting in the dean being acclaimed and the dean appointing the second member.

The University Library had enough individuals to require an election. Voting opened on Tuesday March 28<sup>th</sup> and ended on April 3<sup>rd</sup> at 4:00pm.

**ATTACHMENT:**

1. Names of individuals resulting from the call for nominations, appointments, and elections.

## Results of the Call for Nominations for University Council 2023/24

### **Members-at-Large**

There were 18 vacancies available for members-at-large and we received 18 nominations. The following individuals have been acclaimed as members-at-large for a three-year term beginning July 1, 2023.

<b>First Name</b>	<b>Last Name</b>	<b>College</b>
Kyle	Anderson	Medicine
Hongming	Cheng	Arts & Science
Keith	Da Silva	Dentistry
Ralph	Deters	Arts & Science
Andrew	Freywald	Medicine
Paul	Jones	SENS
Jay	Kalra	Medicine
Angela	Lieverse	Arts & Science
Juxin	Liu	Arts & Science
Janet	Luimes	Nursing
Veronika	Makarova	Arts & Science
Darrell	Mousseau	Medicine
Shaun	Murphy	Education
Ella	Ophir	Arts & Science
Steven	Rayan	Arts & Science
Stephen	Urquhart	Arts and Science
Keith	Walker	Education
David	Zhang	Edwards

**College Representatives**

The following individuals have been acclaimed\* as representatives of their respective colleges for a three-year term beginning July 1<sup>st</sup>, 2023:

*\*unless otherwise noted*

<b>First Name</b>	<b>Last Name</b>	<b>College</b>
Eric	Lamb	Agriculture & Bioresources
James	Nolan	Agriculture & Bioresources
Maggie	FitzGerald	Arts and Science
Ludmilla	Voitskova	Arts and Science
Felipe	Sperandio	Dentistry
Walter	Siqueira	Dentistry
Beth	Bilson	Education
Egan	Chernoff	Education
Scott	Walsworth	Edwards School of Business
Keith	Willoughby	Edwards School of Business
Reza	Fotouhi	Engineering
W.J (Chris)	Zhang	Engineering
Christopher	Dutchyn	Graduate and Postdoctoral Studies
Pierre-Francois	Noppen	Graduate and Postdoctoral Studies
Joel	Lanovaz	Kinesiology
Corey	Tomczak	<i>*Appointed</i>
Jamesy	Patrick	Law
Martin	Phillipson	Law
Melissa	Just	<i>*Elected</i>
Greg	Wurzer	Library
Julia	Boughner	Medicine
Rachel	Engler-Stringer	Medicine
Marcella	Ogenchuk	Nursing
Helen	Vandenberg	Nursing

Jane	Alcorn	Pharmacy and Nutrition
Jason	Perepelkin	Pharmacy and Nutrition
Susan	Detmer	WCVM
Gillian	Muir	WCVM

**Items of Note**

- After two calls for nominations, no faculty came forward for the College of Kinesiology so, as per Council Bylaws, the Dean was acclaimed and appointed a representative.
- There were two eligible nominees in the University Library so an election in that college occurred.

**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE**

**Request for Decision**

**PRESENTED BY:** Vicki Squires, Chair, Planning and Priorities Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **Proposal to establish a Department of Indigenous Health and Wellness in the College of Medicine.**

**Motion:** *(Squires/Mousseau): That University Council authorize the University of Saskatchewan Board of Governors to provide for the establishment of a Department of Indigenous Health and Wellness in the College of Medicine, effective April 24, 2023, pending the recommendation of Senate.*

**SUMMARY:**

The establishment of the Department of Indigenous Health and Wellness (DIHW) directly supports the vision and mission articulated in the College of Medicine's Strategic Plan 2017-2025. The proposed Indigenous-led department has an exceptionally high degree of linkages to institutional plans and strategies including the University Plan 2025; *ohpahotân I oohpaahotaan* – The Indigenous Strategy; the USask Strategic Research Plan and the USask Learning, Teaching and Student Experience Plan.

Through the academic, scholarly, and administrative work of the department, along with a foundational and enduring commitment to authentic community engagement, the goals of this Indigenous-led department will be to meaningfully address: existing health inequities; the scarcity of strength-based Indigenous health research; knowledge translation in community; and systemic racism in the health system and health education system.

Creating the DIHW provides the College of Medicine with the space to position Indigenous Peoples to lead this work. Indigenous and non-Indigenous faculty alike will undertake the comprehensive engagement, coordination, facilitation, and mentorship that will be required to foster an environment that can meaningfully improve Indigenous community health outcomes by advancing pedagogy, creating new clinical tools and frameworks that will strengthen the training of medical learners, augment the resources for faculty and ultimately serve the communities. Focusing the department's education, research and service activities in this way will serve to advance the college's social accountability mandate.

Through, the support of areas including, but not limited to, admissions, curriculum, administration, recruitment, retention, mentorship, relationship, faculty development, undergraduate and postgraduate programming and most critically Indigenous health scholarship, the department will effectively respond to the TRC Calls to Action. The department will influence how medical education and scholarship incorporates Indigenous Knowledges and systems to equip practitioners to provide informed and appropriate medical services to Indigenous communities. It will foster an environment where physicians and scholars are prepared to practice in the Saskatchewan health system through high-quality learning opportunities and research with the goal of providing safe, equitable, ethical, and relational care to community.

The creation of the DIHW will serve as a permanent and formal structure that contributes to a sense of place, both an ethical and relational space, for faculty, staff, learners, and community, best suited to

support the work required within our college, university, and health system. The uniqueness and expertise of this unit will reside in its' respectful connection to Indigenous community voices.

The department will work to holistically contribute to aspects of medical education, research, and engagement that touch upon Indigenous Health and Wellness in a manner that aligns with Indigenous ideology and methodology and in so doing will demonstrate the unique value proposition offered by the department.

It is anticipated that this department will be heavily engaged in the co-creation of materials for academic programs across the College of Medicine and in transdisciplinary partnerships across the health sciences, the campus, and the nation. Academic programs from across the college anticipate calling upon or partnering with the faculty of the DIHW to consult on curricular content and deliver parts of their programming. As the department grows and builds capacity there are many future-state opportunities for new post-graduate programming including a Family Medicine Enhanced skills training program, and a new Indigenous Health stream within the Health Science Graduate Program.

The department will be wide in scope and interdisciplinary in nature. It will be a nexus point where community, researchers, learners and educators come together. The goals and objectives of the proposed department will require broad-ranging collaborations and linkages to varied departments within the college, university, and beyond. Robust consultations with stakeholders have underscored the importance of this wide-ranging and inclusive approach to partnerships.

The DIHW creates the space to establish a transdisciplinary research hub. The research hub will be a place for those who share a passion for strengths-based, community-engaged Indigenous health and wellness work to converge, share ideas, coordinate community engagement approaches and develop partnerships that can help to create new tools for clinicians and scholars that incorporate Indigenous Knowledges and systems. The research hub may serve as a catalyst for action related to the signature research areas as there are many opportunities for the faculty to engage with these areas of research and scholarship.

For more than 20 years faculty and staff serving on the College of Medicine's Indigenous Health Committee have been working to strengthen culturally based linkages between Indigenous world views and the medical community. Building upon the decades of dedicated "work done in good ways" the Vice-Dean Indigenous Health has engaged in significant stakeholder engagement and established a working group comprised of Indigenous and non-Indigenous faculty and staff to scope the work of the department and prepare the proposal for its establishment. Broad stakeholder engagement has been undertaken since mid-May 2022 and more than 80 stakeholders or groups of stakeholders have been engaged.

**CONSULTATION AND GOVERNANCE TIMELINE:**

Governing Body	Request for Input	Notice of Motion	Request for Decision
College of Medicine Faculty Council		September 28, 2022	January 25, 2023
Planning and Priorities Committee	February 8, 2023		
Academic Programs Committee	March 8, 2023		
University Council		March 16, 2023	April 20, 2023
Board of Governors			April 18, 2023
Senate			April 22, 2023

**ATTACHMENTS:**

- A. Proposal to establish the Department of Indigenous Health and Wellness, College of Medicine
- B. Appendix A: Comprehensive List of Letters of Support

# Proposal to Establish the Department of Indigenous Health and Wellness

April 10, 2023

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## 1. Name of Department

The proposed name for the department is the Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan.

The name for the department was carefully considered and importantly incorporates the word, “*wellness*”. The use of the term wellness stems from the utilization of the word by Indigenous communities<sup>i</sup>, Health Canada, and scholars. Wellness is used to replace, or in addition to the words, “*Indigenous health*”, to signify a shift away from the deficit-based understanding of Indigenous health in publications. The working group members felt well advised to include wellness, in the name of the new department. The term Indigenous is used in recognition of the diversity of Indigenous groups and is inclusive of First Nations, Métis and Inuit Peoples. The name provides clarity to the broader college and university membership, regarding the department’s, form and function.

## 2. Academic Rationale

### 2.1. Terms of Reference

#### 2.1.1. GOALS OF THE DEPARTMENT

Through the academic, scholarly, and administrative work of the department, along with a foundational and enduring commitment to *authentic community engagement*<sup>ii</sup>, the goals of this *Indigenous-led*<sup>iii</sup> department will be to meaningfully address:

- existing health inequities (Public Health Agency of Canada, 2018);
- the scarcity of strength-based Indigenous health research (Lafontaine, 2018);
- knowledge translation in community; and
- systemic racism in the health system and health education system.

The establishment of this department and the articulation of its goals have been many years in the making. Establishing an administrative home for Indigenous Health in the College of Medicine was identified as a priority in the [Strategic Plan \(2017-2025\)](#). The plan speaks to establishing a structure that ensures Indigenous voices are included and heard; increasing the number of Indigenous people in senior leadership positions across the College of Medicine; and investing in the development of Indigenous faculty, learners, residents and staff. To honour, the College of Medicine’s [Indigenous Health Committee](#)’s (IHC) vision and the commitments made in the College Plan, the Office of the Vice-Dean Indigenous Health (OVDIH) was established in May 2022. The Vice-Dean position is an integral member of the senior leadership team, responsible for work on strategic objectives and accountable for positioning the College of Medicine in a place of prominence to achieve its long-term Indigenous strategies. Through deliberation with IHC members, senior leaders, and university officials the OVDIH determined that a **department structure** is best suited to meet the Indigenous health goals of the college (to establish an administrative home). A department will facilitate the building of capacity that is necessary to effectively respond to the [Truth and Reconciliation Commission of Canada \(TRC\): Calls to Action](#).

Through, the support of areas including, but not limited to, admissions, curriculum, administration, recruitment, retention, mentorship, relationship, faculty development, undergraduate and postgraduate programming and most critically Indigenous health scholarship, the department will effectively respond to the TRC Calls to Action.

The department will influence how medical education and scholarship incorporates Indigenous Knowledges and systems to equip practitioners to provide informed and appropriate medical services to Indigenous communities. It will foster an environment where physicians and scholars are prepared to practice in the Saskatchewan health system through high-quality learning opportunities and research with the goal of providing safe, equitable, ethical, and relational care to community.

#### 2.1.2. STRATEGIC LINKS TO UNIVERSITY AND COLLEGE PLANS

The proposed Department of Indigenous Health and Wellness will be the first of its kind in Canada<sup>iv</sup> and will serve as a sentinel and advisory structure for the College of Medicine to identify opportunities to operationalize, support, and integrate or *weave* the [University Plan 2025](#) Aspirations of Transformative Decolonization, Productive Collaboration, and Meaningful Impact through the fabric of the college and beyond. The department will create space to make the aspirations articulated in “Transformative Decolonization” real – this will be the everyday work of the department. The DIHW is intended to be wide in scope and interdisciplinary in nature. Addressing the goals of the department will require a *community-first perspective*. The department’s commitment to authentic community engagement will allow it to be a hub for “productive collaboration” and “meaningful impact”.

***Transformative Decolonization leading to Reconciliation:** The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement*

***Productive Collaboration:** The world needs a university in which research and innovation are inspired by and accountable to community partners.*

***Meaningful Impact:** The world needs a university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves. (University of Saskatchewan, 2018)*

The department will ground itself in the fundamental commitments articulated in [ohpahotân I oohpaahotaan – The Indigenous Strategy](#). The strategy was gifted to USask on behalf of the Indigenous people who created it and by accepting this gift, USask committed to working to uplift the seven fundamental commitments articulated in the plan. These commitments are mutually reinforcing and core to Indigenous ways of knowing and being. As outlined within section 2.1.3, the department objectives will link to each of these commitments and will be working in an especially purposeful way to move forward while acknowledging past harms to create an environment of:

***Safety:** Creating and realizing inviting, welcoming and safe spaces for Indigenous Peoples, free from racism and oppression.*

***Wellness:** Integrating wholistic healing supports for the University’s Indigenous community, including students, staff, faculty and leaders.*

***Stewardship:** Preserving and amplifying Indigenous cultures, languages and protocol learnings.*

***Representation:** Uplifting Indigenous Peoples in University spaces and places.*

***Right Relations:** Supporting active and respectful partnerships and engagement with Indigenous Peoples—ethical and relational spaces.*

***Creation:** Acknowledging, resourcing and investing in wise practices and activities—conjuring the creative spirit that inspires innovation.*

***Renewal:** Strengthening and sustaining pathways of access and success—connecting with Indigenous youth. (University of Saskatchewan, 2021)*



Establishing the DIHW contributes to the strategic priorities and directions of the College of Medicine. The College of Medicine [Strategic Plan \(2017-2025\)](#) specifically addresses the College's plans to Respond to the Calls to Action and meet our social accountability mandate from the World Health Organization<sup>v</sup> (1995).

**Indigenous Health: Respond to the Calls to Action** in Canada's Truth and Reconciliation report, and work in a mutually beneficial and collaborative manner with the Indigenous Peoples of Saskatchewan to define and address the present and emerging health needs in their communities. Promote wellness, balance and teachings that will lead to positive and improved outcomes in communities.

**Social Accountability:** Address the priority health concerns of the communities the college is mandated to serve, incorporating authentic community engagement and mutually beneficial partnerships. Focus on equity and community engagement by interweaving social accountability throughout the college's operations.

The [Truth and Reconciliation Commission of Canada: Calls to Action](#) most directly related to the College of Medicine and the DIHW are those calls related to Health (calls 18, 19, 20, 21, 22, 23, 24). While many initiatives to address the TRC Calls to Action are underway the Indigenous Physicians Association of Canada (IPAC) published a [Medical School Report Card: Summary of 2020-2021](#) and results indicate that significant work remains. The findings of this type of report will be important considerations for the department, and college.

**18.** We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

**19.** We call upon the federal government, in consultation with Aboriginal Peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

**20.** In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

**21.** We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.

**22.** We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

**23.** We call upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the health-care field.
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
- iii. Provide cultural competency training for all healthcare professionals.

**24.** We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

The USask [Strategic Research Plan](#) speaks to tackling five pivotal commitments deemed essential for strengthening the research enterprise at USask these are: build institutional fortitude, uplift

Indigenization, invigorate our health cluster, embolden our strengths and put our knowledge to work. The Department of Indigenous Health and Wellness has the potential to support each of these commitments but importantly it will serve as an opportunity to show progress against the guideposts of the Uplift Indigenization and Invigorate our Health Cluster commitments as these concepts are integral to the proposed department.

***Uplift Indigenization:** We will support flourishing Indigenous scholarship rooted in reciprocal, respectful and relational academic and community partnerships to guide our journey of transformative decolonization and reconciliation.*

***Invigorate our Health Cluster:** We will unlock the creativity, innovation and community potential of interdisciplinary health and wellness research.*

The department anticipates vibrant and robust interconnections with many of the USask [Signature Areas of Research](#). These “areas of research and scholarship ... bring the University of Saskatchewan distinct recognition and help to position USask among the most distinguished universities in Canada and among the very best in the world.” The department can provide infrastructure and a home for scholars, learners and academic programs that will enable signature research area growth. It is anticipated that the faculty of the department will have especially important connections to the following signature areas.



***Health and Wellness:** Combining the Arts, Social Sciences, Biomedical Sciences, and Medicine to Make Humans Healthier. Research that combines aspects of the arts, population health, public health, biomedical, clinical, Indigenous, social and political science has the potential to increase the effectiveness of health care, health promotion and disease prevention in society.*



***Indigenous Peoples:** Engagement and Scholarship. By 2050, half of Saskatchewan's population may be of Indigenous ancestry, a demographic shift that creates challenge and opportunity. Our shared journey will help advance Indigenous and non-Indigenous ways of knowing and prepare a new generation of Indigenous youth for the global knowledge economy.*



***Communities and Sustainability:** Exploring the Interrelatedness of Human Communities and Natural Ecologies. Understanding the relationships among different peoples and the natural world and ensuring that they are maintained in a good way — a philosophy embodied in the Cree/Saulteaux concept of wahkohtowin — is crucial to overcoming urgent environmental, social, and political hurdles.*

The USask [Learning, Teaching and Student Experience Plan](#) addresses “walking the talk” of reconciliation and “co-creating a climate of inclusion, empowerment and support”. The plan describes aligned pursuits as measurably enhancing feelings of engagement and safety, enhancing recruitment and retention and academic programming grounded in Indigenous worldviews.

The proposed Indigenous-led department has an exceptionally high degree of linkages to institutional and college strategies, these plans articulate numerous aspirations, commitments, and priorities regarding Indigenization at USask. The goals of the department, resonate with numerous colleges, schools, units, groups and individuals across campus (see section 2.2 Impact and Relationships). It is envisioned that the department will serve as a hub to unite those on our campus who wish to work towards the goals of the department. These shared goals and plans remind us that “we are all in this together” (University of Saskatchewan, 2021, p. 21). Significant work lies ahead and establishing the Department of Indigenous Health and Wellness provides the College of Medicine with the space to position Indigenous Peoples to lead this work, Indigenous and non-Indigenous faculty alike will undertake the comprehensive engagement, coordination, facilitation, and mentorship that will be required to foster an environment that can meaningfully improve Indigenous community health outcomes by advancing pedagogy, creating new clinical tools and frameworks that will strengthen the training of medical learners, augment the resources for faculty and **ultimately serve the communities**.

2.1.3. THE DEPARTMENT – OBJECTIVES, EXPERTISE, DEMAND AND UNIQUENESS

The creation of the Department of Indigenous Health and Wellness will serve as a permanent and formal structure that contributes to a sense of place, both an ethical and relational space (Ermine, 2000) for faculty, staff, learners, and community, best suited to support the work required within our college, university, and health system. The uniqueness and expertise of this unit will reside in its' respectful connection to Indigenous community voices. Community in this context refers to Indigenous Peoples, Knowledge Holders, Elders, and/or Healers. The launch of this new department will begin a cascade of outputs that will, be reflective of department capacity and priority and demonstrate the new department's other distinctive elements. Specific academic objectives are addressed in sections 2.1.4, 2.2.2, and 2.2.3.



Figure 1: Members of the Department of Indigenous Health and Wellness will serve in many ways

The members of the Department of Indigenous Health and Wellness will be called upon to serve in many roles; Figure 1 identifies some of the types of roles they will serve in, they will be educators and learners, community members, and mentors, facilitators, partners and researchers. Pre-launch and during phase one of implementation, faculty, community, learner, and staff recruitment, retention, mentorship and support will be mission critical. Phase one will also need to support work in admissions and creating respectful engagement processes for authentic community engagement. The establishment of dedicated faculty, community, and staff to provide leadership, coordination, facilitation, and subject matter expertise is essential capacity building to address the ever-increasing demands related to Indigenous Health and Wellness, as the demands span the full spectrum of college activities. *(Safety, Wellness, Representation, Right Relations and Renewal – ohpahotân I oohpaahotaan)*

Phase two and three of establishment will see continued capacity building through successful recruitment of dedicated faculty, community, and staff to work on advanced objectives of the department including but not limited to understanding and incorporating Indigenous knowledge systems, designing models with community to improve knowledge mobilization, advancing the TRC calls to action, developing, and delivering on academic programs. The phased development of the department and its' people will result in new learnings for the College, that shared through publications, will position USask as a courageously curious innovator, uplifting Indigenization. *(Creation, Stewardship, and Right Relations – ohpahotân I oohpaahotaan and University Plan 2025)*

“Indigenous People[s] face systemic issues, including racism, discrimination, and bias within institutions (e.g, hospitals and health-care facilities) related to [the Canadian] historical context” (Durand-Moreau,

Lafontaine, & Ward, 2022). Tragic occurrences, linked to systemic racism, happen all too frequently in our health system. The death of Joyce Echaquan on September 28, 2020, sparked the establishment of [Joyce's Principle](#), a brief presented by the Council of the Atikamekw of Manawan to the Government of Canada (2020). The brief provides specific recommendations regarding the relationship between Indigenous People and teaching institutions in the fields of health and social services. Addressing systemic racism in the health system is a complex, multifaceted and monumental task that becomes out of reach without dedicated resourcing. By pursuing the DIHW, the College of Medicine is building essential capacity to effectively respond, when Indigenous communities so clearly articulate the changes needed for equitable health as is the case with Joyce's Principle. The new department's role is to support the College of Medicine in its' efforts to understand and continue addressing systemic racism. A DIHW facilitated, proactive implementation of recommendations arising from Joyce's Principle is one example of how this new department will support the college and its' aspirations. (*Safety – ohpahotân I oohpaahotaan*)

Dedicated interdisciplinary faculty connected to community voice offer multiple avenues for the collaborative enhancement of the department's objectives. Building a unit that allows for the participation of Indigenous scholars, Knowledge Holders, and Elders as valued members of the department would serve to support the continued development and implementation of new and innovative programming that meets learner and provincial needs and accreditation standards while ensuring that all programming continues to support our equity, diversity, and social accountability mandate.

#### Embracing Mentorship

Academic achievement often comes as the result of structured mentorship. Mentorship activities in the department will have a strong focus on being in-relationship, a focus on recognizing the unique talents and skills of individuals regardless of their positional power and taking a capacity-building approach. It is envisioned that alumni of the department would be encouraged to see themselves as having a kinship-type tie to the department and to see themselves as having long-term opportunities to serve as role models and mentors.

- **Community members** will be encouraged to see themselves and their children as potentially having a future in healthcare and as authentic partners in research projects. Opportunities will be established for them to develop relationships with members of the department, to help break down barriers and make the university environment more welcoming.
- **Learners** are currently mentored from the time they demonstrate an interest in a career in healthcare. There are opportunities to build on the existing learner peer mentorship events and to engage a wider array of faculty and staff in learner mentorship.
- **Members** of the department will work to establish a structured approach to mentorship for learners, early career researchers and faculty. This will include introductions to influential research networks and people, opportunities for co-applicant status on grants, and exposure to the project management and leadership elements of research projects. Members of the department will also provide trust-based mentorship related to career progression including workshop-type support for how to: become published, write a successful research grant and prepare files for tenure, and promotion.

#### Creating Safe Spaces

The physical spaces of the department, alongside the Office of Vice-Dean Indigenous Health, and the CFI-funded Indigenous Wellness Space called *miyo maskikhēwiyiniwak* (Good Medicine People) will serve as a welcoming safe space for Indigenous faculty, staff, learners, and community. Lessons on creating safe spaces can be drawn from patient-oriented research and will include a philosophical orientation geared towards safety, right relations, and away from unnecessary competition. Support offices and cultural coordinators will be integrated into or co-located near the department, contributing to a wellness

environment to support Indigenous learners, residents, physicians, faculty and staff success, fostering commitment and satisfaction.

#### Being in Relationship

Great attention will be paid to establishing and maintaining relationships as part of a continual effort to create and maintain truly safe, ethical and relational spaces. Core values statements may include concepts like valuing the guidance of the Seven Sacred Grandfather teachings: Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth in conduct towards others. These values will exist alongside philosophical agreements about wise practices that can be used to help members of the department engage in respectful, insightful and critical dialogue as they work together to address challenging topics related to Indigenous Health and Wellness.

#### Using Restorative Processes

From time to time every workplace and every partnership encounters conflict and too often disagreements become entrenched. The academic environment often encourages a climate of internal competition, but the work of this department is of tremendous importance to the community and members of the department will use restorative processes to address and manage these differences in pursuit of the greater good.

#### Research

Scholars working with community will develop “new” and innovative approaches to this pedagogical area and in so doing they will bring Indigenous community-identified health priorities to the forefront of their scholarly work and teaching and focus on knowledge translation and knowledge mobilization that is of value to community members.

#### Unique Value Proposition

The Department of Indigenous Health and Wellness, based in the College of Medicine at the University of Saskatchewan has a unique opportunity to meaningfully improve health outcomes and reduce health disparities experienced by Indigenous Peoples. While this is a bold statement and will take some time to achieve - it is feasible - in part because of the clinical dimensions of the college’s work and its unique integration with the health system. The faculty of the department and those who engage in the research hub supported by the department will be the subject matter experts called upon by the academic programs of the college to contribute to curriculum in service of improved health outcomes for patients.

The primacy of this work means that it cannot be confined to one college, one student body or one type of healthcare professional but the work must start, the community cannot wait, and the College of Medicine has made this work a strategic and financial priority. The DIHW will create a formal academic structure to further uplift and enrich work that has been underway in the College of Medicine for at least the last 20 years. It has always been the case that the best of the Indigenous initiatives at USask come from the collaborative efforts of many people committed to working with community in good ways and this department will continue in that tradition – it will fund and formalize a collaborative space where we can work together in culturally appropriate ways for the greater good.

The department will work to holistically contribute to aspects of medical education, research, and engagement that touch upon Indigenous Health and Wellness in a manner that aligns with Indigenous ideology and methodology and in so doing will demonstrate the unique value proposition offered by the department. The department will work to respectfully and authentically integrate Indigenous and Western frameworks for the ways in which the department conducts itself. In some ways, the department will be very much like other departments – it will manage institutional processes; provide a home for subject matter expertise and faculty of the department will be called upon to share their expertise with

academic programs. What will make this department different/unique is that it will place a high value on and seek to operate using Indigenous frameworks and models of relational accountability like the 4Rs: respect, relevance, reciprocity and responsibility (Kirkness & Barnhardt, 1991). Essential institutional matters like faculty career progression and the development of academic programming will be addressed in an environment that respectfully weaves in and uplifts Indigenous approaches like being in relationship, using restorative processes, sharing, creating safe spaces and embracing mentorship.

#### 2.1.4. A BRIEF DISCUSSION OF PROGRAMS THAT WILL BE DEVELOPED AND DELIVERED BY THE DEPARTMENT

It is anticipated that this department will be heavily engaged in the co-creation of materials for academic programs across the College of Medicine and in transdisciplinary partnerships across the health sciences, the campus, and the nation. Academic programs from across the college anticipate calling upon or partnering with the faculty of the DIHW to consult on curricular content and deliver parts of their programming.

##### *Undergraduate Medicinal Education (UGME):*

*“We anticipate that the department will serve as a key resource for medical program curriculum, providing consultation on curriculum content, and teaching by department members including on critical topics such as Indigenous [perspectives on] health and wellness, ..., cultural safety, colonization and decolonization, and truth and reconciliation. The department will also support engagement with communities for curricular opportunities, such as pre-clerkship learning experiences within Indigenous organizations and communities and electives for both Indigenous and non-Indigenous students)”.  
Dr Meredith McKague, Associate Dean Undergraduate Medical Education, College of Medicine*

##### *Postgraduate Medical Education (PGME):*

*“The PGME ... would certainly benefit from collaborations with the new department for curricular changes (incorporating Indigenous perspectives, learning from Elders and Knowledge Keepers, and integrative medicine), developing new sites of training and recruitment and retention.” Dr. Anurag Saxena, Associate Dean, Postgraduate Medical Education, College of Medicine*

The Department will create the space for experts in the field to design and deliver other programming. In the future, as the department grows and builds capacity there are many future-state opportunities for new post-graduate programming including a Family Medicine Enhanced skills training program, and a new Indigenous Health stream within the Health Science Graduate Program.

**\*New\* Enhanced Skills Program<sup>vi</sup> – Indigenous Health and Wellness through the Department of Academic Family Medicine.** This enhanced skill year is a comprehensive learning experience for family medicine physicians focusing on Indigenous health and wellness. The Residency Program would adhere to the goals and objectives articulated in [CanMEDS Family Medicine Indigenous Health Supplement](#). Residents would enter the program via the Canadian Resident Matching Service (CaRMS<sup>vii</sup>), meaning residents would apply specifically for this program.

**Master of Science (M.Sc.) or Doctor of Philosophy (Ph.D.) in Health Sciences – Indigenous Health and Wellness (new stream).** The [Health Sciences Graduate Program](#) (HSGP) is a unique research-based program open to all departments in the College of Medicine. The M.Sc. and Ph.D. programs in Health Sciences are thesis-based graduate programs for graduate students performing intensive research within the College of Medicine. Research projects primarily investigate translational and/or clinical aspects of human disease, health, healthy living, and/or translational research but may also include more biomedical research projects with clinical translation. Areas of research are dependent on the research interests and expertise of the student and their research supervisor. The HSGP offers relevant, centrally managed programs that provide research skills, and knowledge necessary for any life and health science graduate.

Other programming opportunities that have been discussed during the creation of this proposal include:

- Collaborating with the Royal College of Physicians and Surgeons of Canada on a certificate in Indigenous Health and Wellness
- Collaborating with the [Clinician Investigator Program \(CIP\)](#) to contribute to academic programming specific to Indigenous health, wellness and healing practices.

## 2.2. Impact and Relationships

### 2.2.1. RELATIONSHIPS WITH OTHER DEPARTMENTS OR ACTIVITIES IN THE COLLEGE

The department will be a nexus point where community, researchers, learners and educators come together (see Figure 2). The goals and objectives of the proposed department will require broad-ranging collaborations and linkages to varied departments within the college and university, and beyond. Robust consultations with stakeholders have underscored the importance of this wide ranging and inclusive approach to partnerships. Like many elements of this department, relationships will take shape as department leadership and operations evolve. The forecasted collaborators of the department are depicted in the centre of Figure 4: Proposed CoM Indigenous Health Relational Organization Chart, as mentors, advisors, partners, and collaborators. Details regarding the opportunities for impactful collaboration with other units cannot be captured concisely, nor is it fully known at this stage of the process. For these reasons we have chosen to highlight impacts relating to the OVDIH, FD, CME and UGME areas, the departments of Obstetrics and Gynecology, Community Health and Epidemiology, and the Division of Social Accountability as well as colleagues, learners, and external partners, to provide insight into the anticipated impacts foreseeable by stakeholders and the project team. It is assumed that the department will have many more connections with local, provincial and national level organizations dedicated to the promotion of Indigenous Health and Wellness concepts.

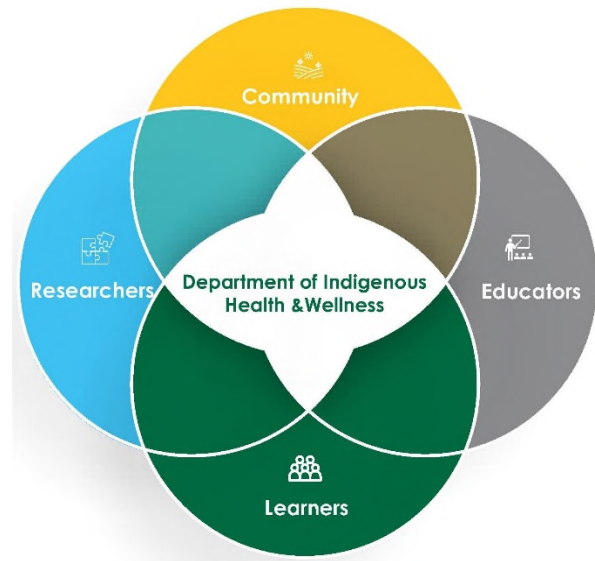


Figure 2: the Department of Indigenous Health and Wellness is a place where community, researchers, educators, and learners will collaborate

Links to Office of the Vice-Dean Indigenous Health (OVDIH) and Community

Being *in relationship* is of fundamental importance in Indigenous culture and the department will have a wide array of linkages and impacts. A relationship deemed to be of high importance by the working group is the one between the Department of Indigenous Health and Wellness (DIHW) and the Office of the Vice-Dean Indigenous Health (OVDIH). The relationship needs to be close, to ensure that high level aspirations of the college and objectives of the department, related to Indigenous health, are met. In many cases, the vice-dean will be a conduit for the DIHW to become engaged in new partnerships and opportunities. Relational ties will also exist through staff, the cultural coordinator, and the community advisors, with many roles being shared positions in the early phase of development. The OVDIH, will support a coordinated approach to community engagement for priority projects of the department and college. Community links will be made and/or recognized in a wide array of ways including recognition that Indigenous faculty, staff and learners are our *internal Indigenous community* and that in many cases they will be uniquely positioned to reflect on the work of the department. Individual researchers, faculty, staff and learners have pre-existing professional relationships and kinship ties to *external Indigenous*

*communities* and those ties may lead to more formal community engagement arrangements like community-led research partnerships, and/or community placements for learners.

A fundamental initial step in achieving authentic community engagement is creating safe, ethical and relational spaces within the college. Once the space is established, safe respectful community engagement can commence on a broader scale. Both the OVDIH and DIHW will work with others internally and externally to uplift Indigenous concepts, methodologies, and pedagogies. Indigenous and non-Indigenous clinicians and scholars must partner with members of Indigenous communities to be gifted the knowledge required, to achieve this. Such a framework is foundational to the DIHW and in keeping with [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans: Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#) (TCPS 2-Chapter 9). Indigenous-led establishment of partnerships through, respectful Indigenous community engagement protocols that reflect the diversity of the population, building access to networks of community partners, and determining respectful sustainable resource strategies, will be the distinctive work of the OVDIH and DIHW.

*“The building of relationships with the community is integral to engaging in research with the community ... this has the potential to engage Indigenous Elders, Knowledge Keepers and communities in co-creating questions with researchers that will work with them to answer the questions in a meaningful way.” Dr. Vivian R Ramsden, Professor, Research Director, Department of Family Medicine, University of Saskatchewan.*

Links to Other Departments/Units/Portfolios of the College

The College of Medicine is large and complex with many parts including: clinical departments where Provincial Department Heads provide fundamental links to and leadership within the Saskatchewan Health Authority (SHA); academic departments; the School of Rehabilitation Sciences and cross-cutting portfolios like rural health. The following section articulates some of the ways that the proposed new department will link to other units in the college.

Leaders from many clinical departments including Medicine, Surgery, Obstetrics and Gynecology, Psychiatry, and Family Medicine identify that the DIHW offers much-needed complimentary support to their department’s clinical work and research. Provincial Department Heads<sup>viii</sup> relay an eagerness and impatience for the DIHW to launch. The prospect of learning from Indigenous-developed processes and employing authentic community engagement approaches excites clinical scholars; many see this as an opportunity to move closer to improved clinical outcomes for Indigenous Peoples.

*“The Department of Obstetrics and Gynecology would welcome the opportunity to learn from and work alongside partners in Indigenous health. Indigenous communities in Saskatchewan are seeking to revitalize and promote traditional birth practices. As a system, we need to explore opportunities to support this work, ensuring culturally safe and respectful processes and alliances.” Dr. Joanne Sivertson, Provincial Department Head, Obstetrics and Gynecology, College of Medicine/SHA.*

Similarly, there is an opportunity for the faculty of the DIHW to partner with other academic departments such as Community Health and Epidemiology known for its community-engaged research, social justice lens and collaborative approaches and the Division of Social Accountability (DSA). The DSA is a unit with the vision of inspiring transformative learning, research, and action to achieve health equity. These relationships would build and amplify existing sector-leading practices or to co-create new ways of conveying Indigenous health and wellness practices in educational and clinical settings using Indigenous community-led innovations as a foundation. The DSA notes the critical need for Indigenous-led medical education, both as a necessary response to calls such as the TRC Calls to Actions, and as an innovative and paradigm-shifting solution to many of the challenges currently plaguing Canada’s healthcare systems.



*“The Division of Social Accountability is pleased to support the establishment of a Department of Indigenous Health and Wellness at the University of Saskatchewan, in the interest of advancing health equity and justice in the province of Saskatchewan. As a resource unit made of non-Indigenous staff, we strive to practice responsibility and allyship towards interrupting the harms of colonialism and racism in the health outcomes of Indigenous Peoples, and we recognize that there must be dedicated and focused resources to advance the research and academic development of Indigenous faculty in ways that are culturally safe and guided by the knowledge and values of Indigenous Peoples.” Dr. Manuela Valle-Castro, Division of Social Accountability.*

Beyond the department’s enduring commitment to respectful community relations, Heads of departments also note that a department designed to be welcoming of Indigenous faculty and complementary to other departments would aid in the recruitment and retention of Indigenous faculty in all departments.

*“I see needs in the [School of Rehabilitation Science] that would be supported and guided by this department in improving the culture and supports for Indigenous students, attracting Indigenous faculty to the school, and increasing opportunities for innovative education and research in Indigenous health and wellness for the betterment of rehabilitation in the province and beyond.” Teresa Paslawski, Associate Dean, School of Rehabilitation Science, College of Medicine, USask*

It is anticipated that the future DIHW will have many points of common interest and will collaborate frequently with the Rural Medicine portfolio. Like the DIHW the Rural Medicine portfolio has a province-wide mandate, working to address topics that transcend disciplinary boundaries with a goal of improving healthcare delivery in rural communities, including rural Indigenous communities. The Associate Dean, Rural Medicine, identifies the establishment of a Department of Indigenous Health and Wellness with scholars who have dedicated time to engage in the co-creation of new value-added programming as a tremendous asset to the rural portfolio, and the academic programs of the college. New co-created programming may include opportunities for: a new Longitudinal Integrated Clerkship (LIC) experience based in a rural, remote Indigenous community; or new community experience offerings for the Undergraduate Medical Education Program.

#### **2.2.2. LINKS TO ACADEMIC PROGRAMS OF THE COLLEGE**

Links to Undergraduate Medical Education Admissions

Starting in the 2022 application cycle, the College of Medicine, Undergraduate Medical Education (UGME) program introduced a new process to evaluate Indigenous applicants called the Indigenous Admissions Circle (IAC). The IAC supports Indigenous applicants, who meet all posted admission requirements, by reviewing and evaluating applicants through an Indigenous lens. The IAC process, established in part to address *TRC Call to action 23(i)* is designed to support self-declared First Nations, Métis, and Inuit learners to gain admission to medicine. The UGME admissions team anticipates the new DIHW will be a tremendous resource for the UGME and the IAC in part due to the expanded internal capacity as currently, the demand for services exceeds the available resource on topics related to learner supports, programming and quality improvement projects. Mentorship is central to the work of the DIHW and there will be opportunities to support and mentor Indigenous learners from the time that they are interested in a career in medicine and throughout their medical school application, to acceptance to medical school. These mentorship opportunities are extremely important in building relationships and trust. The director of admissions for the UGME program explains that:

*“Having a culturally-safe space that is Indigenous-led and focused on Indigenous Peoples demonstrates to our future and current applicants that the College of Medicine fosters a supportive and learner-friendly environment. Not only is this helpful from an Indigenous student recruitment perspective, but improving the learning environment to make it culturally and psychologically safe for our Indigenous students is absolutely critical for their development as future physicians.” Dr. Trustin Domes, Admissions Director, College of Medicine.*

Links to UGME Curriculum

As required by the Committee on Accreditation of Canadian Medical Schools (CACMS), the College of Medicine is committed to addressing the priority health concerns of the Indigenous population it has identified as its responsibility to serve. The Curriculum Committee (CC) for the UGME program recognized the importance of Indigenous health and therefore have supported the inclusion of a vertical theme throughout the four-year program with a dedicated faculty vertical theme lead, who is responsible for overseeing the vertical integration of Indigenous health into the curriculum. The department will add to the existing Indigenous health expertise and collaborate with existing medical education leaders to support this vital work. As it becomes established the department will build capacity for and facilitate the delivery of medical education courses. This facilitation and design will be guided by Indigenous community knowledge through inclusion of community members with lived experience, Elders, Knowledge Holders, Indigenous practitioners and scholars ensuring the work is grounded in Indigenous ways of knowing and doing. It is anticipated that the department will be engaged in and facilitate aspects of curricular content related to: *Clinical Integration, Clinical Skills, Medicine and Society, Foundations, Selected Topics in Medicine, Core Clinical Rotations, and Preparation for residency.*

Indigenous health is embedded in the UGME curriculum through a variety of types of learning experiences including guest lectures from leading experts, case studies, community service-learning projects, group work, panels, and clinical experiences (College of Medicine, Indigenous Health Roadmap, 2018). These learning opportunities that take place in a variety of locations throughout the province would be examples of where the department would help the UGME coordinate and make connections with community.

Links to Faculty Development and Continuing Medical Education

The DIHW will nurture a strong connection to both the Faculty Development (FD) and Continuing Medical Education (CME) units; both units have articulated strong support for the department and will be important partners for the DIHW.

The FD unit is a community of practice of staff, faculty including physicians and other providers, educators and learners around the province who are interested in supporting and facilitating medical education, using best practices and evidence for work in all domains - clinical, administrative, teaching and learning, research and leadership. The FD unit works in the area of quality improvement, and they are key change agents within the medical school. The DIHW objective to establish processes for authentic community engagement will directly support the work of Faculty Development.

*"Increasingly the demands on faculty development require a strong understanding of the needs of our First Nations and Métis communities and how to engage and support all faculty in this work." Dr. Cathy MacLean, Faculty Development Director, College of Medicine.*

The CME unit is committed to providing high-quality education to support the professional lives of physicians and other healthcare providers on a provincial scale with the mission to enhance healthcare outcomes. CME is home to award-winning cultural safety courses that serve as an important example of the college's commitment to addressing TRC Call to Action 23(iii) to "...Provide cultural competency training for all health-care professionals". In the spirit of the expression, "a rising tide lifts all boats" it is anticipated, that the DIHW will bolster existing Indigenous CME content through collaboration with community and contribute to new and existing Indigenous Health and Wellness programs and courses offered by CME. Faculty are an essential piece of advancing pedagogical changes and CME provides an avenue for the DIHW to reach out to medical faculty enabling them to be a key part of the knowledge mobilization efforts undertaken by the DIHW.

### 2.2.3. IMPACT ON COLLEAGUES, ON LEARNERS AND ON OTHER DEPARTMENTS OR COLLEGES OUTSIDE OF THE SPONSORING COLLEGE

#### Impacts on Colleagues and Learners

Perhaps the greatest internal impact of the DIHW will be experienced by colleagues, learners, and staff. The need to focus on recruitment and retention; mentorship and the establishment of a truly welcoming and inclusive space - a home - has long been recognized as important and is specifically addressed in the college plan. Former faculty report that creating a safe supportive mentoring environment for Indigenous clinicians, scholars, learners, and staff within the College of Medicine would be a key recruitment and retention driver to advance the academic and research agenda of the college through the development of its people.

Advancing Indigenous Knowledges and stretching epistemology<sup>ix</sup> will be foundational to the work of the department and permeate every level of the department. Academic programs, faculty, leaders and learners are dedicated to moving curriculum forward and to supporting and responding to student advocacy efforts. Together they grapple with ways to weave topics like the complexity of mental health care and the articulation of diverse and powerful Indigenous healing practices into curricula. Medical learners are advocating for a continuous improvement approach to the topic recognizing that while much has been done, more work remains (Student Medical Society of Saskatchewan (SMSS) Governance and Advocacy Affairs Committee, 2022). There is an opportunity to learn from the *mind, body and spirit* approaches of Integrative Medicine<sup>x</sup> and *Indigenous ways of knowing and doing* to support improved health outcomes for communities. Faculty and scholars in the department will become integral extra resources to guide this work.

#### Links to the Other Departments, Colleges and Schools outside of the College of Medicine

The topic of Indigenous Health and Wellness transcends disciplinary boundaries. There are currently many productive partnerships across the full spectrum of the health sciences and numerous departments in the College of Arts and Sciences, especially with the Department of Indigenous Studies. The work of Indigenous Health and Wellness encompasses many other areas across campus including education, law, and policy. As such, the department will benefit from establishing extensive networks and partnerships and generally being in relationship with scholars from across campus and the nation. It is anticipated that the Department Head of the future Department of Indigenous Health and Wellness will invite/nominate a number of associate members<sup>xi</sup> and adjunct professors<sup>xii</sup> to contribute their expertise to the department (see Figure 6).

The health sciences colleges, schools, and administrative units represented on the [Health Sciences Deans Committee](#) work to foster collaboration — and to help educate health professionals through a team-centered approach. They have long sought ways to collaborate on Indigenous initiatives. It is anticipated that the capacity building that comes from the DIHW will add more points of connection and more robustness to networks that have spanned our campus and energized many initiatives over the past two or three decades.

*“Establishment of the DIHW has significant implications for the health sciences. We have ... striven to improve our listening to Indigenous voices and perspectives in our practices, policies, and spaces in the health sciences. Much of the guidance and wisdom towards these efforts has come from the College of Medicines Indigenous Health Committee ... Future collaborations will hopefully include but not be limited to, consultation on health science spaces, infrastructure, and art installations, planning and producing The Gathering event for Indigenous health research, collaborating on the Life and Health Sciences Expo, and contributing to the development of a shared vision and strategic goals for the health sciences.” Dr. Adam Baxter-Jones, Interim Associate Provost, Health USask Health Sciences*

#### 2.2.4. ANTICIPATED LINKS TO INDIVIDUALS, GROUPS OR ORGANIZATIONS AT OTHER INSTITUTIONS OR OUTSIDE THE UNIVERSITY

##### Links to Community

Sustainable, foundational, and authentic community engagement will be essential for the department. The department will collaborate with the Office of the Vice-Dean Indigenous Health to build and sustain these partnerships. The OVDIH will establish an Indigenous Community Advisory Council with Elders, Knowledge Keepers, and Advisors etc. for representation from communities across the province.

##### Links to Important National Discussions on Indigenous Medical Education and beyond

The department presents an opportunity to support an increased focus on building internal capacity. The college has relied heavily on a few highly skilled and dedicated individuals to support, advise, and lead Indigenization efforts. There is a desire to share this work enabling more people to use their individual gifts and talents. An expanded capacity means more fulsome and sustainable engagement at local, provincial and national levels. There is a need to more fully engage in and learn from groups like the [National Consortium for Indigenous Medical Education](#) (NCIME). The NCIME was formed to advance Indigenous medical education and leadership in health care; this Indigenous-led work will transform Indigenous medical education and contribute to the delivery of culturally safe care. The NCIME has established working groups covering topics that are highly aligned with the strategic directions of the college, topics like Indigenous learner admissions and transitions; Indigenous faculty recruitment and retention; improving cultural safety in curriculum; and anti-racism, policies, processes, and implementation support. All of these topics are essential to deliver on the strategic directions of the college, and the work of the department and will help to ensure that the work done locally is linked to national best practices. Opportunities also exist to share learnings with and learn from international groups like the [Leaders in Indigenous Medical Education Network](#) (LIME Network).

##### Links to Indigenous Governance Groups and Indigenous-led Educational Institutions

Leaders from Indigenous governance groups like the Federation of Sovereign Indigenous Nations (FSIN) are calling on the University and the College to do more to support *TRC Call to action 23(i) to increase the number of Aboriginal professionals working in the health-care field*. They highlight the importance of productive partnerships with institutions like the Saskatchewan Indian Institute of Technologies (SIIT) and First Nations University of Canada (FNU) in forging new paths and creating the necessary space for those wishing to pursue medicine.

### 2.3. Consultation

For more than 20 years faculty and staff serving on the College of Medicine's Indigenous Health Committee have been working to strengthen culturally-based linkages between Indigenous world views and the medical community. The committee was also integral in ensuring that Indigenous Health priorities were embedded into the College of Medicine's strategic plan. As a result of the college's commitment to increase the number of Indigenous People in senior leadership positions, the inaugural Vice-Dean Indigenous Health was appointed on an interim basis in May 2022. One of the vice-dean's primary accountabilities has been to lead the establishment of a home for Indigenous Health. Building upon the decades of dedicated "*work done in good ways*" the vice-dean has engaged in significant stakeholder engagement and established a working group comprised of Indigenous and non-Indigenous faculty and staff to scope the work of the department and draft this proposal.

Those working group members include:

- Valerie Arnault-Pelletier, Senior Lead, Indigenous Initiatives and Program, College of Medicine
- Marianne Bell, Manager, Office of the Vice-Dean Indigenous Health, College of Medicine
- Dr. Holly Graham, Indigenous Research Chair in Nursing, College of Nursing

- Dr. Robert (Bobby) Henry, Executive Director and Principal Investigator of natawihowin and mamawiikiyayaahk Research Networks (SK-NEIHR) and CRC Tier II in Indigenous Justice and Wellbeing. Faculty Member in the Department of Indigenous Studies, College of Arts and Science
- Dr. Malcolm King, Scientific Director of Saskatchewan Centre for Patient-Oriented Research
- Dr. Anne Leis, Department Head, Community Health and Epidemiology, College of Medicine
- Fleur Macqueen Smith, Manager, natawihowin (First Nations) and mamawiikiyayaahk (Métis) Research, Training and Mentorship Networks, Saskatchewan NEIHR (Network Environments for Indigenous Health Research)
- Crystal Maslin, Director, Planning and Projects, College of Medicine
- Dr. Veronica McKinney, Director, Northern Medical Services
- Joann Potie, Executive Assistant, Office of the Vice-Dean Indigenous Health, College of Medicine
- Harvey Thunderchild, Indigenous Cultural Coordinator, Office of the Vice-Dean Indigenous Health, College of Medicine
- Dr. Janet Tootoosis, Vice-Dean, Indigenous Health, College of Medicine

The vice-dean and members of the working group met with more than 80 stakeholders or groups of stakeholders including:

- Leaders from across the College of Medicine (vice-deans, associate-deans, provincial heads, department heads and directors)
- Leaders from across the USask campus (vice-president research, deputy provost, dean of graduate studies, associate provost health, Health Science Deans Committee, research signature area co-lead for the health and wellness cluster)
- Leaders from across the Saskatchewan Health Authority including the Chief Medical Officer, and many people from First Nations and Métis Health
- Faculty from the College of Medicine including current and past Indigenous Faculty members
- Indigenous and non-Indigenous scholars like the Cameco Chair and the Indigenous Research Chair, and allies with long histories of undertaking authentic community-engaged scholarship
- Indigenous community leaders representing local and provincial Indigenous governance groups like Federation of Sovereign Indigenous Nations, Métis Nation - Saskatchewan, First Nations Tribal Councils and Grand Councils
- Leaders of Indigenous educational institutions like the First Nations University of Canada, and the Saskatchewan Indian Institute of Technologies (SIIT)
- Indigenous Physicians Associations of Canada (IPAC)

Key Messages from these consultations include:

- Engagement with internal and external Indigenous communities must be foundational, authentic, and sustained.
- Commitment to community-led academic and scholarly work is of vital importance.
- There is an urgent front-line healthcare need to better equip practitioners to provide informed and appropriate medical services to Indigenous communities.
- More needs to be done in relation to TRC Calls to Action.
- Creating a safe and welcoming environment for Indigenous faculty, staff and learners will be essential for the success of both the people and the department itself. The lack of a safe and welcoming space has led to recruitment and retention issues in the past. The need for more safe spaces is a campus wide issue.

- That currently the programmatic demand for support related to Indigenous health and wellness subject matter expertise exceeds the available resource. New resources need to be established and early career faculty and staff need to be mentored to build capacity.
- The goals of the department are wide in scope and interdisciplinary in nature. They have generated significant enthusiasm and present numerous opportunities for transdisciplinary partnerships that span our campus, province, nation and beyond. Many potential collaborators have demonstrated a desire to be engaged with the work of the department. A sampling of these potential partnerships are shown in Figure 5: Proposed CoM Indigenous Health Relational Organization Chart.
- The department will be small and care will be needed to ensure that the core purpose and goals of the department are not overwhelmed by the many and varied needs and demands of the campus.

## 2.4. Scholarly Work

The proposed Department of Indigenous Health and Wellness creates the space to establish a transdisciplinary research hub. The research hub will be a place for those who share a passion for strengths-based, community-engaged Indigenous health and wellness work to converge, share ideas, coordinate community engagement approaches and develop partnerships that can help to create new tools for clinicians and scholars that incorporate Indigenous Knowledges and systems.

The research hub may serve as a catalyst for action related to the signature research areas as there are many opportunities for the faculty to engage with these areas of research and scholarship see Figure 3: Anticipated engagement of DIHW with Signature Research Areas.

In many cases faculty associated with the research hub will spark partnerships, community engagement, community led research and ultimately real-world health and wellness benefits that link to the USask Signature Research Areas.

With the overarching and fundamental acknowledgement that research driven by community can be transformational, that community members have extensive subject matter expertise and that community members are best positioned to offer endorsement of approaches: the hub will work to improve the value of USask research to communities.

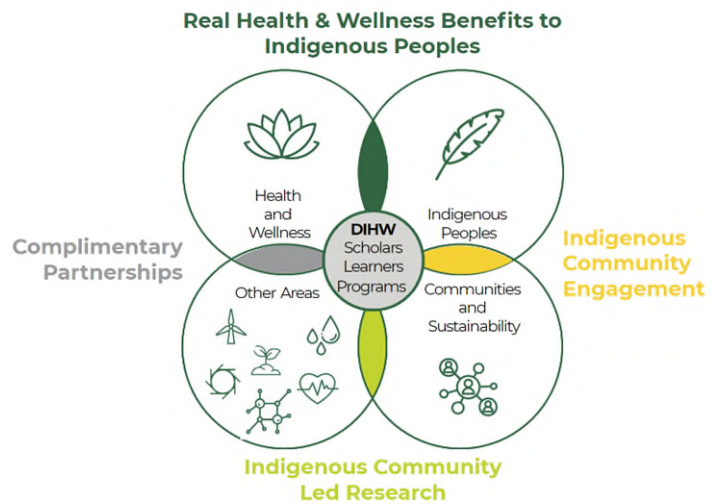


Figure 3: Anticipated engagement of DIHW with Signature Research Areas

The research hub will:

- Create opportunities for prominent researchers and research groups from across campus (for example the [Saskatchewan NEIHR Network](#), [Pewasekwan Indigenous Wellness Research Group](#), [Waniska Centre](#), and the planned Indigenous research hub in the College of Arts and Science) to connect with each other and with learners
- Establish and reinforce mentorship opportunities to support community members, learners and members of the department to thrive (*Safety, Representation, Right Relations and Renewal – ohpahotân I oohpaahotaan*)
- Foster a culture to advance authentic community engagement (*Safety, Wellness, Stewardship, Representation, Right Relations, Creation and Renewal – ohpahotân I oohpaahotaan*)
- Increase the occurrence of community-driven research in Indigenous communities and capacity-building partnerships based on trust and a shared vision; finding opportunities to serve the communities and support them to leverage existing community-enhancing funding opportunities and grants (*Right Relations and Renewal – ohpahotân I oohpaahotaan*)
- Advance knowledge mobilization
- Serve to increase the occurrence of Tri-Agency and other prestigious national grant submissions, awards, and funding
- Collaborate to establish new opportunities for scholars like a Canada Research Chair in Indigenous health and wellness

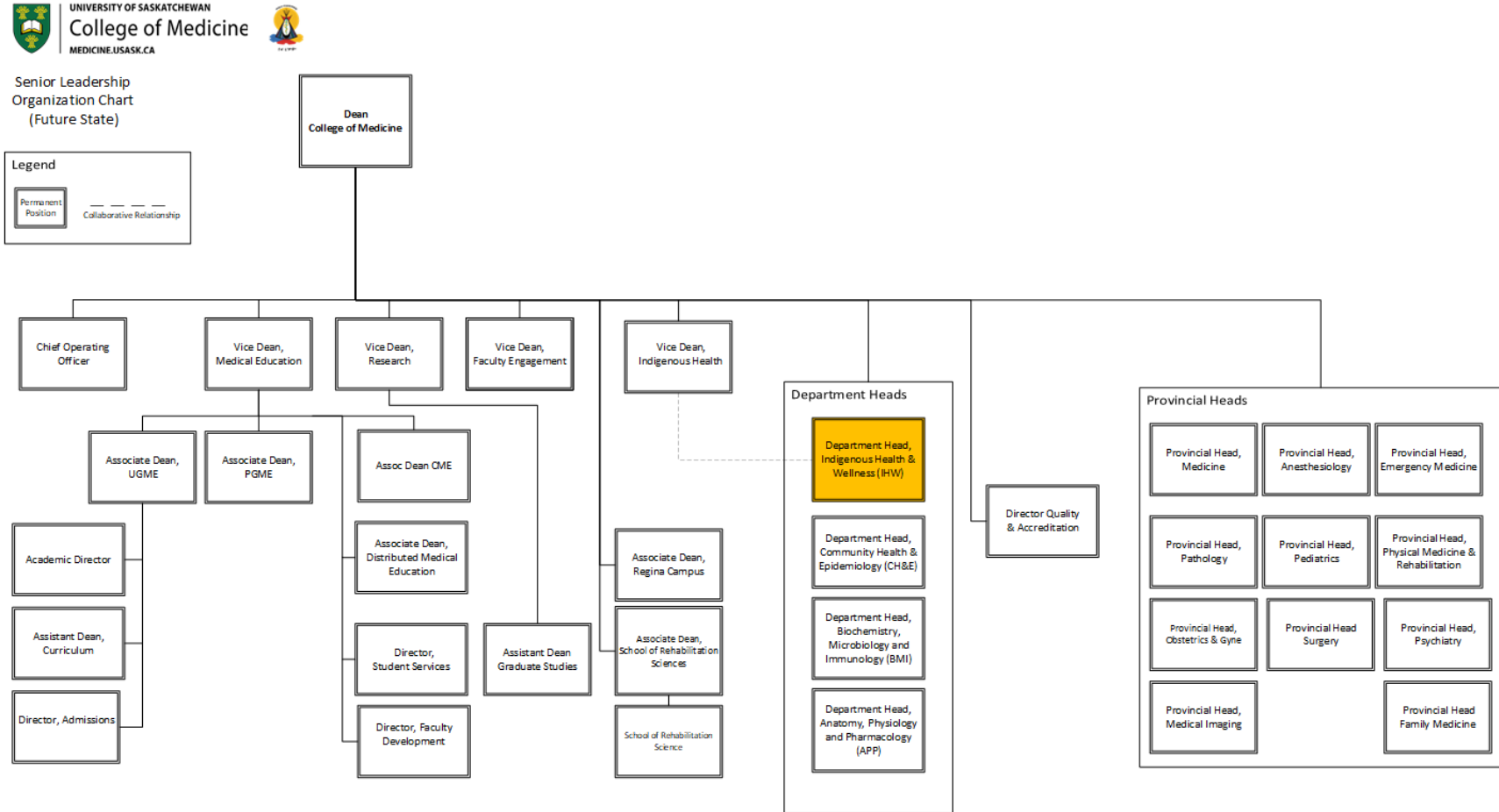
Like the department, the research hub will be grounded in the fundamental commitments articulated in [ohpahotân I oohpaahotaan – The Indigenous Strategy](#) and will work to uplift the seven fundamental and mutually reinforcing commitments articulated in the strategy. The research hub will also be guided by the department’s commitment to relational accountability, restorative processes, and the emphasis on mentorship.

Scholars of the department (and affiliated with the department via the hub) will bring together wide-ranging and extensive expertise in the areas of Indigenous research methodologies, research ethics and community-engaged research. They will be able to provide advice, guidance and advocacy on research using relevant Indigenous research principles, such as the [First Nations Principles of OCAP®](#) (ownership, control, access, and possession) of data, the Saskatchewan Métis Data Governance Principles (in development with Métis Nation-Saskatchewan), and the TCPS 2-Chapter 9.

### 3. Department Management

As shown in Figure 4: Proposed CoM Senior Leadership Organizational Chart, the department head will report directly to the CoM Dean, Dr. Preston Smith and have an important collaborative relationship with the Vice-Dean Indigenous Health. As members of the College’s Senior Leadership team both the Department Head and Vice-Dean will have many connections to other leaders in the college.

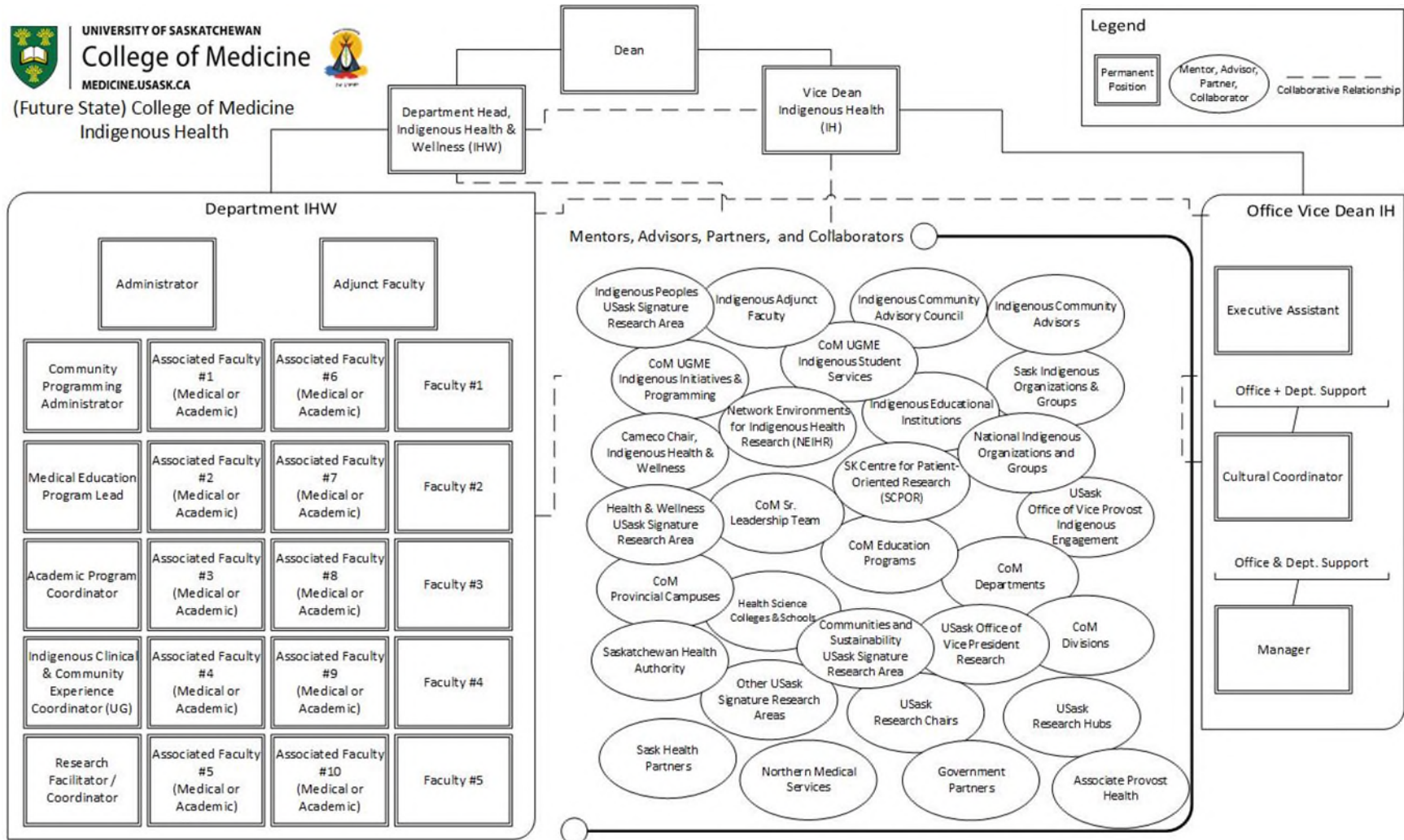
Figure 4: Proposed CoM Senior Leadership Organizational Chart





The close relationship between the senior Indigenous Health leaders and their respective teams will enable them to maintain a shared vision and lead change together are shown in Figure 5: Proposed CoM Indigenous Health Relational Organization Chart.

Figure 5: Proposed CoM Indigenous Health Relational Organization Chart



Key points about the Relational Organization Chart include:

- The partnership between the Department Head and Vice-Dean is of fundamental importance. The relationship needs to be close, resulting in bidirectional augmentation of the work of each unit, to ensure that high level aspirations of the college and objectives of the department, related to Indigenous health can be achieved. This is represented by the dotted line between the Department Head and Vice-Dean in Figure 4.
- In the “Department IHW” box
  - After careful consideration and extensive discussion, the working group chose not to include the typical lines of a reporting hierarchy and instead included the entire team in one box. This choice is intended to signify the importance of the non-hierarchical structure that is anticipated in the department as alluded to in section 2.1.3 *The Department – objectives, expertise, demand and uniqueness*. Reporting lines essential for human resources management will exist and be articulated in job profiles.
  - The faculty and staff complement for the department is expected to grow in phases – it is assumed it will take five years to have the full complement of faculty and staff. The growth plan is itemized in Figure 6: Proposed Resource Plan.
- The many Mentors, Advisors, Partners and Collaborators are depicted in the centre of Figure 4 as a nest-of-eggs and are intended to symbolize the broad range of support and offers of in-kind support that have been made to the department – the nest egg. The list is not exhaustive.
- In the “Office Vice Dean IH” box
  - The Cultural Coordinator and Manager positions are embedded in the OVDIH, but it is anticipated that they will provide support for strategically important work in both the Department and the Office of Vice-Dean.
- Importantly the many dotted lines that connect the leaders and units to each other and to the Mentors, Advisors, Partners and Collaborators are intended to signify the importance of collaborative partnerships. Relational ties will be extremely important.

#### Department Leadership and Administration

Once approved, the launch of the department will require an interim department head to be appointed while a formal search for a permanent head of the department is initiated. This ensures the search and selection process follows the appropriate university procedure and honours the guidance of the Indigenous Community Advisory Council.

The selected department head will formalize and grow the department faculty and staff complement to the proposed future state shown in the DIHW section of Figure 4. To help set up and grow the department in a sustainable and good way, the OVDIH’s team will work closely with the department head and department faculty. Thus, building capacity to support and advance the Indigenous Health Strategy of the college. A key consideration of sustainability will be for the department to leverage existing USask resources.

#### Community Engagement and Coordination Support

The strong connection with community voice and vision of having a positive impact on the health and wellness of the Indigenous Peoples of Saskatchewan requires a team of dedicated resources focused on supporting the engagement with and coordination of our college’s work with communities. Indigenous community advisors such as Knowledge Keepers or Elders will also be invited to participate in education of graduate students within the department.

Some of the work within this area includes, but is not limited to:

- Providing clerical support for undergrad and postgrad Indigenous community and experience programming.
- Supporting the development and coordination of Indigenous health related teaching activities.
- Coordination of the community engagement work of the department; community advisors, strategy, and establishment of processes.
- Providing first point of contact with faculty, students, staff and community members who utilize the 'Good Medicine People' space.
- Supporting the organization of cultural programming, artistic and scholarly presentations, performances and events.

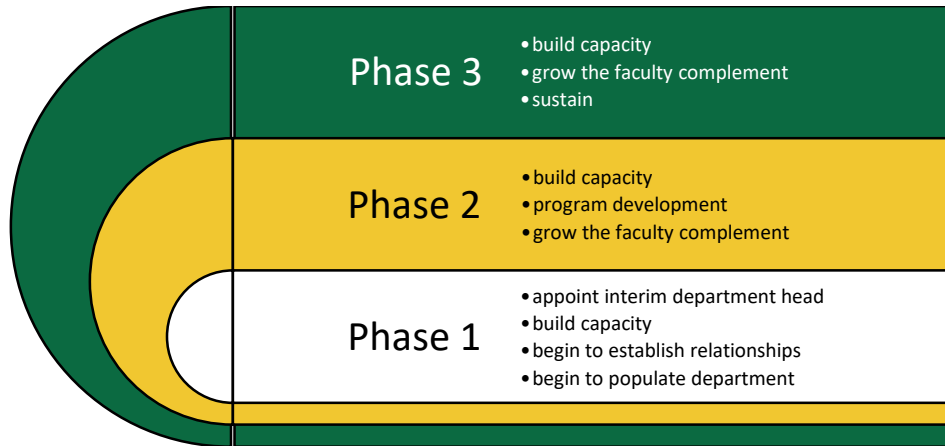
Faculty Structure

- It is anticipated that the department will build a complement of members including academic and medical faculty to contribute their expertise to the department. Refer to bottom of Figure 6 for proposed faculty complement details.

#### 4. Resources and Budget

Subject to the approval of the Board of Governors, the college has a multi-faceted approach to funding the Indigenous health implementation and supporting the phased growth of the DIHW over the next 3-5 years as per Figure 6: Phased implementation of DIHW.

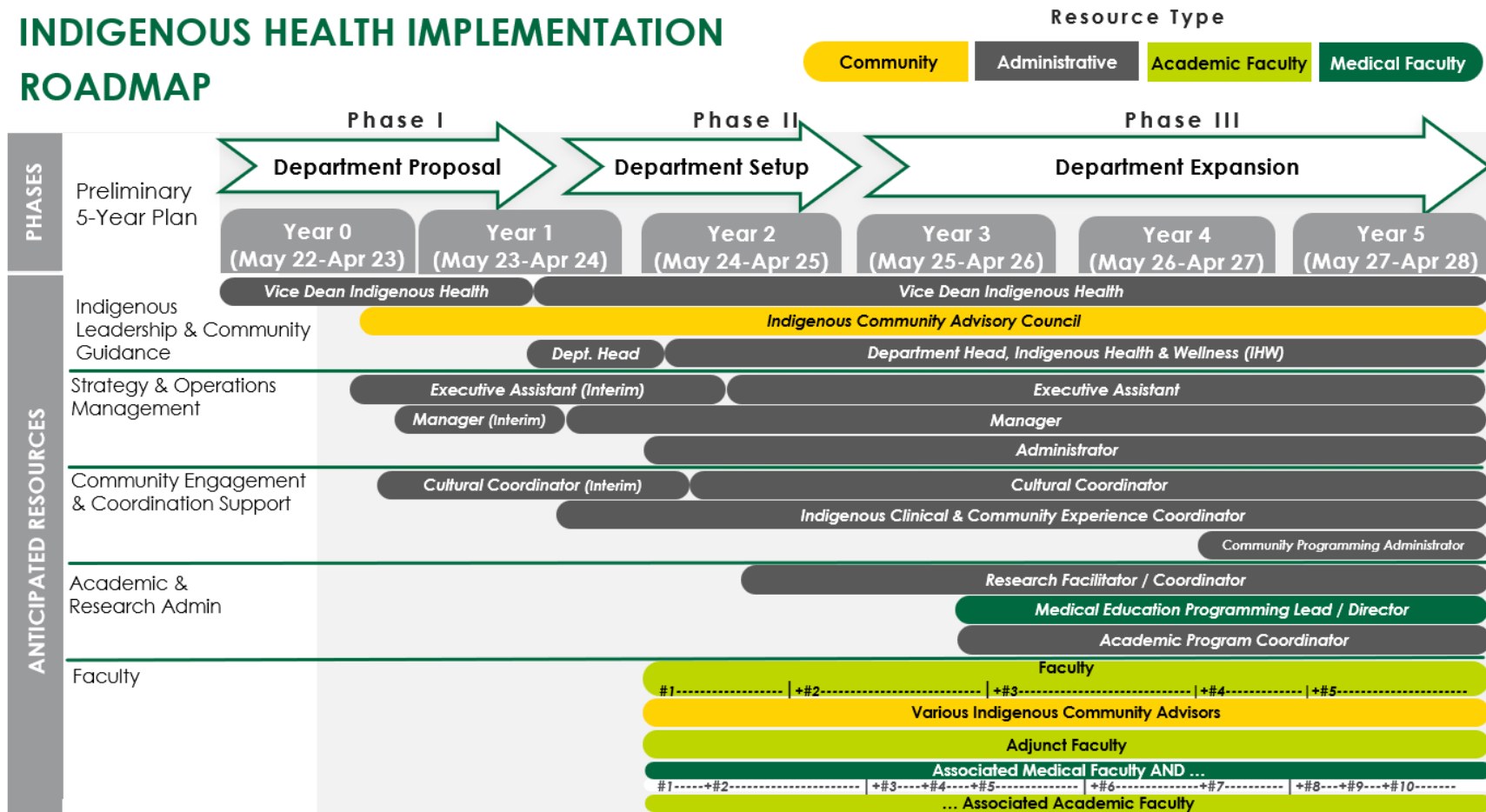
Figure 6: Phased implementation of DIHW



A summary of the anticipated resources required to support the department's phased growth is shown in Figure 7: Proposed Resource Plan.

Figure 7: Proposed Resource Plan

# INDIGENOUS HEALTH IMPLEMENTATION ROADMAP



#### 4.1. Funding

The plan for funding the department's staged growth includes:

##### Initial Start-up Funding

Through spending decisions and savings resulting from college pandemic operations, the CoM established a \$1.5M fund in April 2021 (designated fund number 120198). As a top priority of the college, this fund was created to support the establishment and initial operations of the DIHW as well as a dedicated vice-dean role and supporting administrative staff. As of November 30, 2022, this fund has a remaining balance of \$1.26M which will fund the operations of the DIHW through the end of the 2023/24 fiscal year and into the early parts of the 2024/25 fiscal year. By establishing this fund, it will provide dedicated and protected funding to this crucial initiative and establish the DIHW with a source of funds for a period of 12 months or more for future operations.

##### Funding for Physician Protected Academic Time

After a realignment of the provincial funding for the CoM, all costs related to physician protected academic time are the responsibility of the Ministry of Health (MoH) via a funding contract (the "Agreement for Clinical Departments and Post Graduate Medical Education"). This funding is separate and distinct from college funding received via the Ministry of Advanced Education and supports clinical/medical education related costs across the college. Through this funding source the college secures an annual incremental funding stream equal to approximately 3.0 FTE of protected academic time for physicians (depending on physician specialty and provincial compensation rates, this is an annual amount of at least \$1.2M). This will support funding of physician participation in the DIHW in a cross-appointment fashion between their established clinical department in which they will perform clinical duties and the DIHW. Subject to discussions with MoH, this funding agreement can also be used to support various clinical department infrastructure and staffing requirements as the mission of the DIHW grows in the coming years.

##### CoM Restricted Funding via the USask Provincial Grant

Subject to approval by the Board of Governors, the college will use a combination of funding and allocation strategies within its restricted funding, resource allocation and tuition revenues to support the resourcing of the DIHW.

- Resource reallocation – Through established college annual budgeting and strategic investment processes, the college is committed to reallocating funding each year to transition the DIHW away from one-time to permanent operational funding. Currently, the college strives to have the ongoing/permanent incremental funding in place 12 months before it is fully required. The college is working with our colleagues in university government relations on strategies around USask and CoM funding for the transition to a new Ministry of Advanced Education (MAE) funding agreement in the next two years.
- Funding advocacy – Using the inter-ministerial structures that have been established among the college, MoH and MAE, the college continues to advocate for incremental funding for the DIHW as a crucial component of the role it plays in an integrated health care system. In addition to this, the college participates in other funding advocacy and request processes in partnership with the Saskatchewan Health Authority (SHA) who share this strategic direction.
- College expansion – In conjunction with the MoH and MAE, the college is currently participating in a number of discussions and proposals relating to expansion of academic programs to support the health human resource needs of Saskatchewan. In each of these, budgets and funding outlining DIHW

requirements are included and discussed as a critical component of educational expansion to address the training and clinical care needs of Saskatchewan.

- In-kind resources – Supporting the relational model of the DIHW, many college resources in other departments will participate in departmental work across the educational, research and clinical service spectrum. Those resources are made up of faculty across the college, research chairs/leads and administrative staff.
- Commitment to consider future open faculty positions to support DIHW – as future Indigenous faculty positions become open, consideration of these positions to support DIHW will be made in collaboration with the respective department/provincial head.

#### Federal Health Funding

The college has work underway with the USask Office of Government Relations to pursue federal funding opportunities. Through a community partnership approach, the college is seeking ways in which the expertise of our research community and faculty can enhance discovery and knowledge translation for positive community impact. It is expected funding in this area will be research and specific initiative oriented.

#### National Collaborations

In partnership with the Association of Faculties of Medicine of Canada (AFMC); (a consortium of the 17 medical schools in Canada), college faculty and staff broadly participate in various committees, working groups and other related partner organizations working on responding to the TRC Calls to Action including work on curriculum, research and clinical service. These partnerships will provide real, tangible resources to our DIHW through national collaboration, cost and resource-sharing on key initiatives and through broad consultation that would not be possible without these national relationships.

#### College Collaborations

Through the relational model of the DIHW, other existing aspects of the college's and partner organization operations and research teams will be key collaborators and resources moving forward and will provide and receive bi-directional support. Those include Northern Medical Services, the Saskatchewan Centre for Patient Oriented Research, Saskatchewan Health Quality Council, the Saskatchewan Medical Association, among others.

Canada Foundation for Innovation (CFI) Proposal for *miyo maskihkēwiyiniwak* (Good Medicine People)

Led by Dr. Holly Graham, this project is funded for approximately \$640K in capital and \$30K of ongoing operational costs. These protected funds are fully committed over the next five years to support research facilities and labs.

## 5. Support

Dr. Janet Tootoosis, Vice-Dean Indigenous Health, presented a Notice of Motion for the establishment of a Department of Indigenous Health and Wellness to the College of Medicine Faculty Council on September 28, 2022. The notice of motion was enthusiastically received by the members of Faculty Council. Excerpts from the meeting minutes are included in the endnotes<sup>xiii</sup>.

On January 25, 2023, the "Motion: that Faculty Council approve the proposal for the formation of the Department of Indigenous Health and Wellness in the College of Medicine" was made by Dr. Janet Tootoosis and seconded by Dr. Kathy Lawrence. The motion was carried<sup>xiv</sup>. Dean Preston Smith commended Dr. Tootoosis, and the working group on the high-quality proposal.

On February 8, 2023, Drs. Tootoosis and Smith presented the proposal to the Planning and Priorities Committee of Council. Following the presentation and discussion of the proposal the following motion

was made “(Jaime/Storey-Gamble): PPC recommends to University Council the establishment of the Department of Indigenous Health and Wellness in the College of Medicine pending feedback from APC. CARRIED. (Unanimously with one abstention on February 8, 2023)”

The following table outlines further action that is required including the anticipated dates.

<b>Governing Body</b>	<b>Request for Input</b>	<b>Notice of Motion</b>	<b>Request for Decision</b>
Academic Programs Committee	March 8, 2023		
University Council		March 16, 2023	April 20, 2023
Board of Governors			April 18, 2023
Senate			April 22, 2023

The Dean of the College received letters of support from leaders within the College of Medicine for the development of the Department of Indigenous Health and Wellness as well as letters from key provincial stakeholders. These letters can be found in Appendix A – Comprehensive List of Letters of Support and letter from Dean Preston Smith.

**6. Appendices and Attachments**

Appendix A – Comprehensive List of Letters of Support & Letter from Dean Preston Smith

Appendix B – Works Cited

Appendix C - Footnotes

## Appendix A – Comprehensive List of Letters of Support & Letter from Dean Preston Smith

Contact Name	Title	Dept/Organization
Ahmed, Shahid Ahmed	Professor & Medical Director Academic	Head Division of Oncology
Baetz, Marilyn	Vice Dean Faculty Engagement	College of Medicine
Barton, James	Associate Dean	Continuing Medical Education
Baxter Jones, Adams	Professor College of Kinesiology & Interim Associate Provost, Health	College of Kinesiology
Burshtyn, Debby	Dean	College of Post Graduate Postdoctoral Studies
Domes, Trustin	Director, Admissions	College of Medicine
Graham, Holly	Indigenous Research Chair	College of Nursing
Haddad, Haissam	Provincial Department Head	Medicine
King, Alexandra	MD Office of the Cameco Chair in Indigenous Health and Wellness	
Laliberte, Tavia	Vice President, Academics	Saskatchewan Indian Institute of Technologies
Lawrence, Kathy	Provincial Department Head	Family Medicine
Lee, Tara	Associate Dean	Rural Medicine
Leis, Anne	Department Head	Community Health & Epidemiology
Linassi, Gary	Provincial Department Head	Physical Medicine & Rehabilitation
Longneck, Thona	Executive Director, Saskatchewan Health Authority	First Nations Metis Health
Lukong, Erique	Assistant Dean	Graduate Studies
MacLean, Cathy	Faculty Development Director	College of Medicine
Mirasty, Marcia	Senior Director Health	Meadow Lake Tribal Council
McKague, Meredith	Associate Dean	Undergraduate Medical Education
Mendez, Ivar	Provincial Department Head	Surgery
Paslowski, Teresa	Associate Dean	School of Rehabilitation Science
Pratt, David	Vice Chief	Federation of Sovereign Indigenous Nations
Radomski, Marek	Vice Dean Research	College of Medicine
Ramsden, Vivian	Professor & Director, Research Division	Family Medicine
Saxena, Anurag	Associate Dean	Postgraduate Medical Education
Sivertson, Joanne	Provincial Department Head	Oncology and Gynecology
Skinner, Stuart	Infectious Disease Specialist	Head, Division of Infectious Diseases
Stempien, James	Provincial Department Head	Emergency Medicine
Stobart, Kent	Vice Dean Education	College of Medicine
Valle-Castro, Manuela	Director	Division of Social Accountability
White, Gill	Associate Dean	Regina Campus
Woods, Shirley	Director of Health & Social Development	Prince Albert Grand Council





March 28, 2023

As Dean of the College of Medicine, it is my honour and privilege to write to you to convey the absolute and unwavering support that the College of Medicine has for the development of the Department of Indigenous Health and Wellness.

When asked about my top priorities for the year Indigenous Health, EDI and Anti-Racism and program growth are at the top of the list. In 2017 the College of Medicine's Strategic plan identified Indigenous Health and Social Accountability as two of our foundational strategic directions and the establishment of this department will serve as fundamental capacity building to enable the college to effectively respond to these commitments.

**Indigenous Health:** Respond to the Calls to Action in Canada's Truth and Reconciliation report, and work in a mutually beneficial and collaborative manner with the Indigenous Peoples of Saskatchewan to define and address the present and emerging health needs in their communities. Promote wellness, balance and teachings that will lead to positive and improved outcomes in communities.

**Social Accountability:** Address the priority health concerns of the communities the college is mandated to serve, incorporating authentic community engagement and mutually beneficial partnerships. Focus on equity and community engagement by interweaving social accountability throughout the college's operations.

The strategic plan speaks to establishing a structure that ensures Indigenous voices are included and heard; increasing the number of Indigenous people in senior leadership positions across the College of Medicine; and investing in the development of Indigenous faculty, learners, residents, and staff. In 2022 the appointment of the inaugural Vice-Dean Indigenous Health served as a catalyst to advance this work and pending approval the establishment of the Department of Indigenous Health and Wellness will mark an important step in entrenching Indigenous leadership in the college. Academic programs, faculty, leaders, and learners are dedicated to moving forward and there is a collective recognition that while much has been done, more work remains. The department will work to create the safe and welcoming spaces necessary to foster transformative learning experiences so this important work can be done in a good way.

I wish to convey my most sincere thanks to Dr. Janet Tootoosis, Vice-Dean Indigenous Health, and the team she assembled to draft the proposal before you. Their work was informed by, builds upon and uplifts the decades of dedicated work and advocacy done by the College of Medicine's Indigenous Health Committee – this proposal comes to you from the dedication and collective wisdom of many.

Kind regards,

Preston Smith, MD, MEd, CCFP, FCFP, CCPE

## Appendix B – Works Cited

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## Appendix C - Footnotes

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<sup>i</sup> Thunderchild Wellness Centre <https://www.iaac-aeic.gc.ca/050/evaluations/proj/80204>

<sup>ii</sup> Authentic community engagement is inherently long-term, sustainable, and relationship-based community engagement that focuses on co-creation, mutual learning and equal partnerships (Ramsden, et al., 2017). The concept draws on lessons learned from participatory health researchers and links to knowledge translation. “Authentic engagement in research has been shown to enhance, patients/individuals and/or the community’s ability to address their, own health needs and health disparities while ensuring that researchers are aware of the patient’s/individual’s and/or community’s priorities” (Ramsden, et al., 2017: p260).

<sup>iii</sup> Definition of an Indigenous-led [Department] adapted from the Ontario Trillium Foundations definition of Indigenous-led Grassroots Group

*The majority of [the department’s] core team are Indigenous, identifying as First Nation, Métis, or Inuit. Indigenous [faculty and staff] initiated the project, and are central to the project’s vision, design, delivery, and decision-making. [The department] ... emerged ... by design from the efforts of Indigenous community members impacted by and dedicated to improving access and opportunities for Indigenous Peoples. [The department] is committed to engaging, listening, and learning from Indigenous community members on an ongoing basis... Through [its] work, [the department] addresses, or aims to address, the impacts of colonization and anti-Indigenous racism at systemic, ideological and/or individual levels. [The department] recognizes the diversity of experiences, both in the urban and rural context, and the ways oppressions intersect resulting in specific experiences of marginalization. (Ontario Trillium Foundation, 2022)*

<sup>iv</sup> Based on a review of others in the U15. The U15 Group of Canadian Research Universities is a collective of some of Canada’s most research-intensive universities. <https://u15.ca/>

<sup>v</sup> WHO (1995) has defined the Social Accountability of Medical Schools as “the obligation to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have a mandate to serve. The priority health concerns are to be identified jointly by governments, health care organizations, health professionals and the public”.

<sup>vi</sup> “Enhanced Skills - The Family Medicine/Enhanced Skills Match (FM/ES match) is for applicants who are completing or have completed postgraduate training in Family Medicine in Canada and want to pursue enhanced skills training.” <https://medicine.usask.ca/familymedicine/learners/postgraduate.php#EnhancedSkills>

<sup>vii</sup> The Canadian Resident Matching Service (CaRMS) is a national, independent, not-for-profit, fee-for-service organization that provides a fair, objective and transparent application and matching service for medical training throughout Canada.” <https://www.carms.ca/>

<sup>viii</sup> Provincial Department Heads oversee the academic, quality, safety and human resource needs of their departments, working across both the academic setting of the College of Medicine and the clinical care setting of the Saskatchewan Health Authority.

<sup>ix</sup> “epistemological stretching – a pedagogical orientation which focuses on expanding the ways of knowing that someone respects, understands, and/or engages with. With a particular emphasis on decolonizing relations between humans and the more-than-human, epistemological stretching enables students to articulate and critically engage with the epistemologies of their academic fields, gain new(old) perspectives on relations with the more-than-human, and interact with Indigenous Knowledges in more effective and ethical ways.” (Harmin, Barrett, & Hoessler, 2017)

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<sup>x</sup> The Cleveland Clinic describes Integrative Medicine as “Integrative medicine uses an evidence-based approach to treat the whole person — your mind, body and soul. Your physical, emotional, mental and spiritual needs are all involved, so integrative medicine uses a combination of therapies. It “integrates” conventional approaches and complementary therapies to achieve optimal health and healing.”

<https://my.clevelandclinic.org/health/treatments/21683-integrative-medicine>

<sup>xi</sup> An Associate Member is “a faculty member or librarian with tenure, or a probationary appointment in one department, College or the Library, or a person holding a permanent academic or professional appointment in the University, in a teaching hospital, or in an institution federated or affiliated with the University in accordance with The University of Saskatchewan Act, may be given an associate appointment in a department or College.” [Article 13.8.1] <https://vpfaculty.usask.ca/appointments/associate-members.php#About>

<sup>xii</sup> An adjunct professor is a faculty member appointed on the recommendation of the College of Graduate and Postdoctoral Studies to participate in graduate student supervision and instruction, and who receives no salary from the University. <https://careers.usask.ca/agreements/usfa/usfa-13-appointments.php#131AppointmentsToTheFaculty>

<sup>xiii</sup> Excerpts from the September 28, 2022 Faculty Council meeting.

**College of Medicine Faculty Council**  
**5:00 p.m.**  
**September 28, 2022**  
**Meeting Attendees by Zoom only**

**13. New Business –**

**a) Notice of Motion: Creation of the Department of Indigenous Health and Wellness by Dr. Janet Tootoosis – see attachments**

Dr. Tootoosis presented a notice of motion for the establishment of a Department of Indigenous Health and Wellness. Briefing notes were circulated with the meeting materials earlier. This department will be the first of its kind in Canada. Currently, is no other department in the U15 and Dr. Tootoosis believes this is a tangible step towards fulfilling the aspirations articulated in the 2025 University plan. The outputs of the department will support areas including, but not limited to admissions, student supports, curriculum development, research, administration, advancement, faculty recruitment and development. Both undergraduate medical education and postgraduate medical education programs will be an integral part of the department.

Question: A question was raised regarding the funding request to government for the department and if Dr. Tootoosis had any information to share.

Answer: Greg Power reported that the College has a comprehensive funding strategy that is in place for the department. Savings from the pandemic over the last couple of years were set aside and there are also designated funds for the department. There is currently funding to support the initial approximately two years of this department. Discussions are ongoing with the Ministry of Health regarding the infrastructure and for protected academic time for physicians that would support this department. Greg indicated that the College will not hear about any subsequent dollars until Budget Day in March 2023.

Dr. Radomski, Dr. McKague, Dr. Barton, Dr. Domes and Dr. MacLean shared their support of the notice of motion and thanked Dr. Tootoosis for her work on the establishment of the department.

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<sup>xiv</sup> Approved meeting minutes were not available when this version of the proposal was created. Attached is a screenshot from the draft minutes. Approved Faculty Council minutes will not be available until the next Faculty Council meeting (March 29, 2023).

**College of Medicine Faculty Council**

**5:00 p.m.**

**January 25, 2023**

**Meeting Attendees by Zoom only**

**a) Indigenous Health and Wellness - MOTION**

Dr. Tootoosis presented a notice of motion for the establishment of a Department of Indigenous Health and Wellness. Briefing notes were circulated with the meeting materials. Dr. Smith shared his support for the motion, noting that establishing this department is very significant for the College of Medicine in terms of addressing the health needs of the people of Saskatchewan and, in particular, the health needs of Indigenous people of Saskatchewan. Dr. Smith stated that the establishment of this department will be very impactful, and that it would establish the College as a national leader in this work.

**MOTION: THAT FACULTY COUNCIL APPROVE THE PROPOSAL FOR THE FORMATION OF THE DEPARTMENT OF INDIGENOUS HEALTH & WELLNESS IN THE COLLEGE OF MEDICINE TOOTOOSIS/Lawrence**

**31 in favor, 1 opposed, 2 abstained**

**MOTION CARRIED**

**AGENDA ITEM NO: 8.2**

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

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**PRESENTED BY:** Dr. Vicki Squires, Chair, Planning and Priorities Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** Change in the Reporting Structure for the Toxicology Centre

**COUNCIL ACTION:** **Request for Decision**

**MOTION:**

*(Squires/Mousseau): That University Council approve the change in reporting structure for the Toxicology Centre such that as of April 24<sup>th</sup>, 2023, the Toxicology Centre reports into the School of Environment and Sustainability (SENS), pending approval of the Board of Governors, and confirmation of Senate.*

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**SUMMARY:**

At present, the Toxicology Centre reports into the Vice-President Research (and was considered a “Type B” Centre under previous nomenclature). This reporting line made sense historically, however, change is now required. The Centre effectively manages and oversees aspects of both the interdisciplinary/multidisciplinary undergraduate and graduate programs in Toxicology, the former on behalf of the College of Arts and Science (A&S) and the latter on behalf of the College of Graduate and Postdoctoral Studies (CGPS). This has worked reasonably well, but the changing resource allocation and academic structures landscape at USask necessitates that the Toxicology Centre becomes part of an academic unit to more appropriately manage research and academic programming (especially graduate programming), and to optimize continued growth and success. Doing so in partnership with the School of Environment and Sustainability (SENS) presents the best opportunity for Toxicology to grow.

Informed by two years of discussions and consultations, it has been determined that the Toxicology Centre would be better served and would be well-positioned for continued growth and development if it resided in an academic home. Accordingly, the Planning and Priorities Committee (PPC) provided notice of motion to University Council at its March meeting and is moving forward with a request for decision that the Toxicology Centre be moved from the Office of the Vice President Research to the School of Environment and Sustainability, effective April 24, 2023.

**CONTEXT AND BACKGROUND:**

Two academic homes were considered for the Toxicology Centre including SENS and WCVI. After conversations and deliberation, SENS was identified as the most suitable academic home. The proposal

included as an attachment for this decision delineates the details of how alternatives were considered and a final decision made.

The proposal to move the reporting structure was considered over a two-year period by Toxicology faculty members along with colleagues in SENS and WCVM. The recommendation to move Toxicology into SENS is supported by the Provost and Vice-President Academic and the Vice-President Research. A governance process was followed as outlined by the Centres Policy wherein the change in reporting structure was discussed at the Centres Subcommittee (of Planning and Priorities; January 2023), at the Research, Scholarly and Artistic Works Committee of Council (February 2023), and at the Planning and Priorities Committee of Council (March, 2023), before making its way as an item for University Council.

**ATTACHMENTS:**

1. Briefing note – Change in Reporting Structure for the Toxicology Centre (updated April 12, 2023)



## **Attachment 1 – Change in Reporting Structure for the Toxicology Centre**

### **Briefing Note**

### **Shifting a Reporting Line: Moving the Toxicology Centre into the School of Environment and Sustainability**

**(February 2023; Updated April 2023)**

#### **1.0 Background**

Toxicology has been a recognized strength at the University of Saskatchewan (USask) for over two decades and all day-to-day activities have been managed through the Toxicology Centre since 1982. The Toxicology Centre (the Centre) is the foremost centre of its type in Canada and the existing interdisciplinary Toxicology academic programs (undergraduate and graduate) are routinely rated as top in Canada and among the best in the world. However, our pre-eminence in Canada is slowly being eroded by investments and enhancements made at other Canadian universities. Strategic changes to the governance structure of Toxicology at USask are required to ensure that the Toxicology Centre and Toxicology's potential are fully realized.

At present, the Toxicology Centre reports into the Vice-President Research (and was considered a "Type B" Centre under previous nomenclature). This reporting line made sense historically, however, change is now required. The Centre effectively manages and oversees aspects of both the interdisciplinary undergraduate and graduate programs in Toxicology, the former on behalf of the College of Arts and Science (A&S) and the latter on behalf of the College of Graduate and Postdoctoral Studies (CGPS). This has worked reasonably well, but the changing resource allocation and academic structures landscape at USask necessitates that the Toxicology Centre becomes part of an academic unit to more appropriately and legitimately manage research and academic programming (especially graduate programming) and ensure continued growth and success. Doing so in partnership with the School of Environment and Sustainability (SENS), where the majority of current research-active Toxicology faculty hold their academic appointments, presents the best opportunity for Toxicology to grow.

This document outlines the rationale for moving the Toxicology Centre into SENS and presents information on the benefits and strategic advantages such a move would have for the Toxicology Centre and for USask. The specific request at this time is for oversight of the Toxicology Centre to reside inside SENS and no longer report into the VPR. Following from the terms of reference for Planning and Priorities Committee of University Council (PPC), decisions involving the establishment, disestablishment or review of a research centre come through the Centres Subcommittee of PPC, with advice to the Centres Subcommittee from the Research, Scholarly and Artistic Works Committee (RSAW). Although the current request does not involve creating new, taking apart, or reviewing the Toxicology Centre, the request involves an organizational/structural change thus invoking the aforementioned governance decision-making pathway. This proposal was given preliminary consideration at the January 19<sup>th</sup> meeting of the Centres Subcommittee of Planning and Priorities Committee before being discussed at the February 2<sup>nd</sup> meeting of RSAW. It was reviewed by the Planning Priorities Committee of Council again at the March 1<sup>st</sup> meeting. A notice of motion was provided to University Council in March with a recommendation that the change in reporting line be implemented.

The shift in reporting line is the first step to enable strategic change. There is no request at this time for the move of academic authority for programs in Toxicology. Such a proposal would involve different governance processes. Beyond the move in reporting lines, there will be no changes to the Centre. It will continue to operate on a day-to-day basis as it presently does.

## 2.0 Current Governance Structure and the New Vision

The Toxicology Centre was originally created as the Toxicology Research Centre back in 1982-83. In 1995-96 it was changed to the Toxicology Centre to better reflect its growing role in academic program delivery at USask.

Over the past 40 years, the Toxicology Centre has developed a strong academic mission, both in terms of research involving graduate students and post-doctoral fellows and academic programming. In that way, it has operated like an academic unit analogous to how a department functions within a college. Unlike a department within a college, the Toxicology Centre has been reporting directly to and receiving an annual operating budget allocation from the Office of the Vice-President Research (OVPR). With the current financial challenges at USask and the continuing changes to the USask resource allocation processes, the Toxicology Centre is unable to capitalize on revenues that would be generated from its various activities, thereby significantly limiting its scope for growth.

With this proposal, we seek to move the direct reporting line of the Centre from the VPR to SENS which, as a School, reports to the Provost. The effort to make this move happen has been informed by two years of discussion happening within a range of units. Information on these discussions and deliberations is included in Section 3.0.

Figures 1 and 2 below show the current and proposed reporting structure.

**Figure 1: Current Structure**

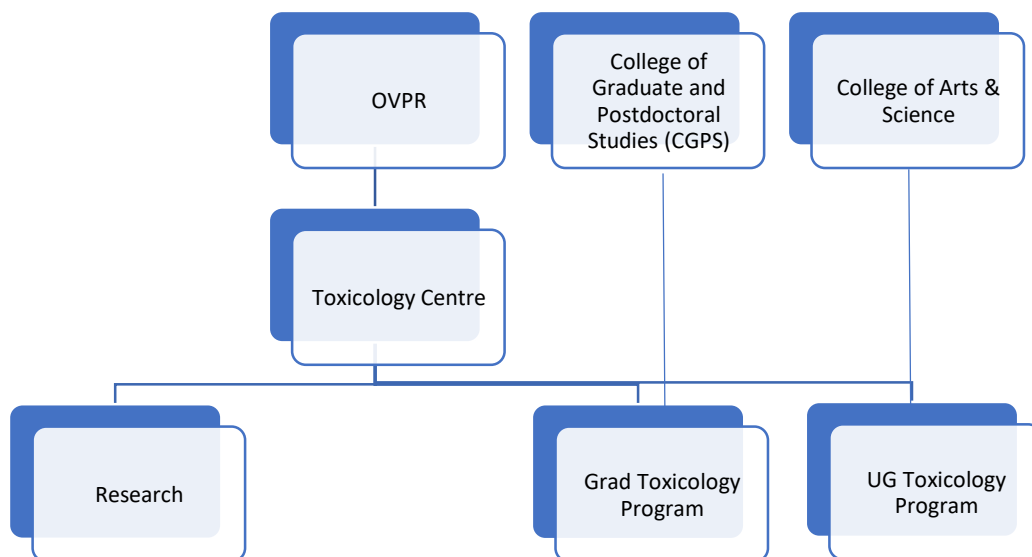
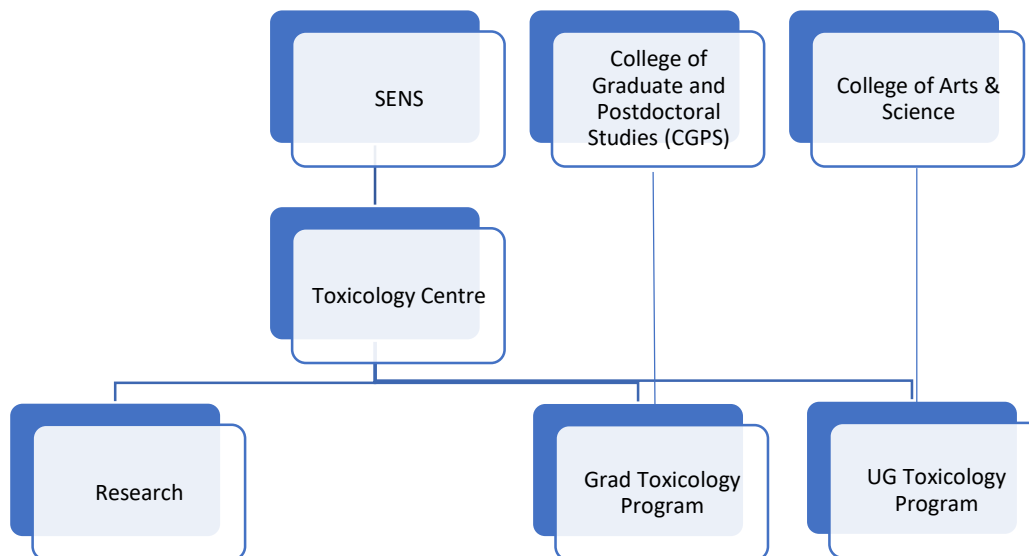


Figure 2: Proposed Structure



### 3.0 Why SENS as the Academic Home?

While four colleges have actively participated in building capacity in the Toxicology Centre (Western College of Veterinary Medicine, School of Environment and Sustainability, Agriculture and Bioresources, Arts and Science), two have been the strongest contributors and supporters – the WCVM and SENS. For years, the 15 core faculty members contributing to the Toxicology Centre and programs have largely had their academic homes in these two units (67% of core faculty). At present, with retirements, the largest grouping of core faculty (5) working within the Toxicology Centre have their academic home in SENS.

**Appendix A** maps out a series of discussions and consultation steps taken as well as formal deliberations, leading up to February, 2023, at which time the Director of the Toxicology Centre has completed a check-in with the 13 faculty members involved with the Toxicology Centre. Out of the 13, 11 colleagues have responded and their feedback is included verbatim. Two colleagues did not respond.

*A summary of the steps to date:*

Since two units (WCVM and SENS) presented the most logical home for the Toxicology Centre, a year-long consultation process was launched in early 2021 led by then-Acting Director, David Janz, to identify which unit would be preferred by the Toxicology faculty. In an effort to provide full and unbiased space for deliberations, the Executive Director of SENS (Karsten Liber), a Toxicology member, did not participate in most of these discussions (see details in **Appendix A**). All core Toxicology faculty members were consulted and leadership from both the WCVM and SENS were asked a series of questions during “interviews” with the Toxicology core faculty. After much debate over a series of meetings, a majority of the Toxicology core faculty voted for SENS as the preferred home for the Centre. Although the decision was not unanimous, all faculty who participated in the process, including those from the WCVM, agreed to support the decision of the majority. After that decision, everyone aligned with a

common purpose and efforts have been under way to make this move happen, a move that now has the support of all Toxicology faculty. It should also be noted that the new Director of the Toxicology Centre, Markus Brinkmann, holds his academic appointment in SENS, something that was not known when this process was initiated in 2021. Arguably, this makes the decision to move the Centre into SENS even more logical. In addition to special faculty meetings held in Toxicology to discuss the matter, it was discussed regularly at routine monthly faculty meetings where there is Toxicology graduate student representation. Toxicology graduate students were also consulted separately and are also supportive of the move to SENS.

*Note: Appendix A includes reference to a “Faculty Council” in the Toxicology Centre. Although nomenclature has been used for ease of understanding within Toxicology, it has been recently flagged by the Governance Office that the use of the term “Faculty Council” is only permitted in nomenclature within the context of College and Schools. This has been duly noted by colleagues in the Toxicology Centre and in SENS and will need to be addressed.*

**Appendix B** contains a letter of support from the past and current Chairs of the Toxicology Graduate Student Association.

The proposed move of the Toxicology Centre to SENS (a unit with a balanced budget) will create a solid budgetary and organizational foundation from which it can keep growing and continue building its already globally recognized brand with the aim to become the #1 Interdisciplinary Toxicology Program in the world. (Note: It is acknowledge that some would view the Toxicology Centre as multidisciplinary as opposed to interdisciplinary.)

#### **4.0 Operational Principles**

After the proposed move to SENS, the Toxicology Centre will continue to exist as a distinct unit within SENS. The Centre will remain and will keep its name and brand. It will operate semi-autonomously and make its day-to-day decisions under the leadership of its director.

In short, existing SENS and Toxicology activities and programs will remain largely separate but operate under the umbrella of SENS. The academic authority for programs will continue to reside in current “homes” (i.e., graduate programs are overseen by CGPS; undergraduate programs in Toxicology are overseen by Arts and Science). This approach will ensure the continued high-quality of research and academic activity within the two units. There will be minimal impact on the day-to-day activities of SENS.

#### **5.0 Strategic Advantages of the Proposed Change**

The following information is offered to provide additional background regarding the positioning of the Toxicology Centre. The need for well-trained toxicologists is escalating in response to Canada’s (incl. Saskatchewan’s) active and expanding natural resources sector, increasing regulatory requirements, and growing political focus on environmental pollution and food safety. This need is not expected to diminish and will likely increase even further in future years. In addition, Canadian society generally expects that governments and industry will ensure a healthy environment and healthy food supply, as

well as provide thorough assessment and regulation of chemicals and pollutants, including industrial emissions, pesticides, and pharmaceuticals. Today, this is particularly true in Canada's North where many Indigenous communities worry about the expanding natural resource sector and associated environmental degradation. The Toxicology Centre and associated academic programming educate students to serve in these capacities and graduates continue to be in high demand. The demand is even greater on a global scale which presents an enormous opportunity for USask to take global leadership and be seen as *the* place where top international students want to come to train in toxicology. The potential here is huge.

There are many strategic advantages to moving the Toxicology Centre under SENS as an academic unit. Some examples include:

- Ensuring the Centre is embedded into the academic fabric of the University.
- Enhanced access to staff support, such as research facilitation and research communication, and other services (e.g., fundraising).
- Expanded graduate student opportunities through new linkages between Toxicology and SENS graduate programs alongside possibilities for new academic programming (Note: The introduction of any new programming would be subject to the university's academic governance processes).
- More opportunities to bring social science and policy aspects into the Toxicology programs thereby enhancing the academic experience for Toxicology students.
- Stabilizing the funding for a research centre by embedding it within a revenue centre.
- Create the foundation for a new collaborative spirit between the broader core Toxicology faculty and SENS faculty, and with faculty in other units that SENS has close working relationships with.
- Further encouragement of the participation of Toxicology with several of the Usask Signature Areas and Institutional Priorities (e.g., Water, Indigenization).

The University would also see several advantages of such a move, including a simplification of structures and a step towards more opportunity for shared services.

## **6.0 Implementation Plan and Financial Considerations**

The existing institutional base funding support for the Toxicology Centre from the OVPR ends on April 30, 2025. Ahead of that time, there is a need for the Toxicology Centre to be embedded within an existing revenue centre (and academic unit). SENS has been identified by the Toxicology faculty as the desired unit for such a move. Without such a move, the Toxicology Centre would be unable to sustain its operations. The SENS Faculty Council has provided unanimous support for the proposed integration. While such an affiliation is a necessity, the ability of the Toxicology Centre to manage its affairs and programs has been thoroughly proven over more than 30 years (e.g., Flex II and Devolved Scholarship status). As a result, it is imperative that Toxicology maintains a certain level of autonomy and authority over its programs. That is assured in SENS.

The proposed approach is for the Toxicology Centre to remain a centre, but to move that centre from oversight of the VPR to oversight by SENS. In short, the Toxicology Centre would become a centre solely

under SENS. While Toxicology would fall under SENS, it is imperative that Toxicology remains interdisciplinary (which SENS already is) and that it retains strong relationships and partnerships with the WCVM, Agriculture and Bioresources, and Arts and Science. Essentially, Toxicology will continue to operate more or less under the model that exists now with the reporting line changes. No faculty will have to change their academic homes or become jointly appointed.

Toxicology has been financially successful for decades and there is no reason to think that would change in the future. Therefore, the requested shift carries negligible financial risks to the institution, but substantially simplifies Toxicology programming and activities, and provides the platform upon which Toxicology can grow and become the unequivocal global leader in academic interdisciplinary toxicology research and training within five to ten years.

## 7.0 Discussions with RSAW

As part of the process for considering a shift in the reporting line for the Toxicology Centre, RSAW considered this matter at its February 2<sup>nd</sup> meeting. The discussion at RSAW was helpful. Highlights from the proponents' notes include:

- The Vice-President Research spoke about his deep engagement with the Centre and his support of the move of the Centre into SENS. It's important to document the specific sentiments of the Vice-President Research, given that the current reporting line has the Centre reporting to the VPR and any changes in reporting would not make sense in the absence of VPR support.
- The Dean of the College of Graduate and Postdoctoral Studies was engaged in the discussion with regard to her position on the shift in reporting lines. Her response was supportive of seeing this shift take place. The discussion at RSAW suggested a letter of support would be a useful addition to the materials.
  - **Appendix C** includes a letter of support from Dean Debby Burshtyn.
- Members of RSAW queried whether moving the Toxicology Centre into SENS (versus WCVM) might somehow diminish the important and longstanding connections to WCVM.
  - Reassurances were provided by the Director of the Toxicology Centre and the Executive Director of SENS that the desire and the energy dedicated to collaborations with WCVM will not diminish and are a critical part of the success of the Toxicology Centre. It was pointed out that there are no faculty members appointed to the Toxicology Centre. Faculty members are appointed to academic units (like WCVM) and will continue to have responsibilities and time commitments to the Toxicology Centre.
- Members of RSAW raised the matter of our schools (SENS, SPH, JSGS) being created as graduate schools asking whether this would change in the case of the Toxicology Centre, given that there are UG programs in Toxicology.
  - There is no immediate plan to shift the UG programs in Toxicology into SENS from their current academic home in Arts and Science. Importantly, the move of the reporting line for the Toxicology Centre into SENS would not result in any automatic cascade of UG programming shifting. This kind of a shift in academic authority would be a substantive move and would need to involve a much broader discussion, as flagged by RSAW, about the involvement of the Schools in UG programming. This discussion would not be about a single school.

- Members of RSAW highlighted that the Toxicology Centre has an entrepreneurial spirit as part of its “DNA” and asked whether there was any risk that the move of the Toxicology Centre into SENS would diminish that activity.
  - Reassurances were provided by the Director of the Toxicology Centre and the Executive Director of SENS that there would be a continued need for an entrepreneurial approach in order for the Toxicology Centre to be supported – to grow and to flourish.

### **8.0 Discussion at the Centres Subcommittee (of PPC).**

The request to move the reporting line of the Toxicology Centre into SENS was considered at the February 16<sup>th</sup> meeting of the PPC Centres Subcommittee. There was a request to provide written confirmation of support from the College of Arts and Science.

**Appendix D** includes a letter of support from Dean Peta Bonham-Smith.

List of Appendices:

- A. Summary of Consultations Regarding the Planned Move of the reporting line for the Toxicology Centre into the School of Environment and Sustainability
- B. Letter of Support from the Chairs (Past, Present) of the Toxicology Graduate Student Association
- C. Letter of Support from Dean, College of Graduate and Postdoctoral Studies
- D. Letter of Support from Dean, College of Arts and Science

## Appendix A

### Summary of Consultations Regarding the Planned Move of the reporting line for the Toxicology Centre into the School of Environment and Sustainability

(February 2023)

- **March 26, 2021:** Regular School of Environment and Sustainability (SENS) Faculty Council Meeting (minutes approved on May 7, 2021), where SENS Executive Director Dr. Karsten Liber discussed opportunities as well as potential or perceived risks of an affiliation of Toxicology with SENS under agenda item 4.5, “Discussion of Potential Affiliation of Toxicology with SENS.” Following a brief discussion, the following motion was put forward and carried, with no votes against or in abstention verbalized: “That the SENS faculty encourage Dr. Liber to engage in conversations with Toxicology and report back to SENS Faculty Council.”
- **May 21, 2021:** Regular Toxicology Faculty Council Meeting (minutes approved on September 17, 2021), at which upcoming meetings for Toxicology Core Members with academic leaders of the potential future homes for Toxicology from both SENS and the Western College of Veterinary Medicine (WCVM) were announced. During these meetings, both leaders would present their perspectives of what a future of the Toxicology Centre within their units could look like, and providing the opportunity for Toxicology Core Members to ask questions. The Toxicology Graduate Student Association (TGSA) representative, Jensen Cherewyk, was present for this meeting.
  - From the minutes (edited for clarity): “Before meeting with Karsten [Liber] and Gillian [Muir], the official decision regarding their positions needs to be made. David [Janz] sent out a 5-page fact sheet about the strengths of Toxicology and the list of questions to be used as a guide in the discussions with SENS and WCVM. It might be useful for the Toxicology faculty to have a quick 45-minute discussion before the first meeting to discuss the questions as a group. The importance of [...] having the two meetings before summer was emphasized.”
- **July 8, 2021:** Short presentation to Toxicology Faculty Council (including a representative of the TGSA, Jensen Cherewyk) on the vision for a potential future of the Toxicology Centre within the Western College of Veterinary Medicine (WCVM), Dr. Gillian Muir, Dean WCVM, as well as opportunity for faculty members to ask questions and provide feedback. Dr. Liber recused himself from this meeting.
- **July 13, 2021:** Short presentation to Toxicology Faculty Council (including a representative of the TGSA, Jensen Cherewyk) on the vision for a potential future of the Toxicology Centre within the School of Environment and Sustainability (SENS), Dr. Karsten Liber, Executive Director SENS, as well as opportunity for faculty members to ask questions and provide feedback.
- **July 20, 2021:** Follow-up discussion, debrief, and consultation with Toxicology Faculty Council giving both potential future homes equal consideration. Dr. Liber recused himself from this meeting. The TGSA representative, Jensen Cherewyk, was present for this meeting.
- **September 8, 2021:** Anonymous ballots were sent out to all Toxicology Core Members to be completed after a meeting scheduled for September 9, 2021, with the question “What is your

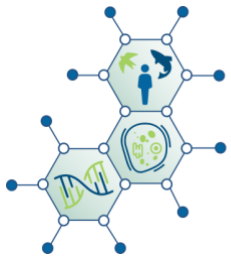


first choice for our future home unit?” with the options being WCVI or SENS. This wording was deliberately chosen to not exclusively vote for or against a unit but to indicate first and second choices and ensure that all members of the Toxicology Faculty Council would be on board with either outcome.

- **September 9, 2021:** A meeting summarizing the outcomes of consultations and re-iterating pros and cons, as well as perspectives on both potential future academic homes for Toxicology, providing additional opportunity for follow-up discussion, debriefing, and consultation with Toxicology Faculty Council. Dr. Liber recused himself from this meeting. The TGSA representative, Jensen Cherewyk, was present for this meeting.
- **September 14, 2021:** Outcomes of the vote were communicated to all Toxicology Core Members *via* email. The vote was 8 in favor of moving the Toxicology Centre under SENS as the first choice, while 6 votes were in favor of moving it under WCVI as the first choice. There was one abstention.
- **September 17, 2021:** Regular Toxicology Faculty Council meeting (minutes approved on October 15, 2021), where the outcome of the vote was further discussed and the next steps summarized.
  - From the minutes (edited for clarity): “A vote to decide the future academic partnership for the Toxicology Programs took place and SENS had the majority vote (8-6). David [Janz] will meet with Karsten [Liber] next Thursday to have an initial discussion. Baljit [Singh] is supportive of the Toxicology Centre joining with another unit, and he will likely be the executive sponsor of this proposal. Karsten [Liber] has indicated that he has a good rapport with Provost Airini and hopefully it should not be too difficult to remain a Centre under SENS.
- **October 1, 2021:** Dr. Liber informed the SENS Faculty Council during its regular meeting (minutes approved on November 5, 2021) of the Toxicology Center vote resulting in a decision for Toxicology to partner with SENS, and that conversations have been started with those who did not vote for SENS to ensure that everyone is on board.
- **December 17, 2021:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on January 21, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **February 4, 2022:** Dr. Liber informed the SENS Faculty Council during its regular meeting (minutes approved on March 4, 2022) that conversations regarding the move of the Toxicology Centre under SENS were still ongoing and that regular meetings chaired by Patti McDougall were taking place to try to find the appropriate implementation plan and the appropriate governance options.
- **January 21, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on February 18, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **February 18, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on March 18, 2022) on the state of discussions regarding the mechanics of the move into SENS.

- **March 18, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on April 22, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **April 22, 2022:** Dr. Janz provided an update to the Toxicology Faculty Council (minutes approved on May 20, 2022) on the state of discussions regarding the mechanics of the move into SENS.
- **October 21, 2022:** Dr. Brinkmann chaired the first Toxicology Faculty Council meeting after he was appointed as the new Director of the Toxicology Centre and provided an update to the Core Toxicology Members Faculty Council (minutes approved on November 18, 2022) on the state of discussions regarding the mechanics of the move into SENS. Dr. Brinkmann re-emphasized that himself and senior USask leadership continue with the plans of moving the Toxicology Centre under SENS.
- **February 3, 2023:** Dr. Brinkmann held a meeting with past TGSA president Jensen Cherewyk, who served as the student representative on the Toxicology Faculty Council in 2021, as well as the sitting TGSA president Hannah Mahoney to re-iterate the plans of moving the Toxicology Centre under SENS, and to open the floor to any questions and concerns from the students. Both signaled their support and agreed to provide a Letter of Support from the TGSA in favor of moving the Toxicology Centre under SENS.
- **February 3, 2023:** A Letter of Support from the Toxicology Graduate Student Association (TGSA) was provided in favor of moving the Toxicology Centre under SENS.
- **February 3, 2023:** Regular SENS Faculty Council Meeting (minutes have not been approved at the time of submitting this memo), during which Dr. Liber provided an update that progress is being made towards moving the Toxicology Centre under SENS. Dr. Liber opened the floor for questions, which he answered, and allowed all faculty members to voice concerns with or opposition to moving ahead as outlined. No concerns were brought forward, and the SENS Faculty Council expressed their full support for the move.
- **February 6, 2023:** Dr. Brinkmann sent an email out to Toxicology Core Members to update them on the process that has been identified, recent progress made, and asking members to confirm their support for the move of the Toxicology Centre under SENS. The January 2023 briefing note to RSAW was attached to this email. He received 11 affirmative responses out of 13 Toxicology Core Members (with two being on sabbatical leave or otherwise unavailable). Email responses (of those other than Drs. Liber and Brinkmann) are provided below:
  - “I’m happy to hear that there is movement on this front and I remain fully in support of the Centre and its new home in SENS.”
  - “So happy to hear that there is significant movement in moving Toxicology into SENS. This move is essential to happen as quickly and smoothly as possible for the viability of the program. I fully support Toxicology's move into SENS.”
  - “Yes I am aware of the proposed changes and have been in support of them ever since they were proposed. The sooner we get this done the better !! Glad to see we are finally getting some movement on this – thanks to you and Karsten for your dedication to this.”
  - “I am in full support of this move. Thanks for all your effort in moving this forward.”

- “No concerns Markus. Good to see some things are moving along even if they don't affect me directly.”
- “I support the administrative move for Toxicology into SENS.”
- “Thanks for providing the clear email and outlining document. Your work with Karsten to move this forward quickly is very much appreciated. I fully support the administrative move of the Toxicology Centre in SENS.”
- “So happy to see that you have gained some serious traction with senior admin on this important step – good job! Of course I am 100% supportive of this initial administrative step in the future of the Centre!”
- “I absolutely support this. Great to see this finally moving forward.”



UNIVERSITY OF SASKATCHEWAN  
**Toxicology Centre**  
TOXICOLOGY.USASK.CA

**Hannah Mahoney, Jensen Cherewyk**  
PhD Candidates  
Toxicology Centre, University of Saskatchewan  
44 Campus Drive  
Saskatoon, SK S7N 5B3, Canada

**Dr. Markus Brinkmann, Director**  
Toxicology Centre, University of Saskatchewan  
44 Campus Drive  
Saskatoon, SK S7N 5B3, Canada

February 3, 2023

**RE: Note of support for moving the Toxicology Centre under SENS**

Dear Dr. Brinkmann,

The graduate students in the Toxicology Graduate Program support the movement of the Toxicology Centre to another academic unit, the School of Environmental and Sustainability (SENS). The Toxicology graduate students attended meetings of the Toxicology Faculty Council, where the move to SENS was discussed, and the students were allowed to provide their input on this move.

The Toxicology Graduate Program has been deemed one of the highest-ranked interdisciplinary programs in Canada, and being students within the program, we can attest to this statement. In order for the Toxicology Graduate Program to continue to succeed in the future, further stability and credit for the research and teaching activities would be beneficial. These positive contributions to the Toxicology Graduate Program can be achieved through the movement of the Toxicology Centre under SENS. It is important for the Toxicology Centre to succeed in order for the Toxicology Graduate Program to succeed as well.

The move under SENS would provide further research and career opportunities for Toxicology Graduate students, as well as necessary stability for the future. Since the Toxicology program is an interdisciplinary program, the holistic, interdisciplinary focus would still be a key aspect of the program under SENS, making it an ideal unit to merge with. Further, the move under SENS will provide new research and partnership opportunities for graduate students, which gives us excitement and reassurance for the future.

The graduate students of the Toxicology Graduate Program support the movement of the Toxicology Centre under SENS and see it as a positive change and a step in the right direction.

Sincerely,

**Jensen Cherewyk, Past Chair of  
the Toxicology Graduate Student  
Association**

Phone: (306) 594-8108  
[jensen.cherewyk@usask.ca](mailto:jensen.cherewyk@usask.ca)

**Hannah Mahoney, Current  
Chair of the Toxicology  
Graduate Student Association**

Phone: (639) 998-4265  
[hannah.mahoney@usask.ca](mailto:hannah.mahoney@usask.ca)

## Appendix C



UNIVERSITY OF SASKATCHEWAN

College of Graduate  
and Postdoctoral Studies

GRAD.USASK.CA

116, 110 Science Place  
Saskatoon SK S7N 5C9 Canada  
Telephone: 306-966-5751  
Email: [grad.studies@usask.ca](mailto:grad.studies@usask.ca)

February 9, 2023

Patti McDougall  
Deputy Provost

### **Re: Proposal to change of Toxicology Centre reporting line from VPR to SENS.**

Dear Dr. McDougall,

I am pleased to provide this letter of support to move the reporting line for the Toxicology Centre to SENS.

I was briefed by Karsten Liber, Executive Director of SENS during the period he was also acting as Director for the centre as well, and I do not see any issues for the Toxicology graduate programs (MSc and PhD). There is good alignment between the interdisciplinary environment in SENS and the Toxicology program and I expect there to be opportunities in the future that are mutually beneficial for students and postdoctoral fellows affiliated with the Toxicology center when they are under the same umbrella.

Due to the interdisciplinary focus of the Toxicology programs and the affiliation with a centre, the programs are administered by the Toxicology Centre and for administrative purposes situated directly within CGPS without a disciplinary college or school host. As with all graduate programs, CGPS would continue to have academic responsibility for the program and the students.

The Toxicology graduate programs are very successful, and I am pleased to see a plan that will allow the centre to continue to run the programs beyond the commitments from the VPR. The programs held funds through the Devolved Scholarship Program and will be allocated a student support fund and recruitment scholarships under the new system. The Chair of the Toxicology graduate program will also maintain their representation on the GGPS Council as an interdisciplinary program.

I look forward to working with the Toxicology Centre and SENS as they progress through the next steps and facilitate changes they wish to make in future.



Sincerely,

A handwritten signature in blue ink, appearing to read 'Debby Burshtyn', with a stylized, cursive script.

Debby Burshtyn  
Dean, College of Graduate and Postdoctoral Studies  
Professor, Biochemistry, Microbiology and Immunology

cc. Markus Brinkman, Director Toxicology Centre  
Karsten Liber, Executive Director SENS

## Appendix D



UNIVERSITY OF SASKATCHEWAN  
College of  
Arts and Science  
OFFICE OF THE DEAN  
ARTSANDSCIENCE.USASK.CA

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Email: [dean.artsandscience@usask.ca](mailto:dean.artsandscience@usask.ca)  
Web: [artsandscience.usask.ca](http://artsandscience.usask.ca)

February 21, 2023

Patti McDougall  
Deputy Provost

**Re: Proposal to change Toxicology Centre reporting line from VPR to SENS.**

Dear Dr. McDougall,

I am pleased to provide this letter of support for moving the reporting line for the Toxicology Centre from OVPR to SENS.

As an Interdisciplinary research centre, moving oversight of the Toxicology Centre from VPR to SENS will better align its research activities with that of the interdisciplinary research environment within SENS.

With this move, administrative responsibility for the Toxicology undergraduate program will remain with the College of Arts & Science, where it is positioned alongside a large number of interdisciplinary (inter-collegial as well as inter-departmental) programs that are currently administered through the college. The chair of the undergraduate program will maintain a membership on the interdisciplinary chairs standing committee of Arts & Science Faculty Council.

Thank you for the opportunity to provide my support for this change – it is a step forward for Toxicology RSAW.

Sincerely

A handwritten signature in black ink, appearing to read 'Peta Bonham-Smith', with a stylized flourish at the end.

Peta Bonham-Smith  
Dean, College of Arts & Science

cc. Markus Brinkman, Director Toxicology Centre  
Karsten Liber, Executive Director SENS



**AGENDA ITEM NO: 8.3**

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

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**PRESENTED BY:** Dr. Vicki Squires, Chair, Planning & Priorities Committee (PPC)

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **Name Change to Canadian Centre for Rural and Agricultural Health**

**COUNCIL ACTION:** **Notice of Motion**

**MOTION:** *The Planning and Priorities Committee recommends approval for the proposed name change for University of Saskatchewan research centre Canadian Centre for Health and Safety in Agriculture to the **Canadian Centre for Rural and Agricultural Health**, effective May 18, 2023.*

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**PURPOSE:** to approve the proposed name change for University of Saskatchewan research centre, the Canadian Centre for Health and Safety in Agriculture to the **Canadian Centre for Rural and Agricultural Health**, effective May 18, 2023.

**SUMMARY:** The Canadian Centre for Health and Safety in Agriculture (the Centre) is a University of Saskatchewan (USask) research Centre under the VP Research. The Centre is requesting a name change to: **Canadian Centre for Rural and Agricultural Health**. This name change has been approved by the Centre's advisory board (December 20, 2022) and VP Research Dr. Baljit Singh. The name change will have minimal impact across the university (it requires no course code changes, no financial code changes other than a simple rename, and minimal impact on Cascade/web management across the university).

*The name change is to reflect that the Centre has always engaged in and continues to build research, service, and knowledge mobilization activities in rural and agricultural health.* The major positive impact of the name change for the University is that the Centre has longstanding research, service, and knowledge mobilization activities with rural partners beyond agriculture; and the refreshed name reflects the strength and importance of those relationships and creates a stronger, more inclusive space for all rural entities, projects, and citizens (e.g. agricultural, rural, Indigenous, industry, environmental).

**CONTEXT AND BACKGROUND:** Established in 1986, the Centre started as the Centre for Agricultural Medicine with two core faculty. The Centre has evolved and grown, expanding its breadth, depth, faculty, staff, and partnerships to meet needs and opportunities in rural and agricultural health and safety in Saskatchewan and Canada. The Centre has developed research, service and knowledge mobilization in the rural and agricultural space in the areas of farmer health and farm safety, exposure



assessments and controls (endotoxin, mould, chemicals, vibration), health of rural populations (respiratory, cardiovascular, musculoskeletal, mental health, sleep health, immunologic), dementia care and support in rural areas, and occupational health and hygiene. Its focus was, and remains, a holistic view of research, service, and knowledge mobilization to support health and wellness within rural spaces, and the name change will better reflect this work.

**THE CENTRE TODAY:** In 2023, the Centre has twelve core faculty, and 90 collaborating faculty across 14 USask entities, Saskatchewan, Canada, and internationally, alongside thirty-seven staff, and 25 students engaged in the Centre's research, service, and knowledge mobilization mission. Canadian Foundation for Innovation and partner funding established the Centre's National Agricultural Industrial Hygiene Laboratory in the Health Sciences building which includes 9 core laboratories: Respiratory and Epidemiology labs, the Mass Spectrometry Laboratory for Omics, the Vibration and Musculoskeletal health lab, the Occupational Hygiene and Environmental Exposures lab, the Rural Dementia Action Research (RaDAR) lab and Rural and Remote Dementia clinic, the Rural Health lab, the Knowledge Translation Laboratory, the Tele-transmission laboratory for exceptional hybrid research, service, and knowledge mobilization, and the Commercialization and Innovation Laboratory which is a development space between the Centre and industry partners and houses the Centre's occupational health services arm titled CANWORKSAFE, which provides occupational health services for agricultural and other rural-based industries. The Centre has arrangements with provincial and federal ministries, non-profit organizations, and industry that supports the service and knowledge translation activities and the Centre's mission and vision.

The Centre is an embodiment of research to action at the grassroots. The Centre is structured across three pillars: research, service, and knowledge mobilization in the health and safety of rural and agricultural populations. Research is not undertaken in a siloed approach but is embedded in action and is translated as part of the Centre's activities with the goal of improving health and safety in the rural space. Two examples that exemplify the grassroots research-to-action efforts are the Centre's **Agricultural Health and Safety Network (AHSN)** and the **Rural Dementia Action Research (RaDAR)** work:

- The AHSN is a health and safety partnership with Saskatchewan Rural Municipalities and comprises 219 rural municipalities encompassing over 27,000 Saskatchewan farm families. The retention of the term 'agriculture' within the Centre's name reflects the importance of this 35-year partnership. Research findings are translated to outputs and outcomes and mobilized to the grassroots via the AHSN. The AHSN provides health clinics for farmers and RM employees, school programs, workshops, training, resources, etc., in the health and safety of farmers.
- The Rural Dementia Action Research (RaDAR) team grew out of a CIHR grant into a multi-faceted program supporting research, service, and knowledge mobilization for dementia diagnosis, treatment, and support. The Centre is home to the Rural and Remote Memory clinic, a clinic specifically for those residing outside a 100km radius of Regina and Saskatoon. The clinic provides diagnosis, treatment, and follow-up for complex dementia cases for people from rural areas. The clinic offers a one-day process, decreasing demands on rural clients and families who would otherwise have to make multiple trips (i.e. upwards of 5) to get the same outcome. This clinic is now supported by Saskatchewan Ministry of Health funding. RaDAR also supports rural primary care dementia clinics located in 5 rural Saskatchewan communities and run by Saskatchewan Health Authority personnel. RaDAR provides additional and much-needed support, information, and training to health personnel, family, and care givers in rural Saskatchewan who are impacted by dementia.

The Centre is, quite simply, embedded in rural needs and its name change reflects both its agricultural AND its rural-focused activities. The refreshed Centre name better reflects the Centre's history of productive *collaboration* via emboldening partnerships and aligning structure to match what's happening with our community partners and rural-based research while retaining our deep roots in agriculture. The refreshed name allows the Centre's researchers and partners to co-amplify their value within and beyond agriculture, energize our community-based partners and champions, and showcase how we embrace respect for one another as the path forward.

**VISION:** The Centre was established at USask in 1986. Its success lies in partnerships in the rural space with rural people, communities, industries, and those invested in the shared vision that healthy and safe rural communities and people secures the world. While bold, there is a space for this vision. Saskatchewan's rural space holds and produces resources necessary to the rest of the world. Ensuring that those who live and work in the rural space are healthy and safe is important to Saskatchewan and to the world. The Centre supports this vision with service, knowledge mobilization, and research in rural health and safety.

Dr. Shelley Kirychuk, recently appointed Director of the Centre (November 2022), provided her vision and plan to the Centre's advisory board December 20, 2022. Key areas included:

1. Renewal of the Centre's strategy, mission and vision
2. Develop short and long-term strategic plans to:
  - i. Enhance visibility (across campus, Saskatchewan, Canada, and internationally)
  - ii. Align and engage USask senior leadership and faculty in allied Colleges with Centre activities
  - iii. Align and engage allied partners across Canada and Internationally
  - iv. Augment and enhance provincial government partnerships
  - v. Augment and enhance industry partnerships

The overall vision will:

- *Build on the amazing foundation and great work already being undertaken at the Centre*
- *Increase the Centre's visibility*
- *Develop and build key areas of rural health – of importance to Saskatchewan, Canada, and international partners*
- *To further engage Saskatchewan and Canadian farmers, rural community members, and rural industries in research, service, and knowledge mobilization*

Short and long-term objectives to support the key areas and vision were developed with the Centre's Leadership team and presented to the OVPR. The Director is actioning these short and long-term actions.

#### **ATTACHMENTS:**

1. Name change request form



**UNIVERSITY OF  
SASKATCHEWAN**

## **Request for Change of Name**

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

Submitted by:

Date

College

College approval date

Proposed effective date of the change

### **1. Proposed change of name**

*From:*

*To:*

**College**

**Department**

**Program name**

**Degree name**

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

**Course label (alphabetic)**

**Building**

**Street**

**Other**

## **2. Documentation**

### **Rationale**

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

### **Impact of the change**

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

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

Please attach any statements or opinions received about this change.

Attachments

**Costs**

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

**Consultation**

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

Attachments

**3. Review and Approval Authority**

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

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

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

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

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

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**PRESENTED BY:** Dr. Vicki Squires, Chair, Planning and Priorities Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** Indigenous Land Management Institute: Name Change and 5-Year Renewal.

**COUNCIL ACTION:** **Request for Decision**

**MOTION:**

*(Squires/Mousseau): The Planning and Priorities Committee (PPC) recommends to Council the approval of the name change of the Indigenous Land Management Institute to the kihci-okâwîmâw askiy Knowledge Centre. PPC also recommends that University Council accept the review of the Centre in accordance with the revised USask Centres Policy.*

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**PURPOSE:**

The Indigenous Land Management Institute: Name Change and 5-year renewal.

**SUMMARY:**

In accordance with Section 8.0 of the Centres Policy, the executive sponsor, Dr. Angela Bedard-Haughn, Dean, College of Agriculture and Bioresources (AgBio) is recommending a name change and 5-year renewal of the centre.

A review of the centre has been undertaken in the 2022-2023 academic year, the review provided the following opportunities: the development of a revitalization and engagement plan, the establishment of a steering committee comprised of Indigenous peoples from various Indigenous led national and provincial organizations and the review and refinement of the vision, mission, and goals.

The Dean, College of AgBio, has ensured that the review conducted has been comprehensive and has been in accordance with the scope of activities that define centres activities. It is based on this positive review that the Dean, College of AgBio, is putting forth the recommendation for a name change and 5-year renewal of the centre.

## **CONTEXT AND BACKGROUND:**

### **The history of the Indigenous Land Management Institute**

The Indigenous Land Management Institute (ILMI) was approved by the Planning and Priorities Committee as a Type B Centre in 2008. In 2012, ILMI prepared a proposal to request permanent funding to support the Type B Centre – the proposal was unsuccessful. In 2022, in response to a call for proposals made by the Provost's office, AgBio submitted a proposal for the revitalization of the Indigenous Land Management Institute – the proposal was approved.

### **Revitalization Project**

To begin the work of reimagining ILMI, a new director position was created and filled in March of 2022. To support the work, Dr. Melissa Arcand was appointed as the academic lead for the centre and is also co-chair for the ILMI Steering Committee (see member list below).

The work has included the establishment of a steering committee to guide the co-development of the strategy, including the mission, vision, goals and governance structure; collaborating and engaging with units across the University; facilitating the development of a campus network of scholars with interest and engagement in Indigenous land and resource management; and engaging with Indigenous communities and key stakeholders.

### **Steering Committee – Indigenous Nations, Treaty Areas, Indigenous Language Groups**

The ILMI Steering Committee is comprised of Indigenous peoples from 13 Nations. The nations are situated in Treaty 4, Treaty 6, the Region of Syilx Okanagan, British Columbia, and the bigger Liḡwítḡdaḡw Nation, Vancouver Island, British Columbia. The ILMI Steering Committee members also represent eight different Indigenous language groups.

An important note, the vision and mission will be translated into the 8 different Indigenous language groups represented at the ILMI Steering Committee table. All ILMI steering committee members are aware and are in full support of this work. This aspect of the work is reconciliation in action, and through this work we are delivering on the Truth and Reconciliation Calls to Action related to the revitalization of Indigenous languages.

### **Saskatchewan Human Rights Commission – Equity Workplace Targets**

As per the Saskatchewan Human Rights Commission, “an appropriate 2019 equity workplace target for those employees identifying as Aboriginal is 14.0% for the province as a whole, and 35.0% for Prince Albert CA”.

The ILMI team and ILMI Steering Committee meet and exceed equity targets as set out by the Saskatchewan Human Rights Commission.

### **Steering Committee Members**

Co-Chair - Candice Pete-Cardoso, Director, ILMI, AgBio, USask

Co-Chair and Academic Lead - Dr. Melissa Arcand, Associate Professor, AgBio, USask

Jordie Gagnon, Senior Strategic Officer, Kanawayihetaytan Askiy, AgBio, USask

Bob Badger, Cultural Coordinator, OVPIE

Loretta Delorme, Cowessess First Nation

Sarah Gauthier, Doctor of Philosophy in Public Policy, JSGS (USask Graduate Student)

Gloria Lee, Office of the Treaty Commissioner

Joely BigEagle-Kequahtoway, Buffalo People Arts Institute

Robin Mcleod, Prince Albert Grand Council  
Angela Pratt, Economic Development, Federation of Sovereign Indigenous Nations  
Dr. Jaime Lavallee, College of Law, USask  
Leonard Tipewan, Executive Director, Saskatchewan Aboriginal Land Technicians  
Angie Derrickson, Training, Mentorship & Professional Development, LAB RC  
Dr. Alex Wilson, College of Education – currently on sabbatical

### **Name Change**

The last year was spent working with Indigenous peoples from various First Nations and national and provincial Indigenous led organizations to reimagine what a land focused centre should look like at the University of Saskatchewan.

Based on advice and guidance from steering committee members and elder, Joseph Naytowhow, the following name was put forth: kihci-okâwîmâw askiy Knowledge Centre.

### **Revised Vision, Mission and Goals**

The work of the ILMI Steering Committee has also resulted in revised vision, mission and goals.

The **vision** is: kihci-okâwîmâw askiy kihmehinan pimâtisiwin, poko kwayask manâcihitâtân (Plains Cree, translation to English - Great Mother Earth gives us life; in return, we have the responsibility to respect her), and the **mission** is: working with and for Indigenous communities to empower land governance, by leveraging the teaching, research, and engagement capacity at the University of Saskatchewan.

The **goals** are: advocate for kihci-okâwîmâw askiy across a diversity of disciplines, foster the development of reciprocal relationships, support the development of land related teaching, research and engagement opportunities of significance to Indigenous communities, and serve as a source of information and resources about land

The centre has the responsibility to advocate for kihci-okâwîmâw askiy (Plains Cree, translation to English - great mother earth) and is committed to putting reconciliation into action.

### **ATTACHMENTS:**

Power point presentation: Reimagining the Indigenous Land Management Institute





UNIVERSITY OF SASKATCHEWAN

Indigenous Land  
Management Institute

ILMI.USASK.CA

# Reimagining the Indigenous Land Management Institute

## Presentation to University Council

College of Agriculture and Bioresources  
University of Saskatchewan

March 16, 2023

BE WHAT THE WORLD NEEDS

# Background Information

- The Indigenous Land Management Institute (*ILMI*) *was approved* by the Planning and Priorities Committee (PPC) as a *Type B Centre in 2008*.
- In *2012, ILMI prepared a PCIP proposal* to request permanent funding to support a faculty member, an administrative assistant and non-salary costs within the Type B Centre – the *proposal was not approved*.
- In *2022*, in response to a call for proposals made by the Provost's office, *AgBio* submitted a *proposal for the revitalization of ILMI – the proposal was approved*.

# Background Information

- To begin the work of *rebuilding* ILMI, a new director position was created and filled in *March of 2022*, an academic director was also appointed.
- Priorities included:
  - *Establishing and leading a steering committee* to guide the co-development of the strategy for ILMI, including the mission, vision, and governance structure;
  - Actively *collaborating and engaging with units* across the University;

# Background Information

- *Facilitating the development of a campus network of scholars* with interest and engagement in Indigenous land and resource management;
- *Engaging with Indigenous communities* and key stakeholders.

# Name Change and 5 Year Renewal

- Rationale for Name Change
  - “let us reimagine what a centre focused on Indigenous lands should look like here at USask”
  - Name Change – “can we translate ILMI to plains cree?”
    - there is no “easy” cree translation for institute
  - Responsibility to utilize Indigenous languages
  - Incorporate nêhiyaw concepts of askiy (cree concepts of land)
- 5 Year Renewal
  - manâtisiwin engagement and action plan
  - ILMI Steering Committee: Charting out our North Star Vision Statement
  - Redeveloped – Vision, Mission, Goals
  - Financial Commitment – AgBio

# Planning to Plan

# MANÂTISIWIN ENGAGEMENT AND ACTION PLAN



manâtsiwin, it is the act of respect or politeness; being considerate; being gentle and mannerly; embodying respectability and tact.

# Developing the Work Plan: The importance of Relationships



# Developing the Work Plan - manâtsiwin

## *Reconnecting*

- College of **AgBio**
  - Faculty, Staff, Department Heads
- **OVPIE**
  - ohpahotân | oohpaahotaan (“Let’s Fly Up Together”)
- **OVPR**
  - Research Acceleration Strategic Initiatives (RASI)
    - Indigenous Research Strategy Table

# Developing the Work Plan - manâtsiwin

## *Reconnecting*

- Office of the Treaty Commissioner (**OTC**)
  - Treaty Archives – how can we partner? Access?
- Federations of Sovereign Indigenous Nations (**FSIN**)
  - Economic Development Secretariat
- National Aboriginal Land Managers Association (**NALMA**)
  - Administrative Hub - Saskatchewan Aboriginal Lands Technicians (**SALT**)

# Developing the Work Plan - manâtsiwin

## *Reconnecting*

- Lands Advisory Board – **(LABRC)**
  - Training, Mentorship and Development (national)
  - Administrative Arm - First Nations Support Services (prairie region)
- File Hills Qu'Appelle Tribal Council **(FHQ TC)**
  - Indigenous Agriculture Conference (fall 2021)
  - Indigenous Economic Development Conference (spring 2022)
- Nature Conservancy of Canada **(NCC)**
  - Access to Lands for Land Based Learning
  - Partnership with Treaty 4 - curriculum

# Developing the Work Plan - manâtsiwin

## *Reconnecting*

- Indigenous Services Canada (**ISC**)
  - Community Lands and Economic Development
- Farm Credit Canada (**FCC**)
- Saskatchewan Indigenous Economic Development Network (**SIEDN**)

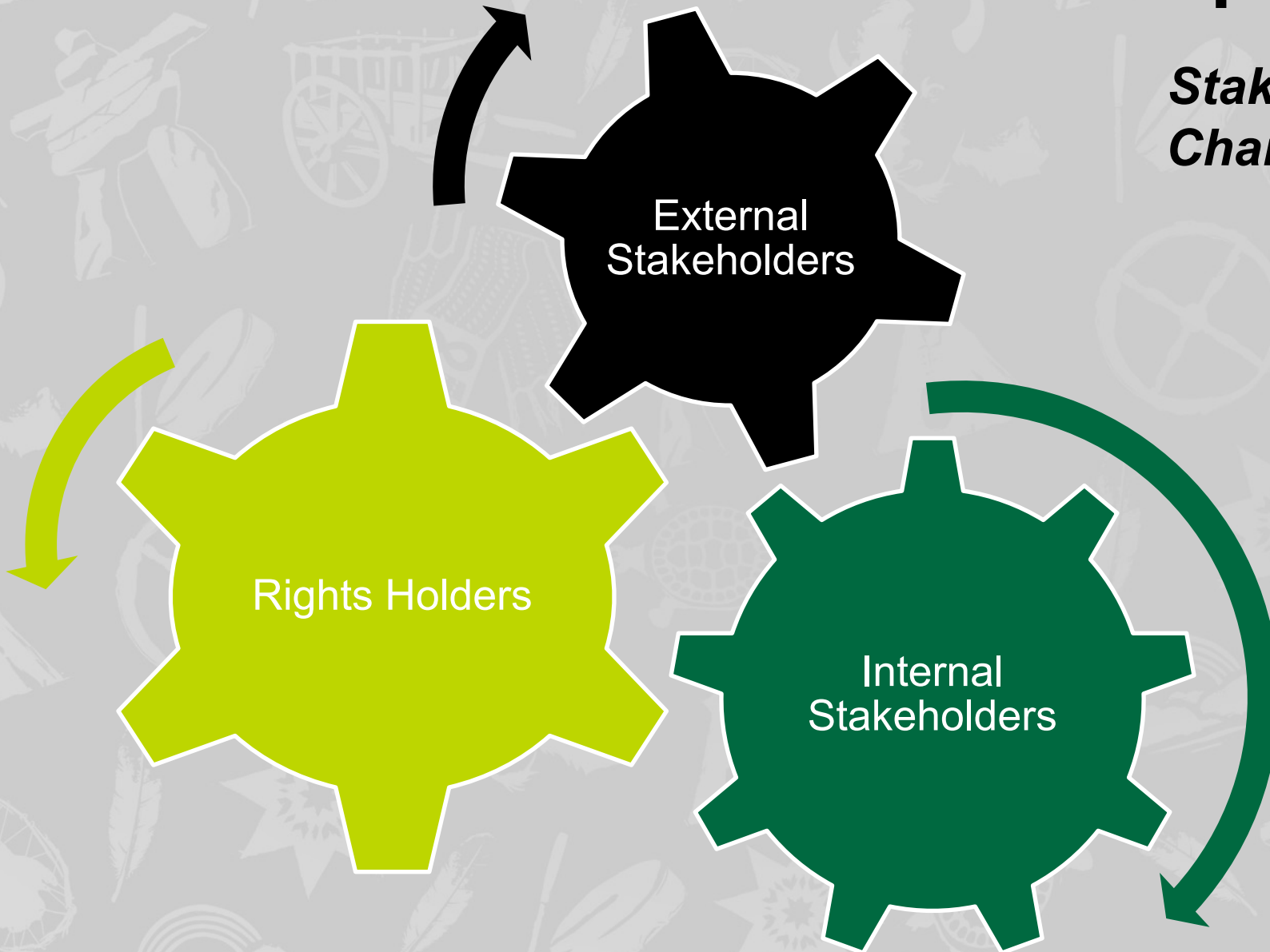
# Developing the Work Plan - manâtsiwin

## *Reconnecting*

- ***Sask Ministry of Agriculture***
  - Senior Indigenous Advisor
- ***Sask Ministry of Energy and Resources***
  - Senior Indigenous Advisor
- ***Department of Justice Canada***
  - General Counsel

# Developing the Work Plan

*Stakeholder Analysis –  
Changing the Narrative*



# Road Map 2022-2023

“keeping track of our journey”

# Indigenous Land Management Institute

Revitalizing ILMI – Road Map

March 2022

## Explore and Design

- Transparency - New Position
- Stakeholder Analysis
- Outreach and Engagement
- Identify Steering Committee Members

April 2022

## Outreach and Engagement

- Reconnecting with Indigenous communities
- Building Relationships
- Support from Indigenous Leadership

May 2022

## Strategic Planning

- Inaugural ILMI Steering Committee Meeting
- What is askiy?
- Working with māmawī-okāwīmāw- Mother Earth
- Review ToR

June 2022

## Strategic Planning

- Long Term Vision, Mission
- Goals, Outcomes
- Alignment: UPlan 2025, ohpahotân I oohpahotaan



# Indigenous Land Management Institute

Revitalizing ILMI – Road Map

July 2022

## Action Plan Development

- Vision, Mission
- Governance Structure
- Resourcing, Human Capital

August 2022

## “Nothing About Us, With Out Us”

- Indigenizing the Vision and Mission Statements

Oct/Nov 2022

## miyo-atoskêwina

- ILMI Steering Committee – Working Together in a Good Way

Dec 2022

## ê-sôhkatoskêcik

- ILMI Steering Committee - Working Hard Together

# Indigenous Land Management Institute

Revitalizing ILMI – Road Map

Jan 2023

## nêhiyawî-pihtah

- “nêhiyawî-pihtah” the Vision and Mission Statements

Feb/March  
2023

## Name Change and 5 Year Renewal Process

- Centres Sub-Committee
- Deans' Council
- Planning and Priorities
- RSAW
- University Council

March 2023

## Engagement Workshop and Relationship Building

- Faculty Researchers and the ILMI Steering Committee

April 2023

## Strengthen Partnerships

- Develop MOU with ILMI Steering Committee member organizations
- Develop “Mentor” Relationships – Native Nations Institute, Indigenous Resiliency Centre, CIER



**The ILMJ Steering Committee**  
**Charting out our North Star Vision Statement**

BE WHAT THE WORLD NEEDS

# ILMI Steering Committee Members

Co-Chair - Candice Pete-Cardoso, Director, Indigenous Land Management Institute, AgBio, USask

Co-Chair - Dr. Melissa Arcand, Associate Professor, AgBio, USask

Jordie Gagnon, Senior Strategic Officer, Kanawayihetaytan Askiy, AgBio, USask

Bob Badger, Cultural Coordinator, OVPIE, USask

# ILMI Steering Committee Members

Loretta Delorme, Cowessess First Nation

Sarah Gauthier, Doctor of Philosophy in Public Policy, Johnson Shoyama  
Graduate School of Public Policy (USask Graduate Student)

Gloria Lee, Office of the Treaty Commissioner

Joely BigEagle-Kequahtoway, Buffalo People Arts Institute

Robin Mcleod, Prince Albert Grand Council

# ILMI Steering Committee Members

Angela Pratt, Director, Economic Development, FSIN

Dr. Jaime Lavallee, College of Law, USask

Leonard Tipewan, Executive Director, Saskatchewan Aboriginal Land Technicians

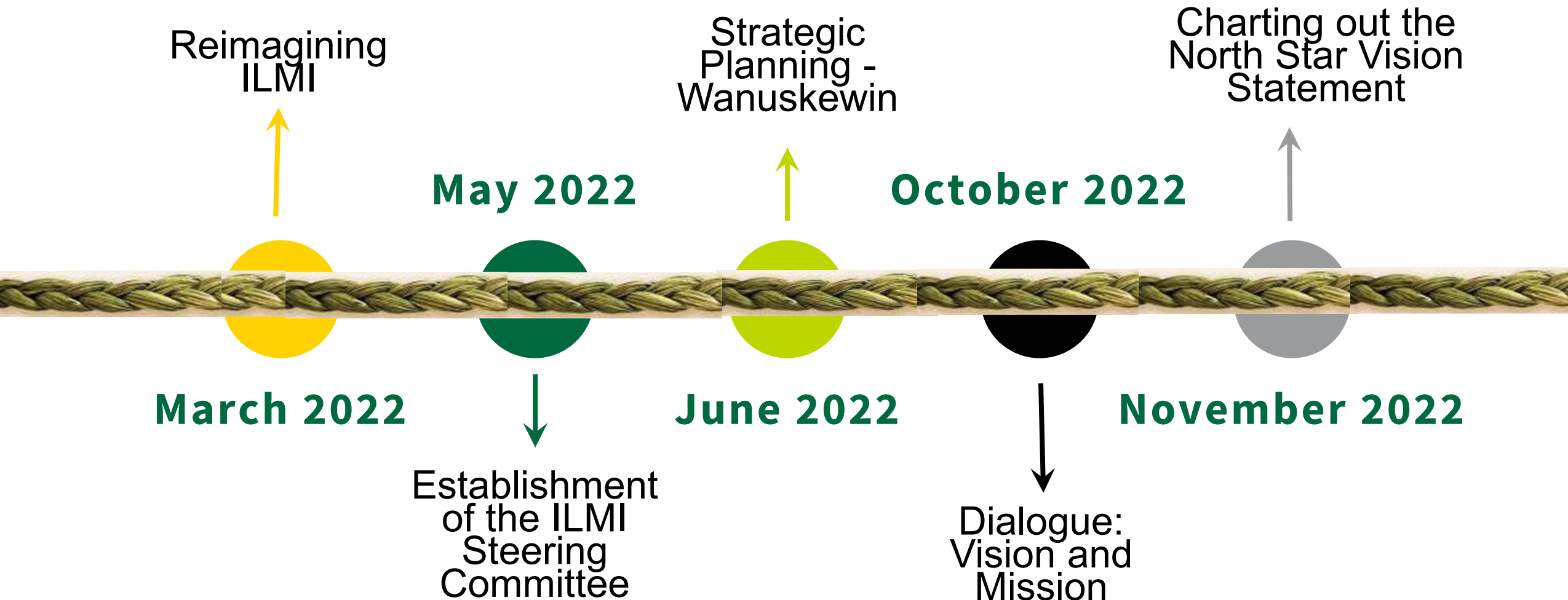
Angie Derrickson, Manager, Training, Mentorship & Professional Development,  
Lands Advisory Board

Dr. Alex Wilson, College of Education – currently on sabbatical

# ILMI Steering Committee

## Our Story

# ILMI Steering Committee - Our Story





acâhkos êkâ kê-âhcît

◁ᐱ"ᑦᑎ ᑎᑖ ᑖ ◁ᐱᑦᑎ'

"star that does not  
move"



January 2023

Co-Chairs  
Planning



March 2023

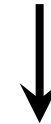
Dialogue:  
Academic  
Programs,  
Professional  
Development



December 2022



February 2023



April 2023

nêhiyawî-pihtah  
Vision,  
Mission, Goals

kiyokêwin  
Faculty Researchers  
and Steering  
Committee

# **ILMI Steering Committee**

## **Charting out our North Star Vision Statement**

“A *vision statement* serves as your company's ‘*North Star*’, motivating your team and *guiding* your organization as it grows. It's not something to take lightly—a good vision statement should be written collaboratively by multiple company stakeholders and *will require a significant time investment.*”

Julia Martins, ASANA, 2022

“We often see the labels Mission and Vision used *interchangeably*. In other organizations, *hierarchical structure* of Vision, Mission, and Values. But regardless of the label, typically these statements are *written and then promptly mothballed*.”

Radhika Dutt, Radical Product, 2017

**Who should this resonate with?**

**Indigenous peoples, the University  
community, and organizations working  
in the sphere of Indigenous Lands**

# Decolonizing Our Own Way of Thinking and Seeing the World

# nêhiyaw concepts of askiy

“While *the conventional interpretation* of the land is something that is *immovable or inert*, an *Indigenous perspective* of the term ‘*land*’ is something more.

Land is viewed in a more ‘*wholistic*’ sense, as a *living, breathing ecosystem and territory*; a *kin connection* in an Indigenous worldview; and a place that we must learn from, *nurture and sustain.*”



IN OTHER WORLDS: A SPACE EXPLORATION

# Teaching Indigenous Star Stories

Educators like Wilfred Buck know that astronomy did not, in fact, start with Aristotle and end with Neil deGrasse Tyson

BY KELLY BOUTSALIS

ART BY BLU HUMMINGBIRD

Updated 12:03, Nov. 6, 2020 | Published 12:03, Aug. 10, 2020



# nêhiyaw way of seeing the world



# nêhiyawêwin

“Our *languages are living*; they *come from the land* and they’re *integral to our sense of self* and a key aspect of *self-determination*.”

# The Shift from English to nêhiyawêwin

**The North Star**

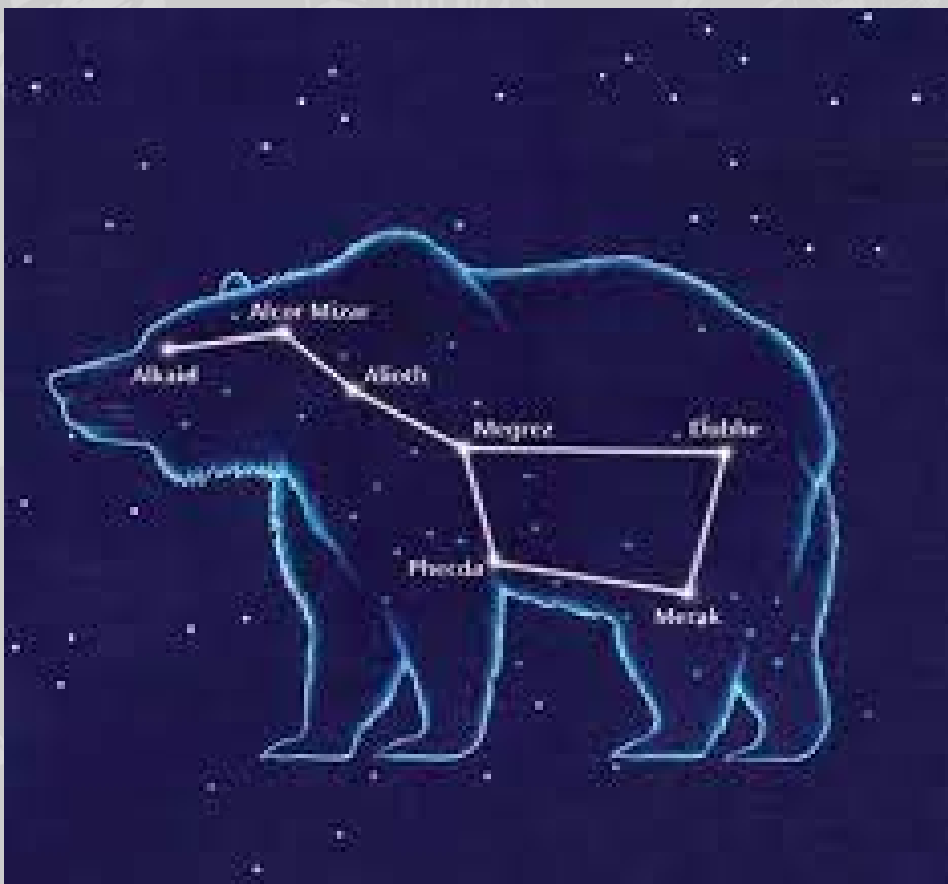
**or**

**Polaris**

**acâhkos êkâ kê-âhcît**

**ᐱᐱᐱᐱᐱ ᐱᐱᐱ ᐱᐱᐱᐱᐱ**

**“the star that does not move”**



acâhkos êkâ kâ-âhcît

ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ

"star that does not  
move"

# The Place

## What do we see?

# KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE



a vibrant and welcoming space, rich with Indigenous peoples, art, culture, science, history, teachings, and worldviews about the land

# Vision and Mission



# OUR VISION

kihci-okâwîmâw askiy  
kihmehinan pimâtisiwin,  
poko kwayask manâcihitatân.



# OUR VISION

kihci-okâwîmâw askiy  
kihmehinan pimâtisiwin,  
poko kwayask manâcihitatân.

Great Mother Earth gives us  
life; in return, we have the  
responsibility to respect her.



# OUR MISSION

Working with and for Indigenous communities to empower land governance, by leveraging teaching, research, and engagement capacity at the University of Saskatchewan.



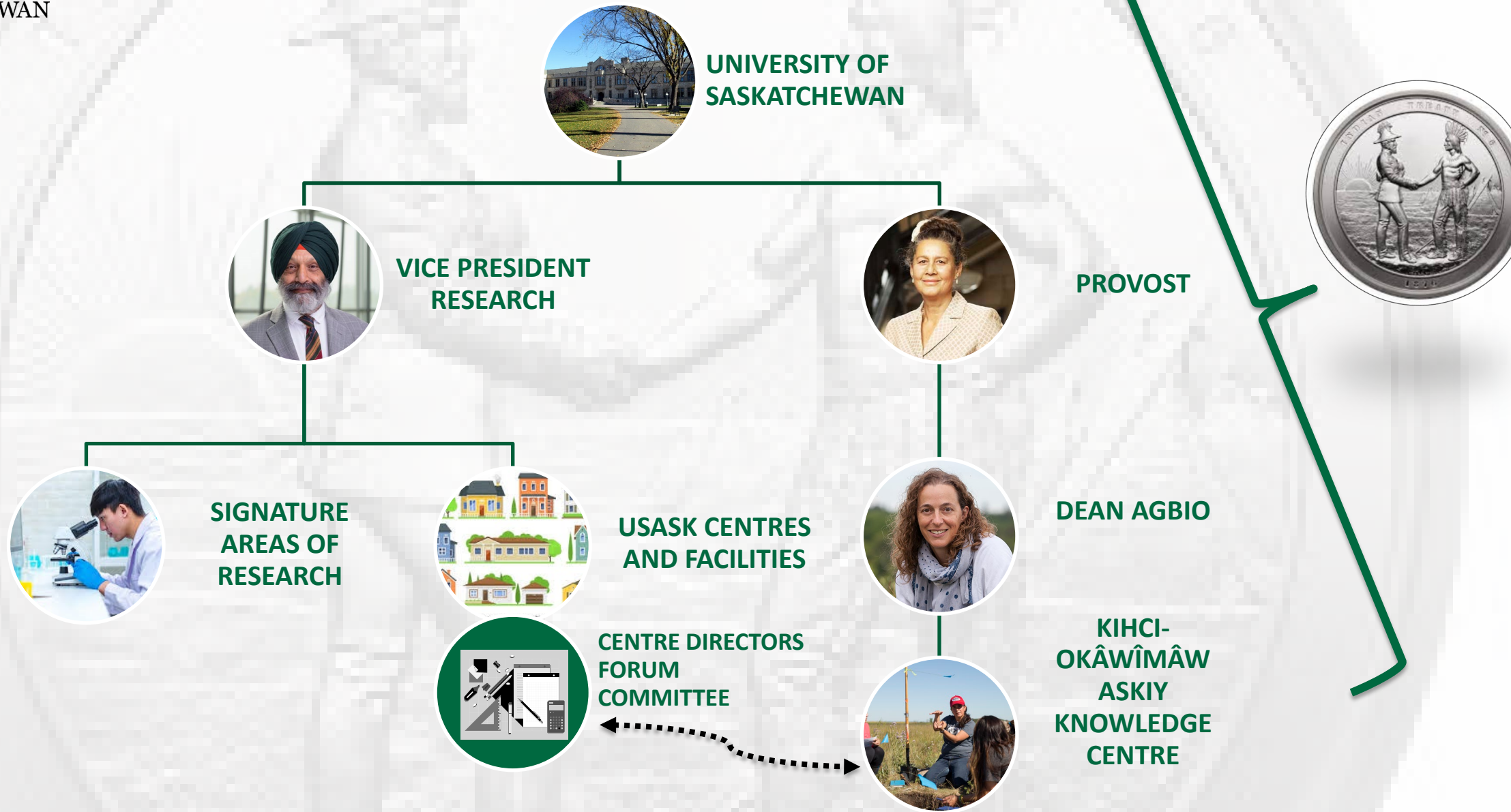
# Working Towards Defining our Goals

# What are the goals of this centre within the scope of the USask Centres Policy?

# USask Centres Policy

Under take activities that include, but are not necessarily limited to:

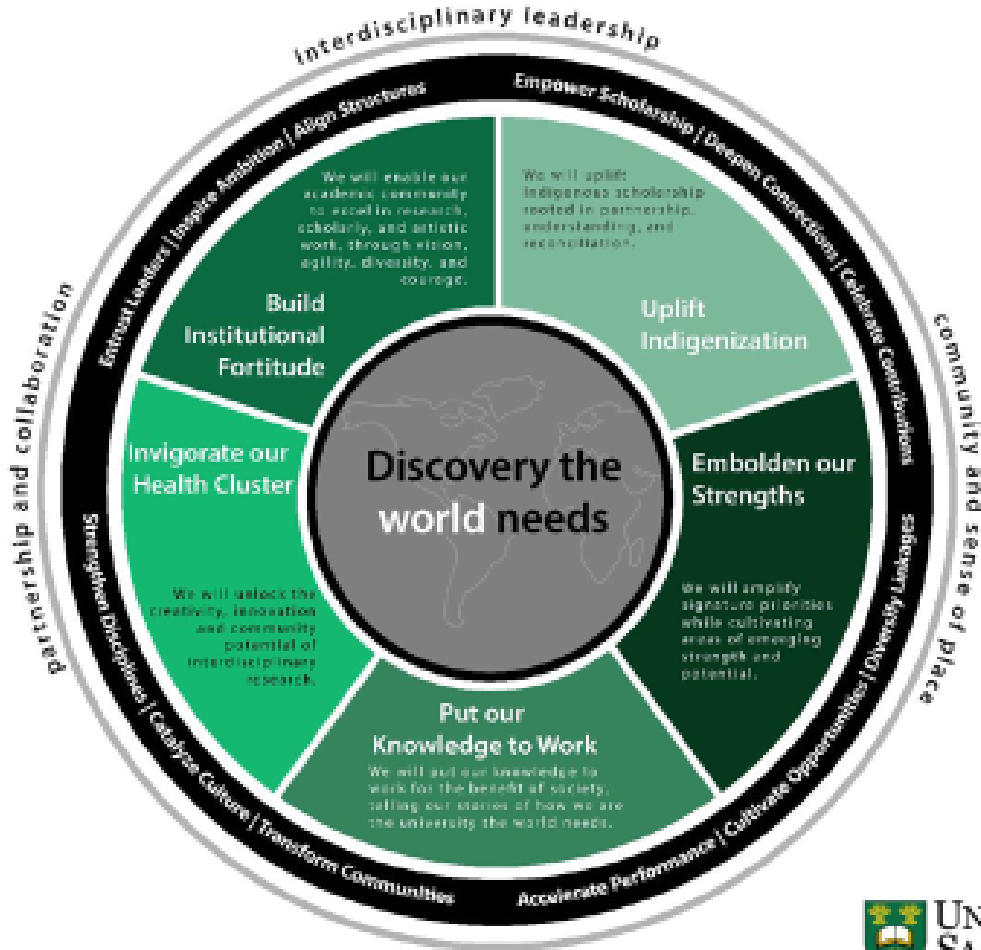
- 1) **performing** disciplinary or multi-disciplinary research, teaching, scholarly or artistic activity;
- 2) **offering new** curricular and extra-curricular **educational opportunities**;
- 3) **demonstrating or stimulating** research, scholarly, artistic or business opportunities; and
- 4) providing **outreach activities**.



# Discovery the World Needs

University of Saskatchewan's Research Plan

2018-2025



## Office of Vice President Research

## USask Research Plan



## **Signature Areas of Research**

**Areas of research and scholarship that bring USask distinct recognition and help to position USask among the most distinguished universities in Canada and among the very best in the world.**

## **Centres and Facilities**

**USask is home to many unique and innovative research facilities and centres.**



# MINDFUL OF OUR DEVELOPMENT AND THE CENTRES POLICY

Teaching

Research

Outreach

# GOALS OF THE KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE

# GOALS OF THE KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE

**Advocate for kihci-okâwîmâw askiy across a diversity of disciplines**

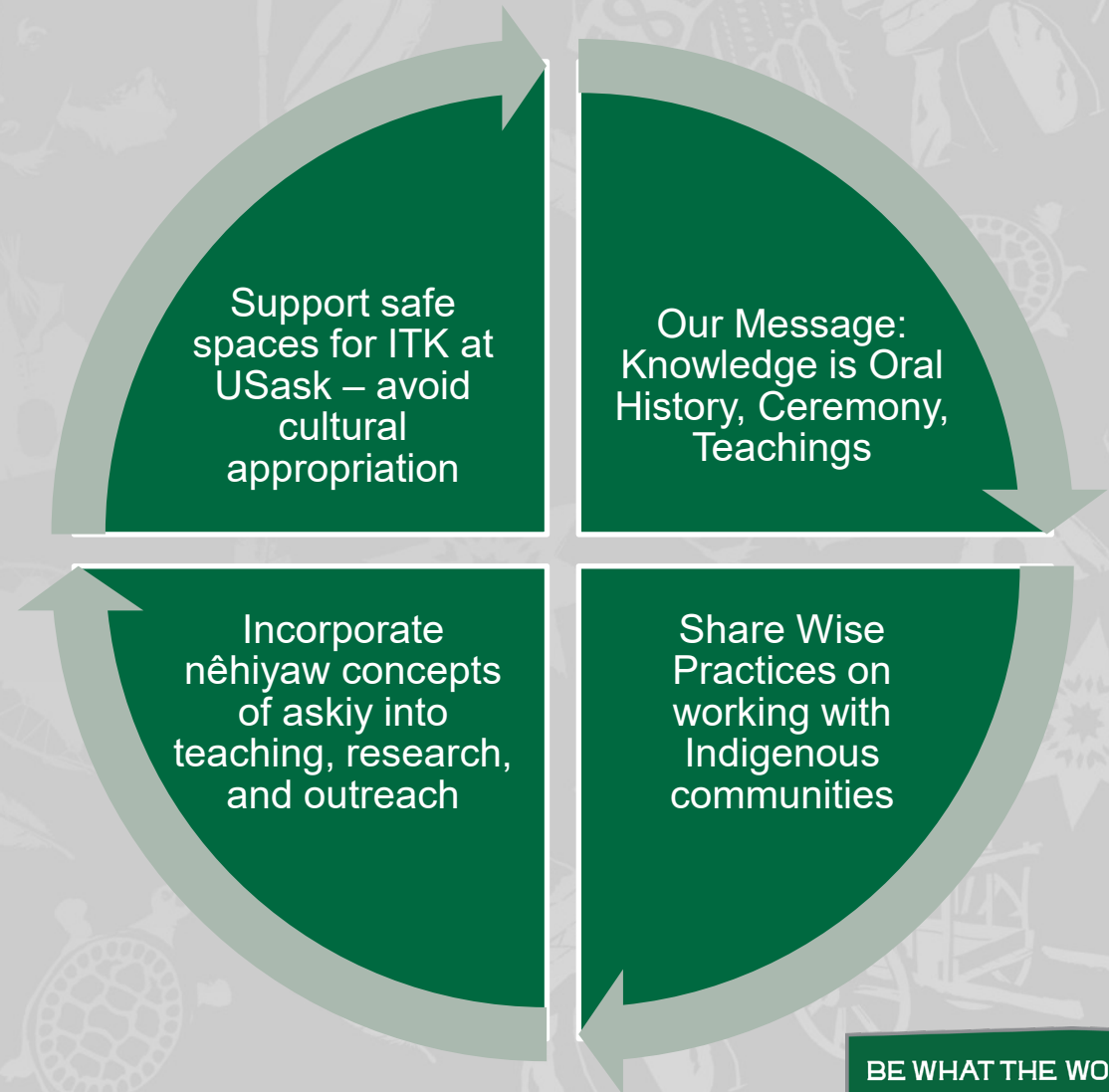
**Foster the development of reciprocal relationships**

**Support the development of land related teaching, research and engagement opportunities of significance to Indigenous communities**

**Serve as a source of information and resources about land**

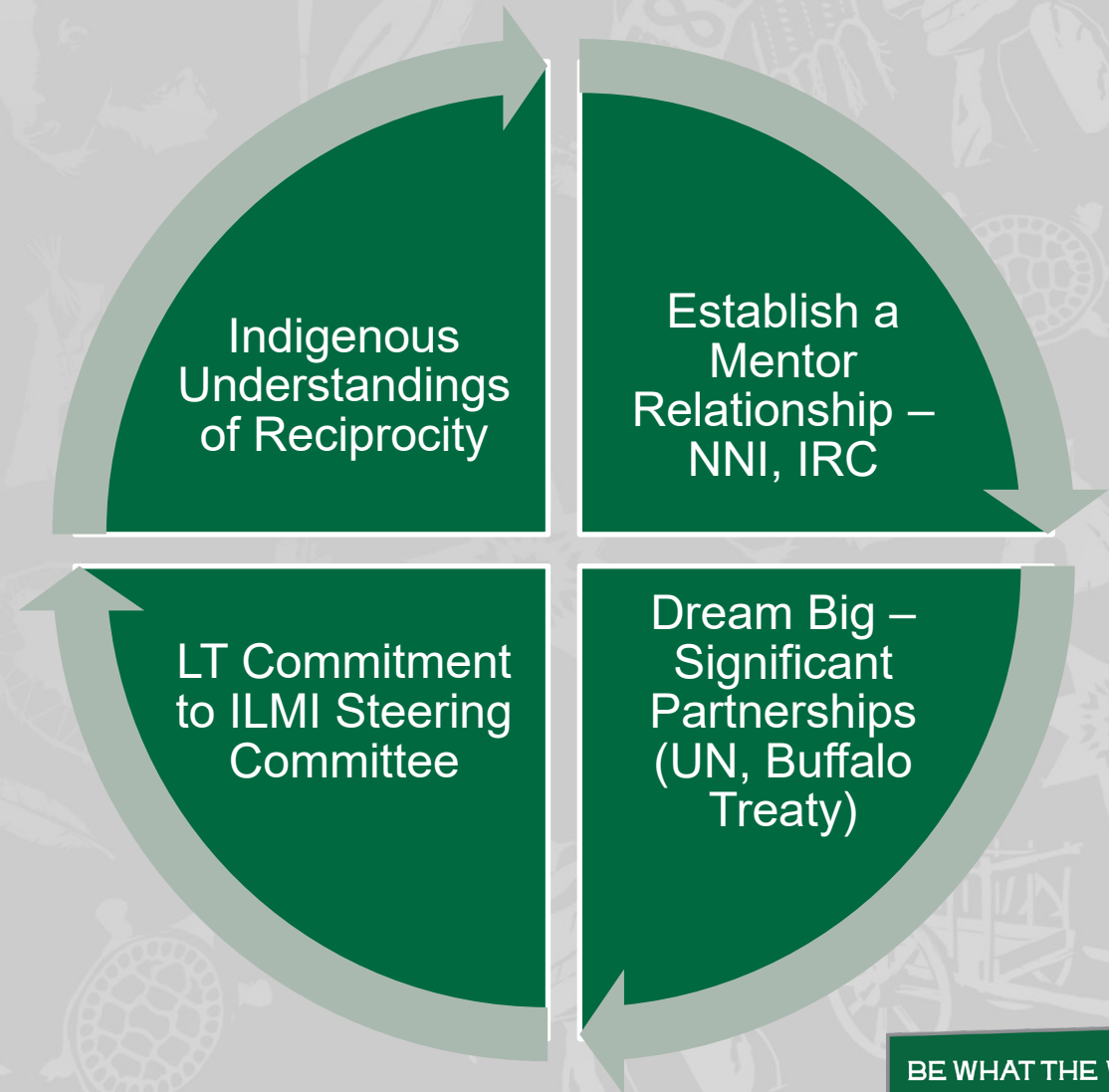
# Goal 1

Advocate for  
kihci-okâwîmâw askiy  
across a diversity of  
disciplines



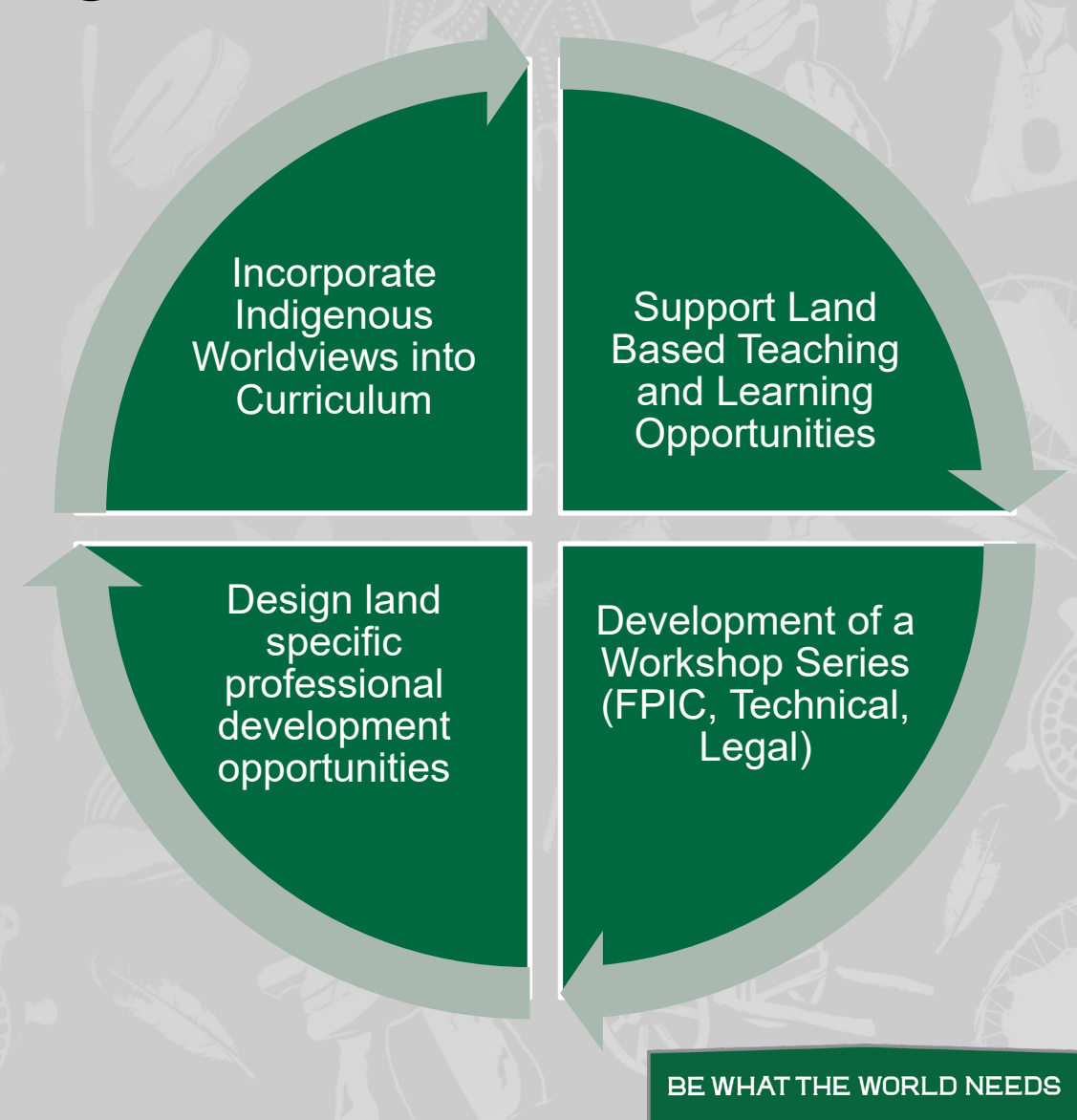
# Goal 2

Foster the  
development of  
reciprocal  
relationships



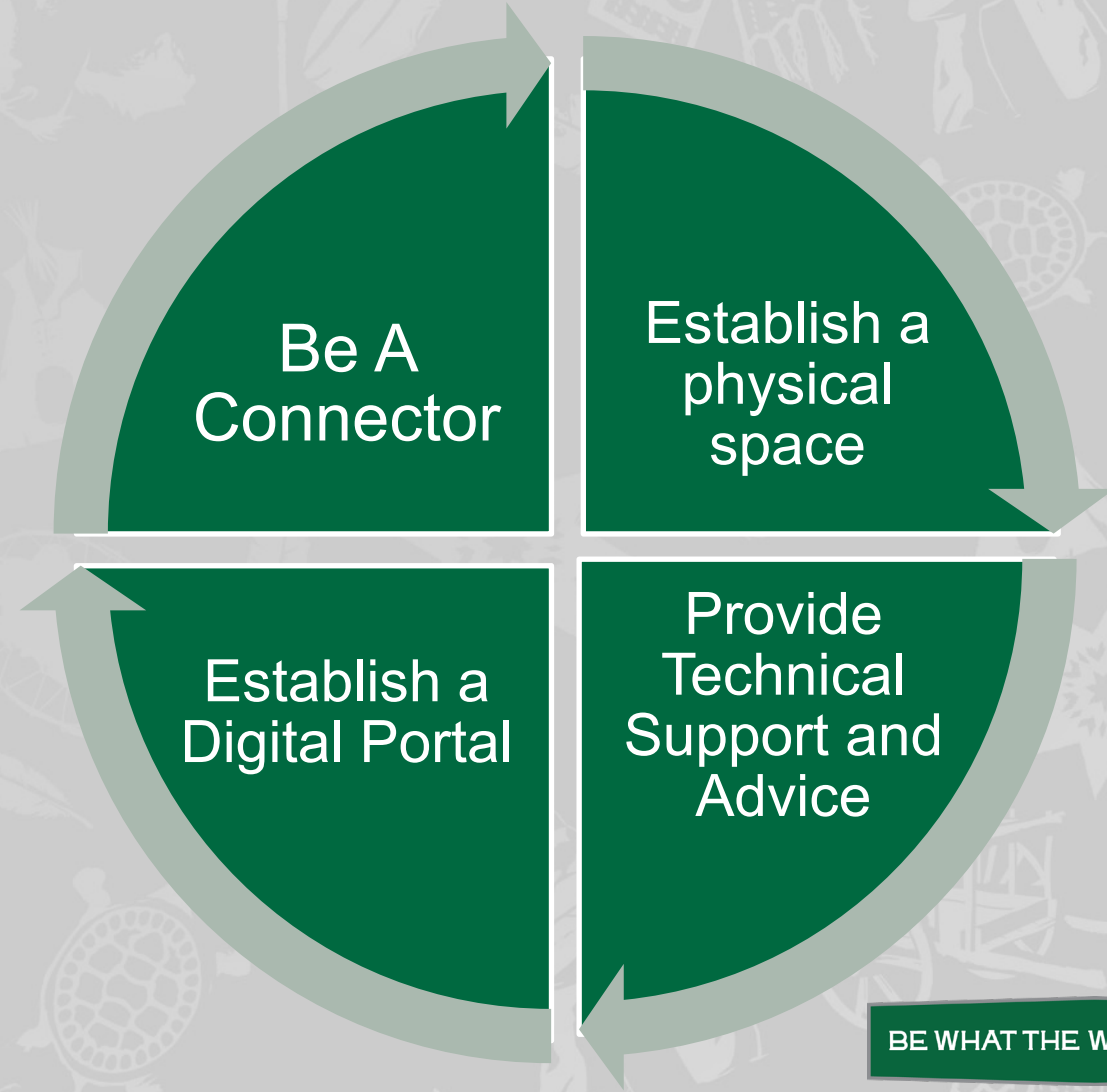
# Goal 3

Support the development of land related teaching, research and engagement opportunities of significance to Indigenous communities



# Goal 4

Serve as  
a source of  
information and  
resources about  
land





# Outcomes



**Foster Understanding and  
Respect for  
kihci-okâwîmâw askiy**

**Weave Indigenous  
Concepts of Land into  
teaching, research, and  
outreach**

# Outcomes



**Honour the  
Voices of  
kêhtê-ayak**

# Outcomes

## Indigenous Knowledges as a valued World View



# Outcomes

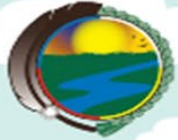


**Protect the  
Voices of our  
Teachers**

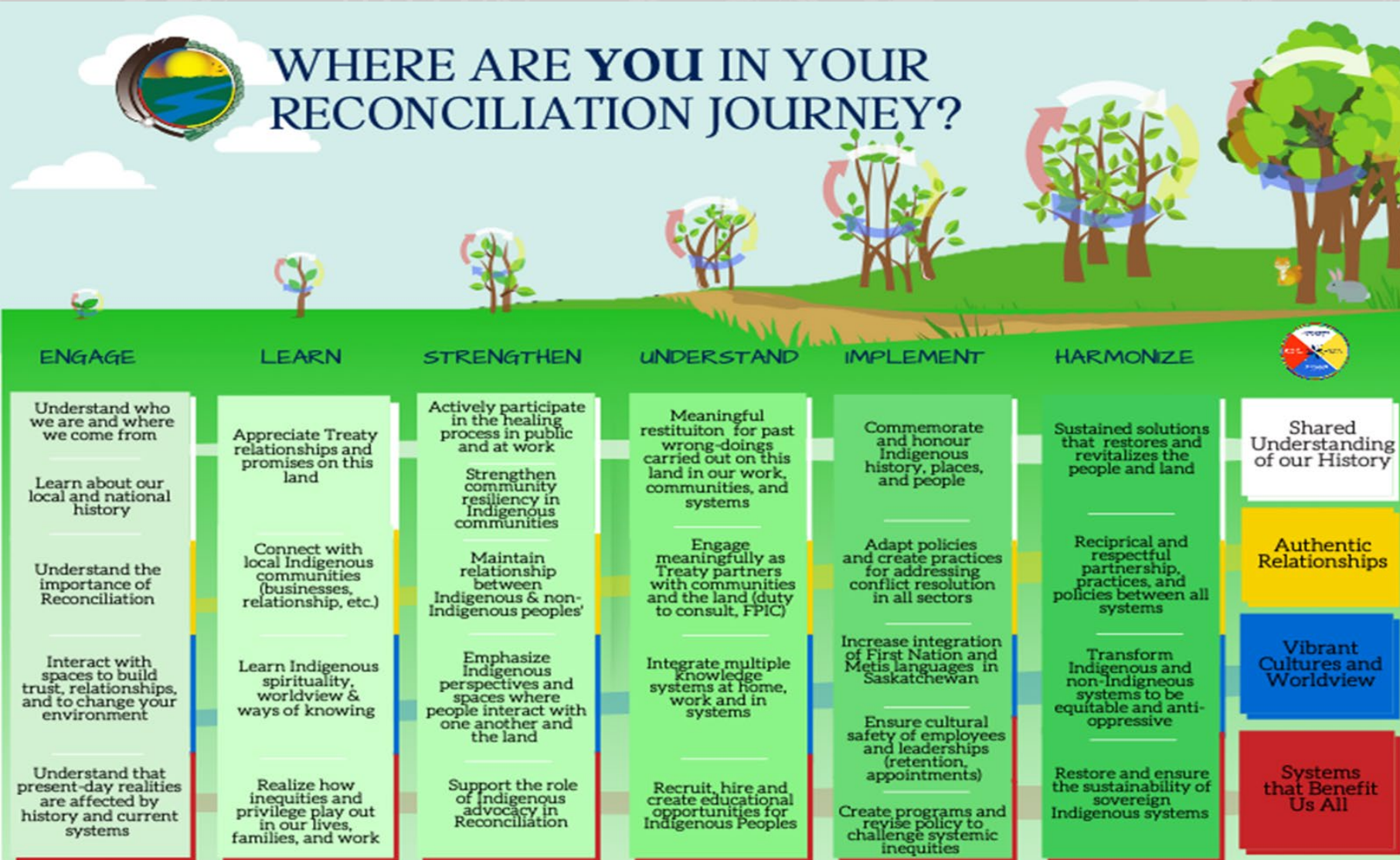
**“Nothing about us, Without Us”**

**Indigenous Led  
Indigenous Informed  
Indigenous Languages**

# Indicators



## WHERE ARE YOU IN YOUR RECONCILIATION JOURNEY?



Partner with  
Office of Treaty  
Commissioner

Development of  
Indicators

BE WHAT THE WORLD NEEDS



# Thank You!

**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
FOR INFORMATION ONLY**

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<b>PRESENTED BY:</b>	Dr. Vicki Squires, Chair, Planning and Priorities Committee
<b>DATE OF MEETING:</b>	April 22, 2023
<b>SUBJECT:</b>	Provincial and Federal Budget Highlights 2023-24
<b>COUNCIL ACTION:</b>	<b>For Information</b>

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Annually, we await the release of the Federal and Provincial budgets. In both cases, our Government Relations Office, under the oversight of Associate Vice-President, Sara Daniels and with the support of Director, Alexandra Foster provide highlights and analysis of the implications for the University of Saskatchewan. This undertaking provides key insight into the strategic and operational work of USask. Both budgets were released in March 2023.

Through on-going and year-round attention to relationships and advocacy with federal and provincial counterparts, USask takes steps to raise the university's profile and to identify opportunities.

This briefing document is offered for information and is intended to highlight for University Council items within the Federal and Provincial budgets that are associated with the university's mission. Links are provided below for those members interested in reading the full details.

**ATTACHMENTS**

- A. Provincial Budget (2023-24) Highlights
- B. Federal Budget (2023-24) Highlights



## A. Provincial Budget (2023-24) Highlights

This is a summary of the relevant highlights from the 2023-24 provincial budget that was released on March 22<sup>nd</sup>. You can read Minister Harpauer's [budget speech and the full budget document here](#). The tone was quite positive with government budgeting a \$1B surplus. There are quite a few additional investments for USask related to Health Human Resource training and capital needs.

Overall funding for the post-secondary sector is \$764.8M, an increase of \$24.5M (3.3%). Of this, \$697.4M is going directly to post-secondary institutions. Government has also indicated a commitment to begin negotiating a new multi-year funding agreement, which is the first time they have publicly made this commitment.

### **USask Operating, Capital and Targeted Funding (Advanced Education) - \$312,701,600**

- Stable operating funding, per the multi-year funding MOU. Our base operating grant is \$259,628,200 (0% change from 22-23)
- A 1% increase in operating funding to WCVM, per the interprovincial agreement, and \$539K to add 5 seats to WCVM.
- \$15.1M for preventative maintenance and renewal (+8.6% or 1.2M from 22-23)
- \$1.3M for supplementary funding and facilities (loan interest) (-82.8% or \$6.47M – this amount is reduced each year as our capital debt decreases; this is not operating funding)
- \$7.6M to expand USask's Physical Therapy and Clinical Psychology programs
- \$200K to the College of Medicine for planning related to a new physician assistant training program
- \$8.7M for electrical upgrades
- \$4.0M for planning and renovations in the dental clinic
- \$1.27M for Saskatchewan Innovation and Opportunity Scholarships (-1.9% or \$25,100 change from 22-23)

### **Student Support**

- \$46.6M in student supports
  - \$34.5M for student loans (+28% or \$7.5M from 22-23)
  - \$12.2M for scholarships (+15% or \$1.6M from 22-23)
    - \$50K for a new Indigenous Language Scholarship

### **Energy and Resources**

- **Critical Minerals** - \$4.0M to expand the Targeted Mineral Exploration Incentive to include exploration drilling for all hard-rock minerals and increased the funding limit to support emerging commodities. The Saskatchewan Mineral Exploration Tax Credit has also been increased from 10 to 30 per cent.
- The coming year will also see significant investment in improving geoscience data management, which is used by exploration companies as they consider projects. A total of \$2.4M will be invested in technology and automation.

### **Health - \$6.9B for the Health Sector (+6.7% or \$431M from 22-23)**

- \$55.5M for HHR expansion

- \$4.3M for the Saskatchewan International Physician Practice Assessment program
- \$1.3M to fund the creation of Physician Assistant positions in Saskatchewan's health care system for the first time
- \$438.4M dedicated to mental health and \$79.2M for addictions.

### **Agriculture**

- \$548.2M (+19% or \$85.8M from 22-23) for programs, services and agriculture research.
  - \$89.8 million for strategic initiatives under the federal-provincial Sustainable Canadian Agricultural Partnership, which will launch in the new fiscal year
  - \$38 million for agricultural research (+19.5% or \$6.2M from 22-23)

### **Justice**

- Over \$27.5M in interpersonal violence supports and services
- Continued investment in the Major Case Assistance Unit to support the most serious and complex prosecutions (\$1.4 million)
- Increased funding for the newly-established Serious Incident Response Team (\$178,000)
- Reopening the Lloydminster Provincial Court and Weyburn Court of King's Bench (\$691,000); and
- Expanding child support calculation assistance in family law litigation through the Administrative Support Calculation Service (\$198,000).

## B. Federal Budget (2023) Highlights

The federal budget was announced March 28<sup>th</sup>. You can read the key highlights and the full document [here](#). Below are some takeaways that are relevant to the post-secondary sector and to USask.

### Student Support

- Increasing Canada Student Grants by 40 per cent—providing up to \$4,200 for full-time students.
- Raising the interest-free Canada Student Loan limit from \$210 to \$300 per week of study.
- Waiving the requirement for mature students, aged 22 years or older, to undergo credit screening in order to qualify for federal student grants and loans for the first time. This will allow up to 1,000 additional students to benefit from federal aid in the coming year.
- Increase limits on certain RESP withdrawals from \$5,000 to \$8,000 for full-time students, and from \$2,500 to \$4,000 for part-time students.
- \$197.7 million in 2024-25 to the Student Work Placement Program to continue creating quality work-integrated learning opportunities for students through partnerships between employers and post-secondary education institutions.

### Canadian Dental Care Plan

- \$13 billion over five years, starting in 2023-24, and \$4.4 billion ongoing, to Health Canada to implement the new Canadian Dental Care Plan.
- \$250 million over three years, starting in 2025-26, and \$75 million ongoing, to Health Canada to establish an **Oral Health Access Fund**. The fund will complement the Canadian Dental Care Plan by investing in targeted measures to address oral health gaps among vulnerable populations and reduce barriers to accessing care, including in rural and remote communities.

### Clean Economy Plan

- Priorities include electrification, clean energy, clean manufacturing, emissions reduction, critical minerals, infrastructure and electric vehicle & batteries, as well as enabling completion of major projects.
- No specific research funding details, but some of the relevant goals and objects of the plan:
  - Supporting invention and innovation through global innovation clusters, intellectual property, and funding for advanced research, artificial intelligence, quantum, genomics, and life sciences.
  - **Modernizing Canada's world class advanced research infrastructure through investments in facilities at the National Research Council and university and college campuses across Canada.**
  - Building Canada's infrastructure through the Investing in Canada Infrastructure Program, the Canada Infrastructure Bank, and other infrastructure programming.
  - In the months ahead, the federal government will **engage with the biofuels industry to explore opportunities to promote its growth in Canada**. This will include an examination of different support mechanisms that could support the sector in meeting the growing demand for low emissions fuels.

- \$500 million over ten years to the Strategic Innovation Fund to support the development and application of clean technologies in Canada. The **Strategic Innovation Fund will also direct up to \$1.5 billion of its existing resources towards projects in sectors including clean technologies, critical minerals, and industrial transformation.**

### Agriculture

- The dairy sector is facing a growing surplus of solids non-fat (SNF), a byproduct of dairy processing. Limited processing capacity for SNF results in lost opportunities for dairy processors and farmers.
- Budget 2023 proposes to provide \$333 million over ten years, starting in 2023-24, for Agriculture and Agri-Food Canada to support **investments in research and development of new products based on SNF**, market development for these products, and processing capacity for SNF-based products more broadly.

### Water

- \$650 million over ten years, starting in 2023-24, to support monitoring, assessment, and restoration work in the Great Lakes, Lake Winnipeg, Lake of the Woods, St. Lawrence River, Fraser River, Saint John River, Mackenzie River, and Lake Simcoe.
- \$22.6 million over three years, starting in 2023-24, to support better coordination of efforts to protect freshwater across Canada.
- **\$85.1 million over five years, starting in 2023-24, to support the creation of the Canada Water Agency, which will be headquartered in Winnipeg.** By the end of 2023, the government will introduce legislation that will fully establish the Canada Water Agency as a standalone entity.

### Research and Innovation

- In order to maintain Canada's research strength—and the knowledge, innovations, and talent it fosters—our systems to support science and research must evolve. The government has been consulting with stakeholders, including through the independent Advisory Panel on the Federal Research Support System, to seek advice from research leaders on how to further strengthen Canada's research support system. The government is carefully considering the Advisory Panel's advice, with more detail to follow in the coming months on further efforts to modernize the system
- Modernizing the National Research Council In Budget 2023, the government proposes to introduce legislative amendments to the National Research Council Act, as well as any other consequential, coordinating or transitional amendments as necessary, to **provide the National Research Council operational flexibilities that will better ensure it can provide hands-on support to Canada's innovators through timely access to specialized facilities and expertise.**

### Encouraging More Doctors and Nurses to Practice in Rural and Remote Communities

- \$45.9 million over four years, starting in 2024-25, with \$11.7 million ongoing, to Employment and Social Development Canada to expand the reach of the Canada Student Loan Forgiveness program to more rural communities, including all communities with populations of 30,000 or fewer.

**Canadian Space Agency**

- \$1.1 billion over 14 years for participation in International Space Station
- \$1.2 billion over 13 years to develop and contribute to lunar utility vehicle.
- \$150 million over 5 years for Lunar Exploration Accelerator Program.
- \$76.5 million 8 years for Lunar Gateway station.

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
(joint with APC and PPC)  
REQUEST FOR INPUT**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee of Council

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **Micro-Credential Guidelines and Nomenclature Policy**

**NOTICES OF MOTION:**

*(Squires/Yao): That Council adopt the Micro-Credential guidelines.*

*(Yao/Squires): That Council approve the addition of Micro-Credentials to the Nomenclature Policy.*

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**CONTEXT:**

With increased changes to the labour market caused by globalization, technological advances and global disruptions like the COVID-19 pandemic, the opportunity for the University of Saskatchewan to provide flexible access to lifelong learning in response to employer and community need has grown. This access is essential as the economy experiences iterative shifts requiring new and evolving competencies. Microcredentials are one way in which the institution is responding to this, as a complement to traditional academic programming, and continuing education.

In advancing micro-credentials, USask positions itself alongside all but one U15 institution. Additionally, there exist nationally developed frameworks in the college sector (see [Colleges & Institutes Canada](#)) and other provinces (e.g., [eCampus Ontario](#)).

The work at USask has also been informed by connections with national communities advancing micro-credentials and has advanced in alignment with developing trends and good practice in Canada and internationally. The Government of Saskatchewan's Ministry of Advanced Education (AE) published [micro-credential guidelines](#) to which USask was able to provide input and align our framework as it developed.

Since Fall 2020, a working group of Academic Programs Committee (APC) and Policy and Priorities Committee (PPC) has been developing a USask micro-credential framework

that includes intended outcomes, guidelines, and operational processes/models for administering micro-credentials in our context. Working group members have included Vince Bruni-Bossio, Carin Holroyd, Alec Aikin, Ryan Walker, Chris Gaschler, Russ Isinger, Patti McDougall, Nancy Turner, Liz Kuley, and Amanda Storey.

Two pilots have allowed for informed advancement of the elements of the framework, including the definition, support needs, infrastructure needs and costs, academic positioning and governance, evaluation of costs and fee models, and enable assessment of outcomes for all key stakeholders (learners, academic units, partners, etc.). Their evaluation has informed the development of outcomes, operational processes, and models for micro-credentials and have been the basis for the guidelines currently being considered by University Council.

### **PURPOSE:**

Prior to embarking on guideline development, the working group carefully considered the intended outcomes of micro-credentials for the university.

Intended outcomes:

1. Strengthen connections with and service to industry, professions, and community.
2. Position USask as setting the standard in learning by responding to:
  - a. growing skills focus nationally and internationally.
  - b. increased need and demand for life-long learning, catalyzed by an uncertain and disrupted labour market.
  - c. changing societal, economic, and social needs through provision of quick, flexible, and targeted education for in demand skills/competencies.
3. Serve new and returning learners to generate new revenue for USask.
4. Create new pathways into existing degree credit programs to:
  - a. increase access to our degree credit offerings, particularly for learners for whom traditional pathways are a barrier, and
  - b. contribute to enrollment growth and revenue generation.

USask micro-credential programming is intended, by design, to achieve the first two outcomes, frequently achieve the third, and sometimes achieve the last.

With the purpose of achieving these outcomes, the micro-credential guidelines are designed to, (1) enable the creation and offering of micro-credentials, (2) define the essential features of micro-credentials, including their relationship to other non-degree and degree offerings, where appropriate, and (3) delineate an approval process for micro-credentials.

### **CONSULTATION:**

Throughout the development of the micro-credential framework and guidelines, consultations have been undertaken alongside regular reporting to APC and PPC. The

groups consulted or collaborating on development are listed below, noting many groups have been consulted more than once:

- Deans' Council
- Provost Deans' Teams meetings
- Associate Deans Academic Group
- Multiple College/School committees and groups
- CGPS Faculty Council
- Multiple individual faculty, academic leaders, and staff
- University Council
- Teaching, Learning and Academic Resources Committee of Council
- Governance Committee of Council
- President's Executive Committee/Council Chairs
- Board of Governors
- Continuing Education Steering Committee
- Continuing professional education offices across campus
- Teaching Learning and Student Experience Leadership team
- Registrar's office
- Legal Office
- Gwenna Moss Center for Teaching and Learning
- Governance Office
- Information and Communications Technology staff
- Finance SBAs
- Human Resource SBAs
- Office of Vice Provost Faculty Relations
- University Senate (to occur April 22, 2023)

## **SUMMARY:**

The micro-credential guidelines are intended to provide clarity regarding the definition, essential features, relationship to other offerings, approval process and responsibilities for development, delivery, use and recognition of micro-credentials. The associated updates to the [nomenclature policy](#), namely the addition of the micro-credential definition noted below, will come to University Council for approval along with the request for decision on the micro-credential guidelines.

**“Micro-credential:** These offerings are approved by the vice-president academic & provost following endorsement by the dean or executive director of the proposing unit and review by an advisory committee. A micro-credential is an educational offering that is directly accessible, short, and focused on defined skills/competencies identified as needed in the labour market and/or community. Successful completion of authentic assessment results in a non-degree level digital credential.”

## **ATTACHMENTS:**

1. Micro-credential Guidelines



# Micro-credential Guidelines

**Responsibility: Provost/Deputy Provost**

**Authorization: University Council**

**Approval Date: xx-xx-xxxx**

**Review date:**

## **Purpose**

These guidelines are designed to:

1. Enable the creation and offering of micro-credentials as directly accessible, short-term educational offerings focused on development and demonstration of defined skills/competencies addressing specific labour market and/or community needs,
2. Define the essential features or parameters of micro-credentials, including their relationship to other non-degree offerings and degree offerings, where appropriate; and
3. Delineate an approval process for micro-credentials and establish responsibilities in their development, delivery, use, and recognition.

## **Definitions**

**Authentic Assessment:** for the purposes of these guidelines is an assessment designed to allow a learner to demonstrate achievement of explicit outcomes through the application of skills/competencies in a context similar to where the skills would typically be used.

**Micro-credential:** A non-degree educational offering that is directly accessible, short, and focused on defined skills/competencies identified as needed in the labour market and/or community. Successful completion of authentic assessment results in a non-degree level digital credential.

**Skills/competencies:** the ability to apply knowledges to complete tasks and solve problems. Skills/competencies can range from use of methods or instruments in a particular setting and in relation to defined tasks to the application of knowledges and capabilities in an independent, self-directed way in new situations facing unforeseen challenges.

**Notional learning hours:** the number of hours it would take a typical learner to demonstrate achievement of specified outcomes, including participation in required or optional learning activities (in-person or online presentation of material, independent learning activities, group learning activities, online learning modules, and experiential learning activities that are work, research, project, community, or creative practice based) inclusive of authentic assessment.

**Digital credential:** a validated digital image and its associated metadata that documents when, where and how a set of skills/competencies was demonstrated to achieve a credential.

**Stacking:** refers to the practice of assembling or bundling units of study.

**Stackable credential:** is a credential that combines units of study to accurately reflect accumulated knowledge(s), skills, and competencies.

**Learner:** a participant in a micro-credential offering.

**Educator:** an instructor, facilitator and/or assessor of a micro-credential offering

### **Authority and Responsibility**

These guidelines apply to micro-credentials issued by the University of Saskatchewan which are earned through non-degree level activities (see definitions).

### **Guideline Elements**

1. Establishment criteria  
In order to be considered for approval a micro-credential must:
  - i. **Focus on specific skills/competencies:** narrow focus on a set of skills/competencies aligned with appropriate national and/or international taxonomies (e.g., [Employment and Social Development Canada National Occupational Classification skills taxonomy](#), [European Skills, Competences, Qualifications and Occupations skills & competencies](#))
  - ii. **Be short duration:** are a maximum of 150 notional learning hours (enabling demonstration of outcomes equivalent to or less than a 3cu course)
  - iii. **Demonstrate relevance:** fulfill a specific labour market and/or community need and be endorsed by an industry/employer and/or community partner
  - iv. **Be accessible:** offered in a format best suited for learners with no or limited admissions requirements
  - v. **Identify credit unit and academic level equivalency** (e.g., 1 cu and 100... 400, 800)
  - vi. **Be coherently designed:** with clear outcomes and aligned learning activities
  - vii. **Be financially viable:** as determined by the Provost and Vice President Academic or designate in consultation with the Dean
  - viii. **Certify competence:** competence is demonstrated through authentic assessment with successful demonstration resulting in a USask credential
2. Units that may propose micro-credentials
  - i. Micro-credentials must be proposed by one or more colleges/schools. Administrative units that are not colleges/schools may partner with colleges/schools to jointly develop and deliver micro-credentials.
3. Administration of Micro-credentials
  - i. Administrative support for micro-credentials will be provided by a central unit(s) designated by the Provost and Vice President Academic within their portfolio (herein referred to as the Micro-credential administrative unit). The details of the support provided will be outlined in a memorandum of agreement between the unit(s) and the college/school proposing the micro-credential in advance of the commencement of development work, in line with responsibilities outlined in the microcredentials procedures.

#### 4. Approval of micro-credentials

- i. The approval process for micro-credentials has been designed to facilitate just-in-time development of offerings needed by learners, employers, and the community.
  - a. The central unit designated by the Provost and Vice President Academic will provide a proposal form to be completed and submitted for each proposed micro-credential. The minimum information the form will require is outlined in appendix A.
  - b. A proposed micro-credential requires endorsement by the Dean/Executive Director, or designate, of the proposing college/school.
  - c. An initial timely review of each proposal will be conducted by a small advisory team, with membership including one member of Academic Programs Committee of University Council, one member of Planning and Priorities Committee of University Council, one faculty member at large, the University Registrar (or designate), the Senior Director, Resource Allocation and Planning (or designate) and the Senior Director, Teaching and Learning Enhancement (or designate). The group will advise the Provost and Vice-President Academic, within 10 working days of receipt of the proposal, on the alignment of the proposal with the establishment criteria.
  - d. The authority to approve and to discontinue micro-credentials is delegated by University Council to the Provost and Vice-President Academic or their designate. The Provost and Vice-President Academic or their designate may exercise the delegated authority to approve micro-credentials where the requirements of these guidelines and any other applicable University Council policies and/or guidelines are satisfied.
  - e. Micro-credential fee categories and exemptions will be approved as per the *Tuition and Fees Authorization Policy* and particularly in consideration of the financial viability of micro-credentials as per the criteria for establishment of micro-credentials (guideline element 1.iv).

#### 5. Learner rights and responsibilities

- i. Individuals accepted into micro-credential programming are considered Learners, not students, and will not be registered as students of the University of Saskatchewan. Learners in micro-credential programming will not have the rights and responsibilities of students as set out in *The University of Saskatchewan Act, 1995* and the policies of the University of Saskatchewan. Applicants for micro-credential programming will nevertheless be expected to abide by the same standards of conduct applicable to students and will be held accountable for academic dishonesty and non-academic misconduct.

#### 6. Recognition of completion of a micro-credential

- i. Upon successful completion of a micro-credential, a digital credential will be provided to a learner.

- ii. The template and features of the digital credential will be established and overseen by the Provost and Vice President Academic or designate. Any such credential must comply with the Board of Governors approved *Logo and Secondary Logo Use Policy*.
  - iii. Micro-credentials are not part of Convocation, per *The University of Saskatchewan Act, 1995*, and are not awarded at convocation.
7. Application of completed micro-credentials towards further programming
- i. Completed USask micro-credential offerings may be stacked or applied towards satisfaction of some or all requirements of non-degree certificates.
  - ii. Completed USask micro-credential offerings may be applied as credit towards a degree program as a course equivalent and/or by granting advanced standing to a student by decision of the college/school.
  - iii. Application of completed micro-credentials towards credit or non-credit offerings will require review and approval at the level appropriate to that credential offering.
8. Review of micro-credential offerings
- i. Micro-credential offerings will be reviewed annually, at minimum, by the Micro-credential administrative unit to ensure continued alignment with the establishment criteria (particularly criteria iii, iv, and vii) and value to learners. A report will be provided to the Dean of the college offering the micro-credential and the Provost and Vice President Academic with a recommendation for growth in the number of offerings, adjustments to the offering, and/or discontinuation.
9. Reporting
- i. Reports will be produced twice annually on micro-credential offerings and enrollment by the Micro-credential administrative unit to the Office of the Provost and Vice President Academic.
  - ii. The Office of the Provost and Vice President Academic will report annually to Academic Programs Committee of Council on offerings and enrolment in micro-credentials.

**Related Policies, procedures and guidelines**

[Academic and curricular nomenclature](#)

[Certificate and diploma guidelines](#)

[Tuition and Fees Authorization Policy](#)

[Curricular Changes: Program and course approvals](#)

[Articulation and transfer credit policy](#)

## Appendix A – Micro-credential proposal form required information

- Proposer contact information
- Working title
- Brief description
- Means of offering
- Proposed fee category
- Notional learning hours
- Credit unit equivalency
- Academic level equivalency
- Accreditation or professional license requirements met, if appropriate
- Primary target learners
- Targeted skills/competencies (linked to national and/or international taxonomies)
- Demonstrated demand for this micro-credential (industry, community)
- Demonstrated fit of instructional approach/mode for learners
- Benefits for learners
- Partner identified for endorsement
- Landscape review (other comparable offerings in sector)
- Summary of financial viability referencing demonstrated demand, comparable offerings, fee category, instructional costs and proposed timing and number of offerings
- Micro-credential outline:
  - Outcomes
  - Instructional plan and schedule, including mode(s)
  - Authentic assessment
  - Assessment rubric

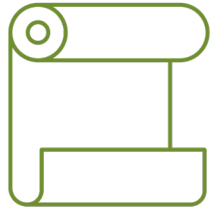
# USASK MICROCREDENTIALS

BE WHAT THE WORLD NEEDS

# Proposed Micro-Credential Guidelines

1. Current landscape
2. Positioning & processes
3. Approval process

# Current landscape



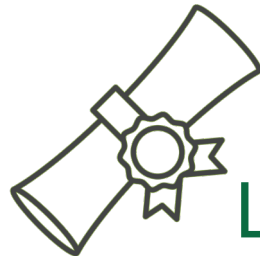
Community  
Level  
Certificate

Not a USask Credential



Certificate awarded when  
a single offer is completed

Community  
level  
offering



UG and Grad  
Non-degree  
Level Certificate



USask Credential



Variable # of non-degree level  
courses add up to certificate

Non-degree  
level courses  
(UG and Grad)



Degree Level  
Diploma &  
Certificate



USask Credentials



Variable # of degree level courses  
add up to certificate or diploma

Degree  
level courses  
(UG and Grad)



# Positioning

Community level offering /Continuing education



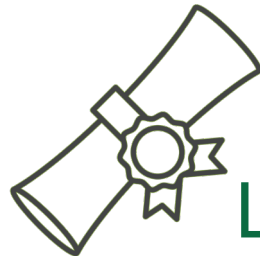
Continuing education digital awards  
Not a USask Credential



Micro-credentials



USask Credential



UG and Grad Non-degree Level Certificate



USask Credential

Non-degree level courses (UG and Grad)



Variable # of non-degree level courses add up to certificate



Degree Level Diploma & Certificate



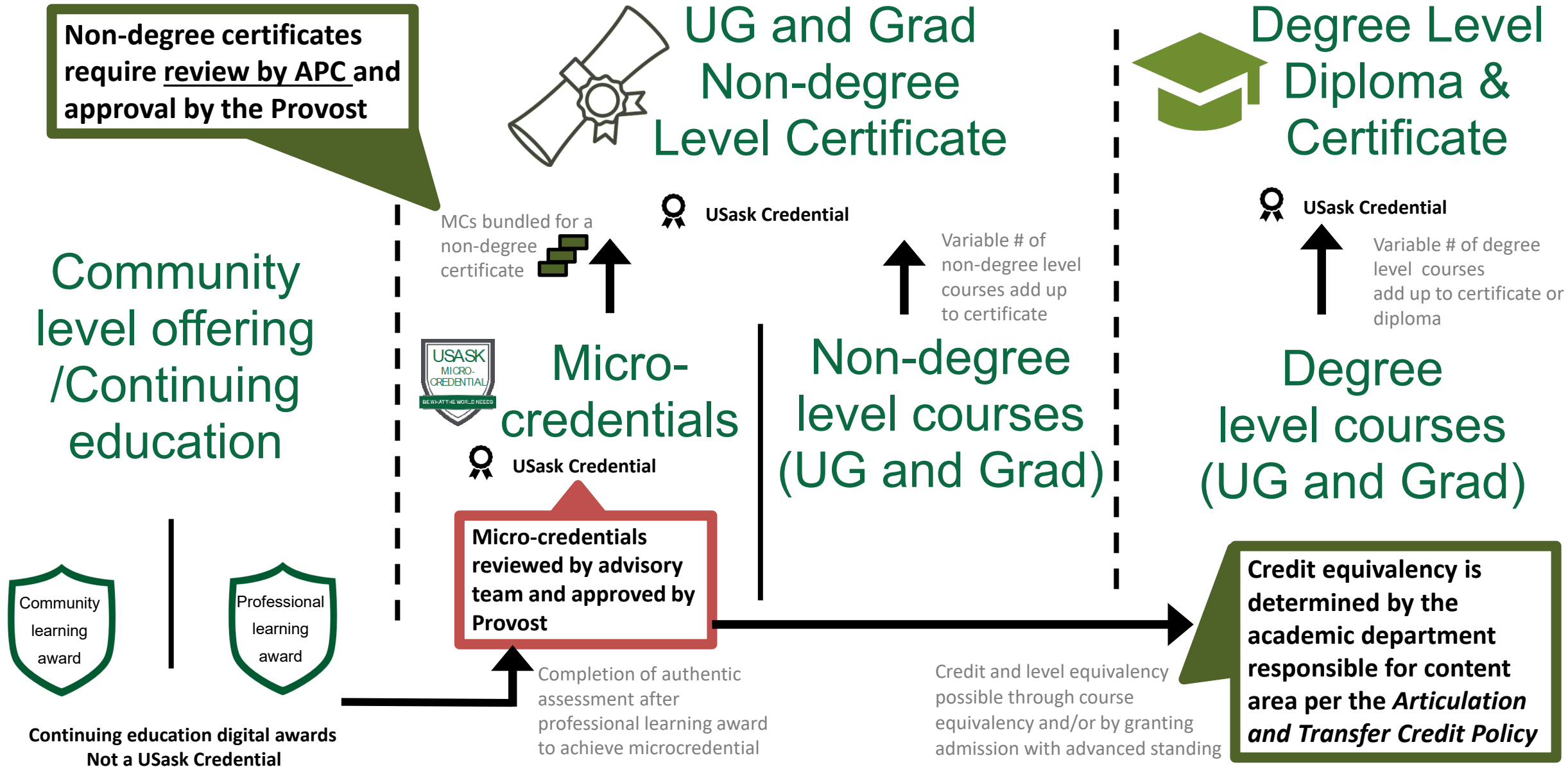
USask Credential



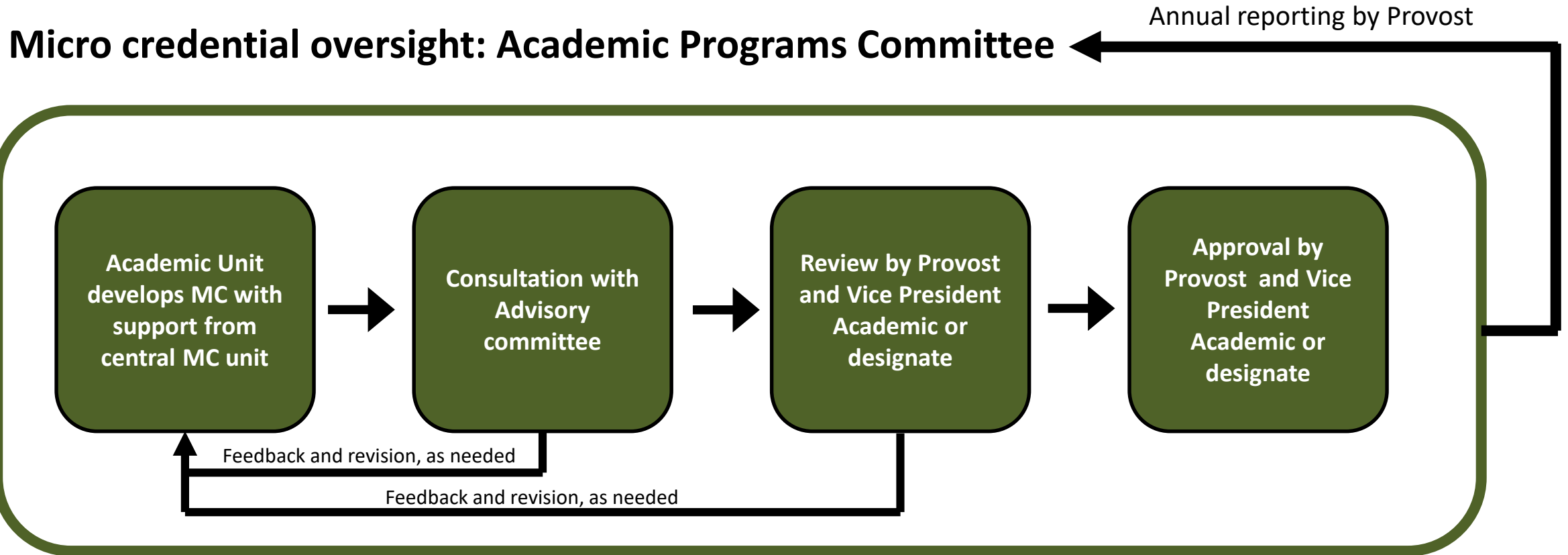
Variable # of degree level courses add up to certificate or diploma

Degree level courses (UG and Grad)

# Positioning & Process



# Approval Process



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Yansun Yao, chair, Academic Programs Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **Change to Admissions Qualifications – Bachelor of Science in Nursing**

**MOTION:** (Yao/Shevchuk): *It is recommended that Council approve the changes to the admissions qualifications for the Bachelor of Science in Nursing program, effective the 2024-25 intake.*

**PURPOSE:**

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

**CONTEXT AND BACKGROUND:**

The College of Nursing is proposing changes to the prerequisite requirements for application to admission to the Bachelor of Science in Nursing (BSN) program. Previously, changes were approved in May 2022 to ensure students coming into the BSN program have the required competencies to be successful in the program. Following approval of these changes, it became clear through discussions with partner institutions across the province that students completing their pre-requisite requirements outside of Saskatoon would be unable to take a number of the new requirements.

These proposed changes now proposed remove the requirement to complete courses taught only at USask - PHIL 133.3, MATH 101.3, and HIST 165.3. Applicants may still take PHIL 133.3 as a pre-requisite, but the requirements list a number of English courses that will also meet that 3cu pre-requisite requirement. These changes also focus on learning in statistics for applicants, as opposed to quantitative reasoning, as this is more useful for students in the program. Additionally, the College of Nursing has developed an anatomy course specific to applicants for the BSN program to ensure they were sufficiently trained in anatomy to understand and be successful in first year BSN program. Requirements in History will now be met through unrestricted electives.

These changes ensure that students across the province at distributed learning sites are able to complete the pre-requisite requirements for the program in their communities.

**CONSULTATION:**

The Academic Programs Committee reviewed the proposed changes at its March 29, 2023 meeting and were supportive of the changes and appreciated the work undertaken to ensure the admissions qualifications can be met at sites aside from the main USask campus.

**ATTACHMENTS:**

1. **Change to admissions requirements for the Bachelor of Science in Nursing.**



UNIVERSITY OF  
SASKATCHEWAN

## **Proposal for Academic or Curricular Change**

### **PROPOSAL IDENTIFICATION**

**Title of proposal: Undergraduate Nursing Curriculum Renewal Phase 1:  
Pre-professional Year Admission Requirement Course Changes**

Degree(s): **Bachelor of Science in Nursing**

Field(s) of Specialization: **Nursing**

Level(s) of Concentration: *n/a*

Option(s): *n/a*

Degree College: **College of Nursing**

Contact person(s) (name, telephone, fax, e-mail): **Dr. Mary Ellen Labrecque; 306 966-8523;  
306 966-6621(fax); me.labrecque@usask.ca**

Proposed date of implementation: **Fall 2023**

### **Proposal Document**

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

**1. Academic justification:**

*a. Describe why the program would be a useful addition to the university, from an academic programming perspective.*

**This revised pre-professional year responds:**

- **to the changing scope of nursing practice,**
- **the provincial distributed educational goals of the college aligning with the 'learn where you live' approach to post-secondary education,**

- to updating the required science, humanities and social science foundational knowledge for students accepted into the renewed undergraduate nursing program.

The revised pre-professional year provides a foundation for the ongoing development of the revisions planned in the undergraduate nursing curriculum and align with the current practice of nursing; and will support student success in the program.

- b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The revised pre-professional year is aligned with foundational nursing knowledge essential to meeting professional entry to practice competencies and standards for practice as registered nurses (RNs).

The College of Nursing BSN program is approved by the College of Registered Nurses of Saskatchewan (CRNS) and accredited by the Canadian Association Schools of Nursing (CASN). All courses are mapped to the Registered Nurse Entry Level Competencies of the CRNS (2019) and the CASN accreditation standards and framework for nursing education (2020).

- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

This proposed changes to the pre-professional year is targeted to all student demographics entering the College of Nursing. As the college continues to expand regional sites for the delivery of nursing education in rural and remote Saskatchewan, the updated pre-professional year course selection also responds to our commitment to the collaborative arrangement for distributive learning in conjunction with the university Distributive Education Unit, the campus in Prince Albert, and the provincial regional colleges.

*What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different? n/a*

## 2. Admissions

- a. *What are the admissions requirements of this program?*

The following list the courses in a revision to the pre-professional year courses that make up the 30 cu of study required for application/admission to the college of nursing BSN program. See rationale for change in Appendix A.

### **Maintained Pre-Professional Courses**

1. Introduction to Canadian Indigenous Studies (INDG 107.3) **OR** History Matters Indigenous Perspectives on Canadian History (HIST 195.3)
2. Basic Nutrition (NUTR 120.3)\*\*
3. The Nature of Life (BIOL 120.3)
4. Biological and Cognitive Basis of Psychology (PSY 120.3) **OR** Social, Clinical, Cultural and Developmental Basis of Psychology (PSY 121.3)
5. Foundations in Social Construction of Everyday Life (SOC 112.3)

\*\* Pre-existing credits must have been obtained within the past 10 years

### **Revised Pre-Professional Courses**

6. Ethical Reasoning for a Just Society (PHIL 133.3) **OR** English (ENG 111.3, 112.3, 113.3, 114.3, 110.6\* or 120.3)
7. Statistics STAT 242.3, 244.3, 245.3 or 246.3 or PLSC 214.3 (formerly PLSC 314.3) or COMM 104.3 or PSY 233.3 or SOC 225.3 or GE 210.3
8. NURS 120.3: Human Anatomy for Nursing

\* Courses that exceed the number of required subject credits may be used to fulfill the restricted humanities elective.

### **Two Unrestricted 3 cu Electives**

9. One elective course from Humanities
10. One elective course from Social Sciences

Total - 30 cu

### **3. Description of the program**

- a. *What are the curricular objectives, and how are these accomplished?*  
*See Appendix A.*
- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*  
**The pre-professional year courses taken by students for application/admission to the college of nursing BSN program are delivered face to face, online, and via distributed course offerings across College of Nursing campuses in Saskatoon and Prince Albert, as well as in distributed sit. Distributed offering of pre-professional year courses is a collaboration between the university Distributed Education Unit and Saskatchewan regional community colleges throughout the province.**
- c. *Provide an overview of the curriculum mapping.*
- d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
- e. *Explain the comprehensive breadth of the program.*
- f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
- g. *Describe how students can enter this program from other programs (program transferability).*



**Transferability processes within the College of Nursing will remain unchanged. Applicants for transfer must meet the admission requirements and the previous nursing courses if taken will be assessed for equivalency to courses in the curriculum.**

- h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
- i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

#### **4. Consultation**

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

**Courses included in the pre-professional year are recognized as requirements or electives in other programs, colleges, and departments across the USask community. The anatomy course will be assessed over the next 2 years for inclusion as a science elective: however as registration numbers are estimated at approximately 700 students annually, capacity will need to be determined as the course is delivered. The course will be offered twice yearly at Saskatoon campus and through the DEU in collaboration with Prince Albert Campus; other sections maybe offered by community colleges that currently provide the entire nursing program at their site: Ile-a-la-Crosse and La Ronge (Northlands College), Lloydminster (Lakeland College) and Yorkton (parkland College).**

- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

**The following units were consulted in the revision of the pre-professional year between February 22, 2022 – March 1, 2023. Meetings were primarily held by zoom between Dr. Hope Bilinski, Associate Dean Academic, College of Nursing and the individuals listed below in 2022 for the pre-requisite course change submitted to APC in 2022. From August 2023 to present, consultation was provided by Dr. Mary Ellen Labrecque, Associate Dean Academic, College of Nursing.**

UNIT	Individual(s) consulted	Summary
Arts & Science  Consulted by Dr. Hope Bilinski in	Dr. Peta Bonham-Smith Dean Dr. Lorin Elias, Vice Dean Academic Dr. Tracy Marchant (Biology) Dr. Christopher Todd (Biology)	Six (History, Sociology, Biology, Philosophy, Nutrition, Psychology) out of the eight 'required courses' in the pre-professional year have the capacity to meet the increased demand of the

<p>2022</p>	<p>Dr. Peter Alward (Philosophy)  Dr. Jim Handy (History)  Dr. Sandy Bonny (INTS)</p>	<p>2023 BSN pre-professional year pre-requisite courses.</p> <p>There were concerns with the capacity of two required classes, INDIG 107 &amp; INTS 102.</p> <p>INDIG 107, while a required class in the current pre professional year, the recent high demand across campus may negatively impact the ability to meet the increased demand of the 2023 BSN pre professional year. A &amp; S recommended that the addition of an alternative class e.g.) History 195, would result in a distribution of the need and in meeting the demands of the 2023 BSN pre-professional year. The proposed solution was accepted by the College of Nursing.</p> <p>INTS 102, is a new class for the BSN pre professional year. The lack of core faculty and typical lower enrollment would create instability in the ongoing delivery of this class. A &amp; S recommended the alternative classes of Math 101 or Math 125, both of which could meet the increased demand in enrollment. The final College of Nursing decision was to replace INTS 102 with Math101 (because there was no prerequisite) as the required course and move INTS 102 into the restricted elective list.</p> <p>There were no concerns in meeting the increased demand in all the proposed restricted electives.</p>
<p>Arts &amp; Science</p> <p>Consulted by  Dr. Mary Ellen  Labrecque in 2023</p>	<p>Dr. Lorin Elias, Vice Dean Academic</p>	<p>Seven (Indigenous Studies, Nutrition, Biology, Psychology, Sociology, Philosophy, English, Statistics) out of the eight 'required courses' in the pre-professional year have the capacity to meet the increased demand of the 2023 BSN pre-professional year pre-requisite courses.</p> <p>As previously indicated, INDIG 107, while a required class in the current pre professional year, the recent high demand across campus may negatively impact the ability to meet the increased demand of the 2023 BSN pre professional year. A &amp; S recommended that the addition of an alternative class e.g.) History 195, would result in a distribution of the need and in meeting the demands of the 2023 BSN pre-professional year.</p>

		The proposed solution was accepted by the College of Nursing.
Pharmacy & Nutrition  Consulted by Dr. Hope Bilinski in 2022	Dr. Jane Alcorn, Dean Dr. Yvonne Shevchuk, Associate Dean, Academic	NUTR 120 is a required class in the current pre professional year. The resources and capacity are available to meet the increased demands in fall 2023.
St. Thomas Moore  Consulted by Dr. Hope Bilinski in 2022	Dr. Gerry Farthing, Interim Associate Dean Dr. Cindy Wallace, Dept Head	INTS 103 is a new class in the restricted elective list. There is capacity for the increased demand in fall 2023.
St. Thomas Moore  Consulted by Dr. Mary Ellen Labrecque in 2023	Dr. Gerry Farthing, Interim Associate Dean	The college has removed the INTS 103 course from the pre-requisite courses and electives list.
DEU, Prince Albert Campus and Saskatchewan Regional Colleges	Insert all names	Discussions began in August 2023 with representatives from Prince Albert Campus and Saskatchewan Regional Colleges regarding the ability to deliver the courses in the revised pre-professional year. Only 5 of the identified pre-professional courses could be offered at these sites. There was a high degree of concern regarding the partnership in distributed, 'learn where you live' nursing education if the college of nursing chose to limit distributive course offerings. Discussion began with faculty to address the concerns and revise the course selection to increase opportunities for the pre-professional year requirements to be fulfilled in rural and remote locations in the province. Changes made to the pre-professional year support and reinforce the college of nursing commitment to collaboration in distributive learning and our partnership.

*c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give*

*special consideration to pre- and co-requisite requires when including courses from other colleges.*

- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
- e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

## **5. Budget**

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?*
- c. How are the teaching assignments of each unit and instructor affected by this proposal?*
- d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*
- e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*
- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
- g.** *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*
- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).* **Category 9**
- i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*
- j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*
- k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*
- l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

- m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*
- n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

## **College Statement**

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

**Information can be found in Appendix B**

## **Related Documentation**

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- **Letters of support**
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

**Consultation Forms** At the online portal, attach the following forms, as required

Required for all submissions:

- **Consultation with the Registrar form**
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- **New Course Proposal forms**
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

## **2023-24 Bachelor of Science in Nursing (B.S.N.)**

The following document outlines the B.S.N. program as it is published in the 2023-24 Catalogue, with proposed changes noted in red. Pending approval, the changes in red will be implemented for the 2024-25 admission cycle.

- **Pre-Professional Year 1 (30 credit units)**
- **Nursing Year 2 (37 credit units)**
- **Nursing Year 3 (36 credit units)**
- **Nursing Year 4 (30 credit units)**

## **Bachelor of Science in Nursing (B.S.N.) (133 credit units)**

The College of Nursing offers three years of nursing education that builds upon a pre-professional year leading to the Bachelor of Science in Nursing (B.S.N.) degree. Students in the pre-professional year study courses in the humanities, natural, social and health sciences, all of which are foundational for the nursing program. The complete program is offered at the College of Nursing campuses in Saskatoon, Regina, Prince Albert, or through distributed learning at sites in Ile-a-la-Crosse, La Ronge, Lloydminster, and Yorkton.

Part-time study is an option in second and third year, but all courses must be completed within six years of commencing the first nursing course.

For additional information on the B.S.N. and other nursing educational programming, please contact the College of Nursing at 306-966-6221 or visit the [College of Nursing website](#).

In order to be eligible for licensure with the College of Registered Nurses of Saskatchewan (CRNS) graduates must pass a national council licensure examination (NCLEX) and pay the required fees.

### **Admission and Academic Requirements**

For information, please visit the [Admissions website](#).

### **Indigenous Students**

Indigenous Students: <https://admissions.usask.ca/indigenous-students.php>

### **Persons with Disabilities**

For information, please visit the Access and Equity Services [website](#).

### **International Students**

For information, please visit the International Students [website](#).

## Pre-Professional Year 1 (30 credit units)

In order to study some university-level courses, you are required to have completed certain high school classes.

FOR EXAMPLE:

- to study university-level biology, chemistry or physics, the Grade 12 (senior-level) course of the same subject is required.
- to study university-level calculus, Grade 12 (senior-level) pre-calculus or a university-level pre-calculus class is required.

The pre-professional year of study at a post-secondary level consists of 30 credit units of courses. A minimum weighted average of 60% in these pre-professional courses is required for admission. Admission to Year 2 of Nursing is competitive. The average for admission to Year 2 is normally higher than 60%. Please contact the College of Nursing for details.

**The pre-professional year classes:** 60% weighting

**Situational Judgement Test Score:** 40% weighting

Applicants are ranked according to admission score and the top candidates are selected.

**English Language Proficiency:** ~~All students whose first language is not English must present evidence of English proficiency.~~ If you have been asked to provide proof of your English proficiency, details on acceptable examinations and minimum requirements that must be attained are available under Information for Students. For information, please visit the [English Language Requirements](#).

After receiving admission to the BSN., the following program requirements must be completed. Please check the following website for completion dates: <https://nursing.usask.ca/clinical/health-and-safety.php>

- HSPnet Consent Form
- CPR-C Certification with AED
- Workplace Hazardous Materials Information System (WHMIS)
- Transferring Lifting Repositioning (TLR) course\*
- N95 Respiratory Protection Fit Testing
- Immunizations
- Criminal Record Check with Vulnerable Sector Search
- Workers Compensation Board (WCB) form
- Confidentiality forms
- Uniforms
- Other supplies and resources

Please visit the [College of Nursing website](#) for more information.



**Students who fail to submit proof of the above requirements will be unable to attend clinical placements.**

### **Registration:**

Students are responsible for the continuing completeness and accuracy of their registration(s). Note that clinical placements are arranged across the province and students will not always be placed in their place of residence, nor at one site for their whole program.

Students are not usually permitted to register in more than 15 credit units per term. Permission to take an extra course may be given in special situations and is limited to students with a cumulative weighted average of 70% or over.

**For the September 2024 intake the required courses for the Pre-Professional year will be changing. Please visit our [admissions page](#) for the most up-to-date information on what the required courses will be.**

The following University of Saskatchewan courses meet the requirements for the Pre-Professional year in the nursing program. Other educational institutions may offer equivalent courses. Please consult the College of Nursing regarding equivalencies from other institutions.

### **Register for the following courses (or their equivalents) (21 credit units):**

- **BIOL 120.3** The Nature of Life
- ~~CHEM 112.3~~ General Chemistry I Structure Bonding and Properties of Materials
- **NUTR 120.3** Basic Nutrition\*\*
- **PSY 120.3** or **PSY 121.3** Social Clinical Cultural and Developmental Bases of Psychology
- **SOC 112.3** Foundations in Sociology Social Construction of Everyday Life
- **INDG 107.3** Introduction to Canadian Indigenous Studies or **HIST 195.3** History Matters: Indigenous Perspectives on Canadian History
- **NURS 120.3 Human Anatomy for Nursing**
  
- **3 credit units from the following: ~~of English, as follows:~~**
  - **ENG 110.6\*** Literature and Composition
  - **ENG 111.3** Literature and Composition Reading Poetry
  - **ENG 112.3** Literature and Composition Reading Drama
  - **ENG 113.3** Literature and Composition Reading Narrative
  - **ENG 114.3** Literature and Composition Reading Culture
  - **ENG 120.3** Introduction to Creative Writing
  - **PHIL 133.3** Ethical Reasoning for a Just Society

\*\* Pre-existing credits must have been obtained within the past 10 years

\* Courses that exceed the number of required subject credits may be used to fulfill the restricted humanities elective.

- **3 credit units of Statistics:**
  - **STAT 244.3** Elementary Statistical Concepts, or equivalent, as follows:
  - **STAT 242.3** Statistical Theory and Methodology
  - **STAT 245.3** Introduction to Statistical Methods
  - **STAT 246.3** Introduction to Biostatistics
  - **PLSC 214.3** Statistical Methods
  - **COMM 104.3** Foundations of Business Statistics
  - **PSY 233.3** Statistical Methods in Behavioural Sciences
  - **SOC 225.3** An Introduction to Survey Research and Data Analysis in Sociology
  - **GE 210.3** Probability and Statistics
- ~~**3 credit units of Indigenous Studies, as follows:**~~
  - ~~**INDG 100-400 level**, or~~
  - ~~University of the Arctic Courses **BCS 321.3** or **BCS 322.3**~~
- **Choose 6 credit units** of unrestricted electives from the following Humanities and Social Sciences lists (3 cu from Humanities and 3 cu from Social Sciences), as defined by the College of Arts & Science:

#### Humanities

- ARBC 114.3 Beginning Arabic I
- ARBC 117.3 Beginning Arabic II
- CHIN 114.3 Introductory Chinese I
- CHIN 117.3 Introduction to Chinese II
- CLAS 110.3 Greek Civilization
- CLAS 111.3 Roman Civilization
- CMRS 110.3 The Graeco Roman Tradition Evolution and Reception
- CMRS 111.3 Medieval and Renaissance Civilization
- CREE 101.6 Introductory Cree
- CREE 110.3 nehiyawetan Let Us Speak Cree
- DENE 110.3 Dene Language and Culture An Introduction
- ENG 110.6 Literature and Composition
- ENG 111.3 Literature and Composition Reading Poetry
- ENG 112.3 Literature and Composition Reading Drama
- ENG 113.3 Literature and Composition Reading Narrative
- ENG 114.3 Literature and Composition Reading Culture
- ENG 120.3 Introduction to Creative Writing
- ESL 115.3
- ESL 116.3 Reading and Writing of Academic Texts
- FREN 103.3 Beginning French I
- FREN 106.3 Beginning French II
- FREN 122.3 Intermediate French I
- FREN 125.3 Intermediate French II
- FREN 160.3 Stardom in French Cinema
- FREN 218.3 Advanced French II
- GERM 114.3 Elementary German I
- GERM 117.3 Elementary German II

- GRK 112.3 Greek for Beginners I
- GRK 113.3 Greek for Beginners II
- HEB 114.3 Introduction to Hebrew I
- HEB 117.3 Introduction to Hebrew II
- HIST 115.3 History Matters Ideas and Culture
- HIST 125.3 History Matters Indigenous Colonial and Post Colonial Histories
- HIST 135.3 History Matters Gender Sex and Society
- HIST 145.3 History Matters War Violence and Politics
- HIST 155.3 History Matters Science and Environment
- HIST 165.3 History Matters Health and Society
- HIST 175.3 History Matters Identities and Communities in Transition
- HIST 185.3 History Matters Conflict Law Politics and the State
- HIST 193.3 History Matters Topics in Canadian History
- HIST 194.3 History Matters Topics in European History
- HIST 195.3 History Matters Indigenous Perspectives on Canadian History
- HNDI 114.3
- HNDI 117.3
- JPNS 114.3 Introductory Japanese I
- JPNS 117.3 Introductory Japanese II
- LATN 112.3 Latin for Beginners I
- LATN 113.3 Latin for Beginners II
- LING 110.3 Introduction to Grammar
- LING 113.3 Language Use in the Digital Era
- LING 114.3 Indigenous Languages and Stories Introduction to the Structure of Language
- LIT 110.3 Journeys in Masterpieces of European Languages in English Translation
- LIT 111.3 Rebellion in Masterpieces of European Languages in English Translation
- MUS 101.3 Fundamentals of Music I Exploring Foundations
- MUS 111.3 History of Popular Music
- MUS 112.3 The History of Country Music
- PHIL 110.6 Introduction to Philosophy
- PHIL 115.3
- PHIL 120.3 Knowledge Mind and Existence
- PHIL 121.3 Introduction to World Philosophies
- PHIL 133.3 Introduction to Ethics and Values
- PHIL 140.3 Critical Thinking
- RLST 111.3 Asian Religions
- RLST 112.3 Western Religions in Society and Culture
- RLST 113.3 Islamic Civilization and Culture
- SNSK 114.3 Introduction to Sanskrit I
- SNSK 117.3
- SPAN 114.3 Elementary Spanish I
- SPAN 117.3 Elementary Spanish II
- UKR 114.3 Elementary Ukrainian I
- UKR 117.3 Elementary Ukrainian II
- WGST 112.3 Introduction to Womens and Gender Studies
- Any senior-level humanities course provided that the prerequisite is met.
- CLAS 101, CLAS 103, CLAS 104, CLAS 105, CLAS 107 and CLAS 203 may not be used to fulfill the Humanities requirement.

## Social Sciences

- ANTH 111.3 One World Many Peoples Introduction to Cultural Anthropology
- ARCH 112.3 The Human Journey Introduction to Archaeology and Biological Anthropology
- ARCH 116.3 Introduction to Near Eastern and Classical Archaeology
- ECON 111.3 Introductory Microeconomics
- ECON 114.3 Introductory Macroeconomics
- GEOG 130.3 Environment Health and Planning
- GEOG 150.3 Introduction to the Circumpolar World
- HLST 110.3 Introduction to Health Studies
- INDG 107.3 Introduction to Canadian Indigenous Studies
- LING 111.3 Structure of Language
- LING 112.3 Dynamics of Language
- LING 113.3 Language Use in the Digital Era
- LING 114.3 Indigenous Languages and Stories Introduction to the Structure of Language
- POLS 110.3
- POLS 111.3 Democratic Citizenship in Canada
- POLS 112.3 Justice and Injustice in Politics and Law
- PSY 120.3 Biological and Cognitive Bases of Psychology
- PSY 121.3 Social Clinical Cultural and Developmental Bases of Psychology
- SOC 111.3 Foundations in Sociology Society Structure Process
- SOC 112.3 Foundations in Sociology Social Construction of Everyday Life
- WGST 112.3 Introduction to Womens and Gender Studies
- Any senior-level social science course provided that the prerequisite is met.
- Statistics courses in social sciences are not eligible for use in this requirement (e.g. PSY 233, PSY 234, SOC 225 and SOC 325).

### **Social Science Requirement (3 credit units)**

Social Sciences include any 100-400 level of the following:

- ~~ANTH — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~ARCH — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~ECON — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~INDG — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~LING — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~POLS — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~PSY — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~SOC — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~WGST — 100-Level, 200-Level, 300-Level, 400-Level~~

Students are encouraged to choose a social science in an area of interest to them.

**NOTE:** Please ensure the linguistic class is a social science as some linguistic classes are humanities program type.

### **Electives (6 credit units)**

Electives provide students with choice to customize their program. Students are encouraged to take courses that interest them in areas that meet the open elective credit requirements. Some suggested

elective courses include: Kinesiology, Women's and Gender Studies, Anatomy, Medical Terminology, and Interdisciplinary Studies:

- ~~CLAS 103.3~~ Medical Terminology
- ~~INTS — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~KIN — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~WGST — 100-Level, 200-Level, 300-Level, 400-Level~~

**Please note:** Any course for which the University of Saskatchewan gives credit is acceptable except HSC 120.3 or ~~HLTH 100.3~~ Health Concepts for Elementary and Middle Years. Kinesiology activity courses (KINA) are not acceptable. Students taking electives from the University of Regina should note that most courses offered through the Schools of Human Justice and Social Work are NOT granted credit by the University of Saskatchewan and are NOT acceptable as open electives. KHS 470.3 is not acceptable. If you have already taken one of these University of Regina courses or if you have any questions about whether or not a course is acceptable, particularly for Kinesiology and Health Sciences courses, please consult a college advisor.

- *Students will be considered for admission with one deficiency in ONE of the following pre-professional year courses:*
  - *INDG 107 or HIST 195*
  - *NUTR 120*
  - *STAT 242, 244, 245, 246 or PLSC 214 (formerly PLSC 314), COMM 104, PSY 233, SOC 225 or GE 210*
  - *SOC 112*
  - *NURS 120*
  - *Social Science restricted elective*
- *It is recommended that students complete all required pre-professional year courses by April 30; however, students will be considered for admission with a deficiency.*
- *A deficiency in the application to the BSN is defined by the College of Nursing as a pre-professional year course not completed by April 30 of the admission year. When the admission average is calculated, 50% will be used as the grade for the deficient class. This deficiency must be completed by the end of December of the year you are admitted but it is recommended that all deficiencies are completed in the spring and summer terms before beginning the nursing program. Proof of completion must be received by January 31 of the academic year the student was admitted.*

## **Nursing Year 2 (37 credit units)**

### **Fall Term (16 credit units)**

- **MCIM 223.3** Principles of Microbiology and Immunology for Nursing\*
- **NURS 200.3** Nursing Foundations Perspectives and Influences
- **NURS 202.3** Assessment and Components of Care I
- **NURS 204.3** Communication and Professional Relationships
- **NURS 206.1** Foundational Care in Clinical Practice
- **NURS 207.3** Human Body Systems for Nursing I

\*Students who have taken other courses that meet the requirements for [MCIM 223.3](#) Principles of Microbiology and Immunology for Nursing, or [NURS 207.3](#) Human Body Systems for Nursing I and [NURS 208.3](#) Human Body Systems for Nursing II must have a minimum weighted average of 60% and the course(s) must be less than ten years old from the time of admission.

**Please note:** The [MCIM 223.3](#) Principles of Microbiology and Immunology for Nursing requirement can be met by the following courses: MCIM 224.3, [BMSC 210.3](#) Microbiology; [FABS 212.3](#) Agrifood and Resources Microbiology (formerly FAMS 212)

### Winter Term (15 credit units)

- [NURS 201.3](#) Perspectives on Health Wellness and Diversity in a Global Context
- [NURS 203.3](#) Assessment and Components of Care II
- [NURS 208.3](#) Human Body Systems for Nursing II
- [NURS 220.3](#) Concepts of Patient and Family Centered Care
- [PHAR 250.3](#) Pharmacology for Nursing\*

\*Students who have taken other courses that meet the requirement for [PHAR 250.3](#) Pharmacology for Nursing must have a minimum weighted average of 60% and the course(s) must be less than 5 years old from the time of admission.

### Spring Term (6 credit units)

- [NURS 205.3](#) Research for Evidence Informed Practice
- [NURS 221.3](#) Patient and Family Centered Care in Clinical Practice\*

\*Students are expected to have at least one clinical experience outside of the city in which they study.

### Nursing Year 3 (36 credit units)

#### Terms 1, 2, 3 (36 credit units)

- [NURS 304.3](#) Family Nursing
- [NURS 306.3](#) Exploring Chronicity and Aging
- [NURS 311.3](#) Core Competencies for the Management of Complex Patient Care I
- [NURS 312.3](#) Core Competencies for the Management of Complex Patient Care II
- [NURS 321.3](#) Therapeutic Interventions for Individuals and Groups
- [NURS 322.3](#) Leadership in Education and Care

And one of the following pairs each semester:

- [NURS 330.3](#) Maternal Child and Adolescent Family Centered Nursing and [NURS 331.3](#) Maternal Child and Adolescent Family Centered Nursing Practice\*
- [NURS 332.3](#) Exploring Complexity and Acuity and [NURS 333.3](#) Complex Nursing Care Practice\*

- [NURS 307.3](#) Integrating Mental Health and Addiction into Nursing and [NURS 308.3](#) Integrating Mental Health and Addiction Within Nursing Practice\*

\*Students are expected to have at least one clinical experience outside of the city in which they study.

#### Nursing Year 4 (30 credit units)

- [NURS 422.3](#) Issues in Leadership and Management Transformative Practice in Health Care Organizations
- [NURS 430.3](#) Community Health Nursing Building Partnerships
- [NURS 431.6](#) Community Nursing Practice\*
- [NURS 440.3](#) Interprofessional Perspectives Health Systems and Policy Development within a Global Context
- [NURS 441.3](#) Transitioning to Professional Practice
- [NURS 450.9](#) Practice Integration\*
- Restricted elective (3 credit units). Students will choose one of the eligible electives from the Restricted Electives List below. Students must complete the Restricted Elective at the same time or before [NURS 431.6](#) Community Nursing Practice and [NURS 450.9](#) Practice Integration

\*Students are expected to have at least one clinical experience outside of the city in which they study.

#### Restricted Electives List

To receive credit for a restricted elective, the course must have been completed within the last 6 years from the date of admission to the program. A grade of 60% will be required to receive credit from courses taken outside the College of Nursing.

#### University of Saskatchewan:

- [AGMD 800.3](#) Public Health and Agricultural Rural Ecosystem PHARE
- [ARCH 472.3](#) Palaeopathology
- [CHEP 402.3](#) Global Health and Local Communities Issues and Approaches
- [CHEP 403.3](#) Global Health II
- [COMM 306.3](#) Ethics and Strategic Decision Making
- [COMM 384.3](#) Workplace Health and Safety
- [EFDT 301.3](#) Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- [EFDT 435.3](#) Critical Perspectives in Educational Thought and Values
- EFDT 335.3
- [ENVS 401.3](#) Sustainability in Action
- [EPSE 302.3](#) Situated Learners Contexts of Learning and Development
- [INDG 230.3](#) Gender in Traditional and Contemporary Indigenous Societies
- [INDG 264.3](#) Aboriginal People and Canadian Politics
- [INDG 265.3](#) Aboriginal People and Development
- [KIN 232.3](#) Physical Activity in Society
- [KIN 423.3](#) Adapted Physical Activity

- [KIN 424.3](#) Aging and Activity
- [KIN 426.3](#) Cardiovascular Exercise Pathophysiology
- [NURS 405.3](#) Environmental Sustainability in Health Care
- [NURS 410.3](#)
- [NURS 478.3](#) Rural Nursing
- [NURS 486.3](#) Forensic Nursing
- [NUTR 310.3](#) Food Culture and Human Nutrition
- [PHIL 224.3](#) Philosophy of Sexuality
- [PHIL 231.3](#) Moral Problems
- [PHIL 234.3](#) Biomedical Ethics
- [PHIL 293.3](#) Philosophy of Death
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 262.3](#) Global Governance
- [PSY 207.3](#) Psychology of Death and Dying
- [PSY 213.3](#) Child Development
- [PSY 214.3](#) Adolescent Development
- [PSY 216.3](#) Psychology of Aging
- [PSY 222.3](#) Personality
- [PSY 223.3](#) Abnormal Psychology
- [PSY 226.3](#) Social Psychology
- [PSY 227.3](#) Human Sexuality
- [PSY 230.3](#) Criminal Behaviour
- [PSY 246.3](#) Introduction to Human Neuropsychology
- [PSY 253.3](#) Introduction to Cognitive Psychology
- [PSY 260.3](#) Health Psychology
- [RLST 282.3](#) Religious Perspectives on Death and Dying
- [SOC 203.3](#) Race and Ethnic Relations in Canada
- [SOC 204.3](#) Rural Sociology
- [SOC 205.3](#) Comparative Race and Ethnic Relations
- [SOC 214.3](#) Social Control
- [SOC 227.6](#) Critical Issues in Canadian Society
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 235.3](#) Sociology of Aging
- [SOC 238.3](#) Sociology of Health Illness and Health Care
- [SOC 242.3](#) Introduction to Sociology of Womens Studies
- [SOC 415.3](#) Selected Problems in Social Control
- [TOX 402.3](#) Systemic Toxicology
- [WGST 201.3](#) Images of Gender and Sexuality in Popular Culture
- [WGST 210.3](#) Gendered Perspectives on Current Events

#### **Athabasca University:**

- NURS 322
- PHIL 335 (transfers to [PHIL 234.3](#) Biomedical Ethics at U of S)
- SOCI 331 Environmental Influences on Development and Aging Across the Life Course

#### **Saskatchewan Polytechnic:**



- LEAD 180 Leadership and Group Dynamics
- NURS 010 Pain Management for Nursing Professionals

### University of Regina:

- KHS 325
- KIN 110 (transfers to [KIN 232.3](#) Physical Activity in Society at U of S)
- PHIL 273 (transfers to [PHIL 234.3](#) Biomedical Ethics at U of S)
- PSYC 230 (transfers as PSY Senior at U of S)
- PSYC 310 (transfers to [PSY 213.3](#) Child Development at U of S)
- PSYC 311 (transfers to [PSY 214.3](#) Adolescent Development at U of S)
- PSYC 321
- PSYC 333 (transfers to [PSY 223.3](#) Abnormal Psychology at U of S)
- SOC 208 (transfers as SOC Senior at U of S)
- SOC 211 (transfers to [SOC 205.3](#) Comparative Race and Ethnic Relations at U of S)
- SOC 212 (transfers to [SOC 242.3](#) Introduction to Sociology of Womens Studies at U of S)
- SOC 217 (transfers to [SOC 204.3](#) Rural Sociology at U of S)
- SOC 222 (transfers to [SOC 238.3](#) Sociology of Health Illness and Health Care at U of S)
- SOC 325 Science and Technology
- PSYC 356 Human Neuropsychology
- WGST 200 Feminist Theories and Knowledge

**NURS 120.3****Human Anatomy for Nursing****Course Details**

<b>Canvas:</b>	canvas.usask.ca	<b>Website:</b>	<a href="http://nursing.usask.ca">nursing.usask.ca</a>
<b>Year:</b>	2023	<b>Class Day(s):</b>	Online course tailored to asynchronous distance learners
<b>Term:</b>	T1	<b>Tutorial Time:</b>	
<b>Section:</b>	[Section]	<b>Format:</b>	In-person or Asynchronous Distributive Learning
<b>Credits:</b>	3	<b>Campus:</b>	Saskatoon
<b>Total Hours:</b>	39 in-class or online equivalent	<b>Classroom:</b>	n/a
<b>Pre or Co-Requisites:</b>	BIO 120.3		

**Instructor Information**

<b>Name:</b>	[Instructor Name]	<b>E-mail:</b>	[Email]
<b>Phone:</b>	[Phone]	<b>Office:</b>	[Office Location]
<b>Profile Page:</b>	[People Page]		

Office hours will be held online over Zoom. Please contact the instructor directly for a time to meet to discuss course intents. Emails will be answered from Monday to Friday, 0830-1600. If you have not received a reply within 48-72 hours, please send another email.

**Course Calendar Description**

An introductory to human anatomy course that uses a combined regional and systemic approach to examine the relationships and organization of the major structures within the thorax, abdomen, head/neck, and back/limbs regions of the body. The gross anatomy course uses a systems approach to prepare students to understand relationships among structures that contribute to the functioning of organ systems.

**Learning Outcomes**

By the end of the course learners will be able to:

1. Name and apply anatomical terminology for body positions, orientation, movements, and relationships of structures.
2. Identify the structure and function of the musculoskeletal system, including the major bones of the axial and appendicular skeleton, structural features of these bones and their functional relevance, and major muscle groups of the body and their functions.
3. Identify the structure and function of the cardiovascular system of the body, including: normal adult and fetal circulations; chambers, valves, great vessels and blood supply of the heart; distinctions between arteries and veins; flow of oxygenated and de-oxygenated blood through the

body; major arteries supplying limbs, thoracic, abdominal and pelvic viscera, organs of the central nervous system, and the venous return from those same structures; lymph nodes, lymph circulation and relationships to blood circulation.

4. Identify the structure of the respiratory system, its relationship to the cardiovascular system for exchange of blood gases, and relationship to other organs of the thoracic cavity.

5. Identify the structures of the digestive system and the relationships among these organs.

6. Identify the structures of the urinary system and relationships to other abdominal and pelvic organs.

7. Identify the structure of reproductive organs, including prenatal development and positions of gonads, pregnancy-related anatomical changes, stages of parturition, as well as normal adult structures.

8. Identify the structure and basic functions of the components of the central and peripheral nervous systems, and associated structures, such as meninges.

In each of the three modules that is found in Canvas, students will do the following:

1. Read the Learning Objectives.

3. Complete Reading Assignments in Required eTextbook.

4. Watch the recorded module overview video.

5. Successfully Complete Practice Quizzes and interactive online textbook activities - activities and quizzes are NOT GRADED, but provide immediate feedback on your performance. The interactive exercises are a great way of studying the course content in each module and can be taken as many times as you like. The exercises and practice quizzes are a great way to gauge how well you know the course material.

### Overview Outline

Week	Topic	Readings
<b>Module One</b>		
1	Organization of the Human Body	Chapters 1
	Introductory Chemistry	Chapters 2
2	Cells	Chapters 3
	Tissues	Chapters 4
	The Integumentary System	Chapters 5
3	The Skeletal System	Chapters 6
	Joints	Chapters 7
4	The Muscular System	Chapters 8
Exam #1		
<b>Module Two</b>		
5	Nervous Tissue	Chapters 9

	Central Nervous System, Spinal Nerves and Cranial Nerves	Chapters 10
	Autonomous Nervous System	Chapters 11
6	Endocrine System	Chapter 13
7	The Cardiovascular System: Blood	Chapters 14 Chapters 15
	The Cardiovascular System: Heart	Chapters 16
	The Cardiovascular System: Blood Vessels and Circulation	
8	The Lymphatic System and Immunity	Chapter 17
Exam #2		
Module Three		
9	The Respiratory System	Chapter 18
10	The Digestive System	Chapters 19
	Metabolism and Nutrition	Chapters 20
11	The Urinary System	Chapters 21
	Fluid, Electrolytes, and Acid-Base Balance	Chapters 22
12	The Reproductive System	Chapter 23
	Development & Inheritance	Chapter 24
13	<b><u>No class - office hours for exam questions</u></b>	
<b><u>Final Exam</u></b>		

### Required Resources

eBook: Tortora, G. J. & Derrickson, B. H. (2019). *Principles of Anatomy and Physiology* (16 ed.). John Wiley & Sons.

## Evaluation Components

Component Title	Due Date	Grade Weight
Exam #1		25%
Exam #2		25%
Final Exam		50%
		100%

All evaluation components must be completed to receive credit for the course. Students must receive a passing weighted grade to receive credit for the course.

The evaluative components listed here are examples; the course may include exams, learning activities and other evaluative components (e.g., participation in discussion forums) in the evaluative process as developed by the instructor.

### Exam #1

**Value: 25% each**

**Due Date:** TBD

**Purpose:** To test your comprehension and application of course content in module 1.

**Description:** Closed book, timed exam on Canvas, and will consist of multiple choice/matching/true or false questions; questions will be based on application of content from the required readings and online lectures. Questions will include higher-level, application questions, so studying is expected and required. There will be 50 questions and students will have 60 minutes to complete the exam. The exam is to be completed individually. Questions will be randomized for each student. **You must begin the exam at 1300; and will not be able to begin after 1330.**

**Instructions:** Students will go to Canvas in the appropriate folder on the date/time of the exam.

Students who forget to take their exam will receive 0 on that exam. There are no make-up exams for students who forget to take their exam. If you have technical issues during the exam, students should email myself and/or IT immediately, or else risk receiving a lower grade on the exam.

### Exam #2

**Value: 25% each**

**Due Date:** TBD

**Purpose:** To test your comprehension and application of course content in module 2.

**Description:** Closed book, timed exam on Canvas, and will consist of multiple choice/matching/true or false questions; questions will be based on application of content from the required readings and online

lectures. Questions will include higher-level, application questions, so studying is expected and required. There will be 50 questions and students will have 60 minutes to complete the exam. The exam is to be completed individually. Questions will be randomized for each student. **You must begin the exam at 1300; and will not be able to begin after 1330.**

**Instructions:** Students will go to Canvas in the appropriate folder on the date/time of the exam.

Students who are absent for the exam will receive 0 on that exam; there are no make-up exams. If you have technical issues during the exam, students should email the instructor and/or IT immediately, or else risk receiving a lower grade on the exam.

### Final Exam

**Value** 50%

**Due Date:** TBD by University of Saskatchewan

**Purpose:** To test your comprehension and application of course content from all chapters with a focus on weeks 9 - 12.

**Description:** Closed book, timed exam on Canvas, and will consist of multiple choice/matching/true or false questions; questions will be based on application of content from the required readings and online lectures. Questions will include higher-level, application questions, so studying is expected and required. There will be approximately 100 questions and students will have 120 minutes to complete the exam. The exam is to be completed individually. Questions will be randomized for each student.

**Instructions:** Students will go to Canvas in the appropriate folder on the date/time of the exam.

Students who are absent for the exam will receive 0 on that exam; there are no make-up exams. If you have technical issues during the exam, students should email the instructor and/or IT immediately, or else risk receiving a lower grade on the exam.

### Completion of Work

Students are required to complete all course components to receive credit for a course.

### Withdrawal Deadline Policy

Withdrawal Deadline for all theory classes are the last day of the class.

### University Policies

Students are expected to follow the University Policies found on the University website at: <https://policies.usask.ca>.

## Land Acknowledgement

As we come together in this course, we acknowledge that the University of Saskatchewan is located on the Territory of Treaties 4, 6 and 10, and the Homeland of the Metis. We pay our respect to the First Nation and Metis ancestors of this province and reaffirm our relationship with one another as we foster safe, productive, and respectful encounters in all places.

## Student Services

For information regarding support services that are available to students through the Student and Enrolment Services Division, Access and Equity Services, and Student Learning Services at the University Library.

## Lecture Material Copyright

All courses follow the University of Saskatchewan [Copyright Policy](#).

## Integrity

Integrity is expected of all students in their academic work: including class participation, examinations, assignments and in their non-academic interactions and activities as well. The University of Saskatchewan Academic Integrity bulletin is a useful guide to help support student success. Please review the University policy: [Academic Misconduct](#) and [Non-Academic Misconduct](#).

## Academic Integrity Checklist

Honesty and integrity are expected of every student at the University of Saskatchewan. There are many forms of academic misconduct; perhaps the most common is plagiarism. According to the University of Saskatchewan Guidelines for Academic Conduct:

*“Plagiarism is the theft of the intellectual creation of another person without proper attribution. It is the use of someone else’s words or ideas or data without proper documentation or acknowledgment. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. This applies to paraphrased ideas as well as to direct quotations. A student must acknowledge and fairly recognize any contributions made to their personal research and scholarly work by others, including other students.”*

There are many resources on campus to assist you with proper citation and paraphrasing.

- For guidance on when and how to quote from other documents and how to properly paraphrase information in other documents, see <https://libguides.usask.ca/citation/paraphrase>.
- To learn about different styles of citation and how to properly cite a variety of different sources including statistics, archival materials, maps, legal documents and government reports, see <https://libguides.usask.ca/citation>.

When in doubt about a citation requirement or your approach to paraphrasing, ask your librarian or your course instructor or your academic supervisor for assistance.

## Student Feedback

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery. Remember feedback is to be provided in a respectful, professional manner on the course and course delivery by the instructor.





March 3, 2023

Dr. Solina Richter  
Dean  
College of Nursing  
University of Saskatchewan

Dear Dr. Richter,

The Department of Anatomy, Physiology, and Pharmacology supports the proposed change in the College of Nursing pre-professional course requirements for application to the Bachelor of Science in Nursing program, and the creation and delivery of a first-year anatomy course for pre-nursing students. We will gladly assist in the recruitment of an instructor for the course and will work with that instructor and the College of Nursing to help design and deliver an effective and appropriate anatomy course.

Kind regards,

**Thomas Fisher, PhD**  
**Professor and Head**  
**Department of Anatomy, Physiology, and Pharmacology**  
**College of Medicine**  
Saskatoon SK S7N 5E5  
Ph: (306) 966-6528





Dear Dean Richter,

I am writing this letter regarding the DEU supporting the development and delivery of an online anatomy course within the pre-professional year of BSN. The Distance Education Unit has a highly skilled team of Instructional Design professionals who can help support the design and development of innovative course materials, learning activities, and assessments appropriate for online delivery, which leverage a variety of recommended instructional technologies and strategies. As the DEU supports the development of most online courses developed at USask we can also ensure that this course follows common conventions for course navigation, user experience and Universal Design for Learning to align it functionally with other online offerings your students may take, reducing the cognitive load spent on the learning platform, allowing them to focus their learning on the curriculum.

Once developed, DEU would also be able to facilitate and administer the delivery of this online course to expand its availability to all our regular off-campus sites across the province where students are engaging in pre-professional nursing programming. Providing this expanded and equitable access to this new online course is critical for students to be able to complete the pre-professional year in their own communities before applying to one of the BSN sites and creates a wider funnel for your recruitment efforts and SEM strategies.

We have appreciated the close working relationship the Collage of Nursing and DEU have nurtured throughout our co-habitation of PA Campus and throughout the cooperative conversations around the proposed changes to the pre-professional year between Nursing, our PA Campus team, and the Regional Colleges that DEU partners with to provide USask programming across our great province. We look forward to continuing to grow our relationship as we all work to strengthen and improve models for distributed learning at the University and Saskatchewan.

Please let me know if you have any questions about the services and supports DEU has to offer.

Sincerely,

**Jordan Epp**, (he/him)  
Acting Manager, Distance Education Unit  
**University of Saskatchewan**  
**Distance Education Unit (DEU)**  
**Teaching, Learning, and Student Experience (TLSE)**  
Ph: 306-966-5357

BE WHAT THE WORLD NEEDS



March 7, 2023

Dr. Solina Richter, Dean  
College of Nursing  
University of Saskatchewan  
Health Science Building - 1A10, Box 6  
Saskatoon, SK S7N 5E5

Dear Dr. Richter,

This letter is regarding the proposed changes to the University of Saskatchewan College of Nursing's pre-professional year. First, I wish to thank the College of Nursing for all the hard work that you and your colleagues have invested in working with key stakeholders such as USask Prince Albert Campus and the various Saskatchewan Regional Colleges to ensure that distributed education sites have equitable access to course offerings required for the BSN program. As we know, the distributed learning model has allowed nursing education to thrive across the province, and with distributed sites soon comprising almost half of the nursing seats within the College, equitable access to the pre-professional courses is paramount to program success at distributed learning sites.

The original 10 course/30 credit slate of pre-professional classes that has been in place over the past ten years has enabled the BSN program to take root in communities that include Regina, Prince Albert, Yorkton, La Ronge, Ile-a-la-Crosse, Buffalo Narrows, and Lloydminster, and students studying at other regional colleges in the province have been able to complete the pre-professional year in their own communities before applying to one of the BSN sites. For this reason, the College of Nursing has established itself as a leader in off-campus education in the province.

In previous discussions with the off-campus stakeholders, it was made apparent that the recently approved revisions to the pre-professional year are problematic for both on and off-campus students. Some of these issues are noted below:

\*HIST 165: Currently, as per department regulation, off-campus sites are only permitted to offer HIST 193 & HIST 194. If this decision to restrict other History courses is reversed, finding qualified instructors to teach this class at off-campus sites would be challenging. The Department offers an online offering of this course occasionally, but it is always fully subscribed when it is offered. Moreover, the on-campus offerings of this course are always fully subscribed and thus there is uncertainty that pre-professional students both on and off-campus would be able to satisfy this requirement in a timely manner. Further, as this course is unique, there are no transfer credit options for this class at other institutions, e.g. Lakeland College where their pre-professional nursing classes are brokered from other institutions outside of USask.

Dr. Solina Richter  
March 7, 2023  
Page 2

\*MATH 101: The intention of MATH 101 is to satisfy the new quantitative reasoning requirement for non-math/science students in the College of Arts and Science. This course cannot be used by students who are pursuing a Math or Science major, so students who decide not to enter the College of Nursing after completing the pre-professional year and wish to pursue a program in math or science will not be able to use this course to satisfy their math requirements. Further, the University has brokered this course from another institution, and it is offered with an online lecture and in person lab. There are restrictions in the course license that make it difficult or impossible to offer off-campus. There are also no transfer credit options from other institutions for this class. For many reasons, this course is not suited to the pre-professional year.

\*PHIL 133: This course is already fully subscribed on Saskatoon Campus, and it would be very challenging to find instructors to teach this course at off-campus locations.

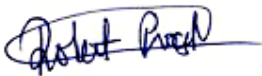
\*Restricted Electives: The newly restricted electives are difficult to offer off-campus, specifically the INTS options and MATH 125. Restricted electives will also be detrimental to other offerings at off-campus sites. Off-campus sites depend on students from various programs to make their classes viable; having to offer electives that are specific for the pre-professional year that may not have a large appeal to their other students could negatively impact overall enrollment.

The current preprofessional slate of courses up for approval are a vast improvement and a fair compromise to ensure that all distributed sites can satisfy the pre-professional year requirements, while maintaining overall program health. Aside from the pedagogical reasons for including these courses in the pre-professional year, the breadth of these offerings ensures that off-campus sites can attract both pre-nursing and non-nursing students to these offerings. These courses are widely established in off-campus communities, and indeed, all the proposed offerings, apart from the Anatomy course in development, are available at the existing distributed nursing sites.

I wholeheartedly endorse the current proposed changes to the pre-professional year, and I believe they will alleviate the stress that the recently endorsed slate of classes will create for off-campus sites.

Please feel free to contact me if you have further questions or need clarification on any points raised.

Sincerely,



**Rob Procyk, He/Him**  
**Campus Lead, Prince Albert Campus**  
**University of Saskatchewan**

RWP/clk

## Appendix A

### Preamble to Change

In the spring of 2022, the college of nursing submitted a revision to the pre-professional year courses. Although the intent of the courses selected was to better prepare novice students for the type of critical thinking, writing, communication, and problem solving expected in the College of Nursing; the ability to deliver the pre-professional year courses also involves the delivery of these courses across the province through our partnerships with the university Distributive Education Unit, the campus in Prince Albert and with the provincial regional colleges. At present over 30% of students applying to the college of nursing take their pre-professional year courses through the Distributive Education Unit, the campus in Prince Albert and with the provincial regional colleges. It is estimated that over the next 5 years, approximately half of the students applying to the college of nursing undergraduate program will access courses for the pre-professional year outside of Saskatoon and be able to continue their studies through the ‘learn where you live’ approach to nursing education.

In discussion with our stakeholders, the College of Arts and Sciences, the Distributive Education Unit, the campus in Prince Albert and with the provincial regional colleges, half of the courses selected, it was determined that half of these courses could not be delivered in a manner that would sustain the current collaborative model of delivery. A process for the revision of the pre-professional year courses was undertaken that involved discussions with faculty, and our stakeholder group, a revised selection of courses was determined, which maintained the emphasis on better preparing students to be ready to understand the context of nursing and healthcare, and to increase engagement in clinical learning. The overall goal is to initiate the development of clinical judgment skills by exposing them into a holistic learning environment rich in critical analysis, and in topics relevant to their future career as a registered nurse. The diversity of the courses will help them build a foundation for their future in nursing.

The table below provides a summary of the courses maintained with this revision and the courses removed.

**Courses Maintained:** Currently delivered at the Saskatoon campus and through distributive learning across the province.

	<b>Pre-Professional Year Courses for Admission Fall 2024 (approved spring 2022)</b>	<b>Revised Pre-Professional Year Courses for Admission Fall 2024</b>
<b>1</b>	Introduction to Canadian Indigenous Studies (INDG 107.3) <b>OR</b> History Matters Indigenous Perspectives on Canadian History (HIST 195.3)	Introduction to Canadian Indigenous Studies (INDG 107.3) <b>OR</b> History Matters Indigenous Perspectives on Canadian History (HIST 195.3)
<b>2</b>	Basic Nutrition (NUTR 120.3)	Basic Nutrition (NUTR 120.3)
<b>3</b>	The Nature of Life (BIOL 120.3)	The Nature of Life (BIOL 120.3)
<b>4</b>	Biological and Cognitive Basis of Psychology (PSY 120.3) <b>OR</b> Social, Clinical, Cultural and Developmental Basis of Psychology (PSY 121.3)	Biological and Cognitive Basis of Psychology (PSY 120.3) <b>OR</b> Social, Clinical, Cultural and Developmental Basis of Psychology (PSY 121.3)
<b>5</b>	Foundations in Social Construction of Everyday Life (SOC 112.3)	Foundations in Social Construction of Everyday Life (SOC 112.3)

### **1. Indigenous Studies 107.3 – Introduction to Canadian Indigenous Studies – 3cu**

This course aims to develop critical reading, writing, and thinking skills and provide the background necessary for advanced Indigenous Studies courses. Through course lectures and seminar discussions this course presents an overview of Aboriginal societies across Saskatchewan and Canada by linking processes of the past with contemporary issues.

**Or**

### **History 195.3 - History Matters Indigenous Perspectives on Canadian History – 3cu**

This course addresses and challenges settler-colonialism from Indigenous perspectives. It examines Indigenous societies, with specific focus on Plains communities in what became Canada. We focus on a broad historical span from the distant past to the early twentieth century. Drawing on Indigenous voices and perspectives, the course focuses on how historic and ongoing events and structures have displaced Indigenous peoples from their lands, forced change and re-enforced continuity for Indigenous peoples, while simultaneously highlighting the way Indigenous peoples have shaped those events and structures.

### **2. Nutrition 120.3 – Basic Nutrition**

An introduction to nutrition and health. The concepts of recommended nutrient intakes and dietary guidelines are introduced. The major nutrients and their functions in the body are outlined. Nutrition issues facing the general public are presented.

**\*\* must be completed within the last 10 years (Nutrition has this 10 year rule on their courses).**

### **3. Biology 120.3 – The Nature of Life – 3cu**

An introduction to the underlying fundamental aspects of living systems: covering cell biology, genetics and the evolutionary processes which lead to complex, multi-cellular life forms.

### **4. Psychology 120.3: Biological and Cognitive Bases of Psychology – 3cu**

This course familiarizes students with scientific theories and research related to the major biological and cognitive areas of psychology. Particular emphases will be placed on the advances that have been made in the fields of neuroscience, sensation and perception, consciousness, memory, learning, language, and motivation and emotion.

**Or**

### **Psychology 121.3: Social Clinical Cultural and Developmental Bases of Psychology – 3cu**

This course familiarizes students with scientific theories and research related to the major social, clinical, cultural and developmental areas of psychology. Particular emphasis will be placed on the advances that have been made in the fields of intelligence, child/adolescent development, culture, personality, social psychology, psychological disorders and treatment, and health, stress, and coping.

### **5. Sociology 112.3 - Foundations in Social Construction of Everyday Life – 3cu**

One part of a two-part introduction to the discipline of sociology, the study of society. It examines how we come to understand and experience ourselves and the world around us and how we create culture. Students will be introduced to the study of culture, socialization, social interaction, identity formation and self-fashioning, the social construction of class, gender and race, age, deviance, and other social phenomena.

**Courses Selection Revised:** Rationale for change. Currently delivered at the Saskatoon campus and through distributive learning across the province.

	<b>Pre-Professional Year for admission 2024 (approved spring 2022)</b>	<b>Revised Pre-Professional Year Courses for Admission Fall 2024</b>
<b>6</b>	Ethical Reasoning for a Just Society (PHIL 133.3) (not accessible across most regional colleges)	Ethical Reasoning for a Just Society (PHIL 133.3) <b>OR</b> English (ENG 111.3, 112.3, 113.3, 114.3, 110.6* or 120.3)
<b>7</b>	Quantitative Reasoning (MATH 101.3) (only accessible at Saskatoon campus)	Statistics STAT 242.3, 244.3, 245.3 or 246.3 or PLSC 214.3 (formerly PLSC 314.3) or COMM 104.3 or PSY 233.3 or SOC 225.3 or GE 210.3
<b>8</b>	History in Health & Society (HIST 165.3) (only accessible at Saskatoon campus)	NURS 120.3: Human Anatomy for Nursing
<b>9 &amp; 10</b>	<b>Restricted Electives</b> (most courses only accessible at Saskatoon campus) Two 3cu courses from list: <ul style="list-style-type: none"> <li>Studying in Science Essential Skills &amp; Strategies (INTS 102.3) OR Writing for Academic Success (INTS 103.3)</li> <li>Medical Terminology (CLA 103.3)</li> <li>Math for Life Sciences (Math 125.3)</li> <li>Intro to Health &amp; Wellbeing of Indigenous Peoples (INDG 201.3)</li> <li>Introduction to Women's and Gender Studies (WGST 112.3)</li> </ul>	<b>Two Unrestricted 3 cu Electives</b> <ul style="list-style-type: none"> <li>One elective course from Humanities</li> <li>One elective course from Social Sciences</li> </ul>

\* Courses that exceed the number of required subject credits may be used to fulfill the restricted humanities elective.

### **Proposed Revision to Pre-Professional Courses**

#### **6. Ethical Reasoning for a Just Society (PHIL 133.3) OR English (ENG 111.3, 112.3, 113.3, 114.3, 110.6\* or 120.3)**

##### **Rationale:**

The Philosophy course was perceived by the college faculty, and stakeholders, to be an appropriate course in the foundational education of nursing students. Although the course is not delivered by regional colleges at present, there was agreement to develop this course offering over the next few years. Therefore, the aim is to maintain English course offerings that are the current nursing pre-requisite (prior to the proposal in 2022) as an alternative for students in rural areas of the province until an accessible distributive offering of the Philosophy course is available. As with the philosophy course, one of the aims is assist students in the development of university level scholarly writing skills.

### **Philosophy 133.3 - Ethical Reasoning for a Just Society – 3cu**

This course explores fundamental questions regarding morality, justice, life's meaning, or beauty. Questions covered may include: What makes a society just? Do we have obligations regarding what is right? What makes acts good? Are values merely relative? What makes something a work of art? Philosophy proceeds by the presentation and evaluation of reasons for alternative answers to fundamental questions and leads to improved critical, evaluative, and writing skills.

#### Learning Outcomes

##### Knowledge acquisition:

LO1 - You will be introduced to basic ethical questions, concepts, and views as they are worked out in classical and contemporary sources.

LO2 - You will become familiar with the basic pieces in the philosopher's toolbox: concepts, judgments, propositions, and arguments.

LO3 - You will also appreciate the pertinent use of a variety of tools and figures: metaphors, analogies, examples, thought experiments, but also myths, allegories, stories, and so on.

##### Development of cognitive skills:

LO4 - You will train in reading and discussing texts in ethics.

LO5 - You will learn to identify ethical arguments, to analyze their structure and to reconstruct them in a clear and effective way.

LO6 - You will learn how to put the basic philosophical tools in practice, and understand how they apply to any ethical questioning, including your own.

LO7 - You will learn to formulate ethical arguments.

### **English Courses (course descriptions from university course calendar – objectives obtained from the most current syllabi accessible with a statement of learning outcomes).**

#### **ENG 111.3 - Literature and Composition: Reading Poetry**

An introduction to the major forms of poetry in English. In addition to learning the tools of critical analysis, students will study and practice composition.

Learning Outcomes: (obtained from course syllabus fall 2022 – later versions did not clearly state course objectives).

After completing successfully 6 cu of 100-level English (so this course and another 100-level English course), students will be able to demonstrate they know at a minimum:

LO1 - how to read literary texts in different genres and from different centuries, identify the main ideas in those texts and recognize how their technical features function in meaning-making

LO2 - how to formulate a thesis about a literary work

LO3 - how to select information from a work that provides evidence in support of a thesis

LO4 - how to quote and paraphrase

LO5 - how to develop and structure a literary essay

LO6 - what plagiarism is and how to avoid it

LO7 - how to differentiate primary and secondary sources and cite them in the citation style set out in the Department's Requirements for Essays

LO8 - how to write essays that exhibit reasonable competence in the skills articulated in the "Standards for Composition" section of Requirements for Essays



### **ENG 112.3 Literature and Composition: Reading Drama**

An introduction to major forms of dramatic activity in English. In addition to learning the tools of critical analysis, students will study and practice composition.

Learning Outcomes:

By the conclusion of this course, students will be able to:

LO1 - read plays from a variety of genres and time periods and be able to identify and analyze their meaning and their formal features

LO2 - structure an argument for literary analysis, create compelling thesis statements, use claims, evidence, and analysis to support the argument, develop strong paragraph structure, and effectively select and integrate quotations

LO3 - recognize and avoid plagiarism

LO4 - format essays according to MLA rules

### **ENG 113.3 Literature and Composition: Reading Narrative**

An introduction to the major forms of narrative literature in English. In addition to learning the tools of critical analysis, students will study and practice composition.

Learning Outcomes:

The class is intended to familiarize the students with each of the three major narrative forms: short story, narrative poetry and a novel from a representative sample of English literature. The students will learn the skills of critical analysis and practice expressing their ideas in well-organized essays. By the end of the course the student will have learned:

LO1 - how to read literary texts in different genres and from different centuries

LO2 - how to identify the main ideas in those texts and recognize how their technical features function in meaning-making

LO3 - how to formulate a thesis about a literary work(s) or works

LO4 - how to select information from a work that provides evidence in support of a thesis

LO5 - how to quote and paraphrase

LO6 - how to develop and structure a literary essay

LO 7 - how to differentiate primary and secondary sources and cite them in the appropriate style (set out in the Department's Requirements for Essays

<https://artsandscience.usask.ca/english/documents/RequirementsForEssays.pdf>)

LO8 - how to write essays that exhibit reasonable competence in the skills articulated in the "Standards for Composition" section of Requirements for Essays (see next section)

### **ENG 114.3 Literature and Composition: Reading Narrative**

An introduction to historical and contemporary cultural forms in English. In addition to learning the tools of critical analysis, students will study and practice composition. Class themes will vary according to instructor choice. Students are encouraged to refer to the Department of English website for descriptions of specific sections.

Learning Outcomes:

After completing this course, students will be able to:

LO1 - recognize different kinds of humor, and explain how they work and the effects they have

LO2 - understand how humor both reflects and shapes the society, culture and historical context in which it appears

LO3 - perceive the relationship between humor and performance, and how different media shape our perception of humor

LO4 - describe briefly and clearly, both in speech and in writing, how individual instances of humor work

LO5 - develop and express an argument relating to general issues about humor: its types, significances, histories and impacts.

### **ENG 110.6 Literature and Composition: Reading Narrative**

An introduction to the main kinds of literature. In addition to learning the tools of critical analysis, students will study and practice composition.

Learning Outcomes:

First-year English offers an approach to some of the major poems, plays, and narratives of British, Canadian, and American literature. Secondly, this is a skills class, concentrating on improving students' abilities to read critically and write well. The more specific purposes include the following:

LO1 - Through the careful reading of poetry, drama, and narrative, students will engage with the ways in which creative writers have explored and explained their worlds.

LO2 - Through the writing of essays, students will develop the writing skills necessary for successful advanced work in the university and beyond.

- *Courses that exceed the number of required subject credits may be used to fulfill the restricted humanities elective.*

### **ENG 120.3 Introduction to Creative Writing**

This course introduces students to strategies for writing original fiction, poetry, and creative non-fiction. The course will include both lectures and writing workshops in which students critique original writing by class members. Visiting authors may be invited into the classroom, and students will be encouraged to attend literary events in the community. By the end of the course, students will have a portfolio of polished writing in three genres.

Learning Objective:

After completing first-year English, students will be able to demonstrate that they know how to

LO1 - read literary texts in different genres and from different centuries, identify the main ideas in those texts, and recognize how their technical features function in meaning-making.

LO2 - develop, structure, and write a literary essay, including

LO3 - formulate a thesis about a literary work or works.

LO4 - select information from a work that provides evidence in support of a thesis.

LO5 - quote and paraphrase.

LO6 - exhibit reasonable competence in the skills articulated in the "Standards for Composition" section of Requirements for Essays.

LO7 - differentiate primary and secondary sources and cite them in the style set out in the Department of English's Requirements for Essays.

LO 8 - recognize and avoid plagiarism.

NOTE: It is understood that ENG 120 will not teach all of these skills, but that students will learn these skills by taking ENG 120 and another 3-cu first-year English course.

**7. Statistics STAT 242.3, 244.3, 245.3 or 246.3 or PLSC 214.3 (formerly PLSC 314.3) or COMM 104.3 or PSY 233.3 or SOC 225.3 or GE 210.3**

**Rationale:**

The intention of MATH 101 was to satisfy the new quantitative reasoning requirement for non-math/science students in the College of Arts and Science. This course is brokered from another institution, and there are restrictions in the course license that make it difficult to offer off-campus. Additionally, if students want to continue studies towards a Master of Nursing degree, an undergraduate statistics course is required for admission. Therefore, our students would be deficient and require a statistics course, that may delay continuation of studies into a Master of Nursing program at our institution or other Canadian Master of Nursing programs.

The statistics courses in the list of options are the current (prior to the 2022 revision) admission pre-requisite courses offered across stakeholder institutions. Students can select the statistics course of interest or available at their pre-professional education site.

**STAT 242.3:** Statistical Theory and Methodology,

**STAT 244.3:** Elementary Statistical Concepts

**STAT 245.3:** Introduction to Statistical Methods

**STAT 246.3:** Introduction to Biostatistics

**PLSC 214.3:** Statistical Methods

**COMM 104.3:** Foundations of Business Statistics

**PSY 233.3:** Statistical Methods in Behavioural Sciences

**SOC 225.3:** An Introduction to Survey Research and Data Analysis in Sociology

**GE 210.3:** Probability and Statistics

**8. Removed - History 165.3 - History Matter in Health & Society – 3cu**

**A. Rationale:**

Currently, as per department regulation, off-campus sites are only permitted to offer HIST 193 & 194. Moreover, if this decision to restrict other History courses was reversed, finding qualified instructors to teach this class at off-campus sites would be very challenging. The Department does offer an online offering of this course occasionally, but it is always fully subscribed when it is offered. Moreover, the on-campus offerings of this course are always fully subscribed as well, and thus there is uncertainty that pre-professional students both on and off-campus would be able to satisfy this requirement in a timely manner. Further, as this course is unique, there are no transfer credit options for this class at other institutions.

**B. Revised Course Selection:**

In choosing an additional course to complete the selection of pre-requisite knowledge, college faculty identified two course options: CHEM 112.3 and a new NURS 120.3 Human Anatomy for Nursing. A number of faculty forum and College Forum meetings were held to select between the two options. The final choice was placed to a vote at the College of Nursing faculty Council: with the resulting choice for NURS 120.3 Human Anatomy for Nursing. The knowledge of anatomy, in the pre-professional year, was seen to provide students with knowledge that could be applied in term one of the program when taking the health assessment course; supporting the understanding and application of anatomical terminology.

**NURS 120.3: Human Anatomy for Nursing**

An introductory to human anatomy course that uses a combined regional and systemic approach to examine the relationships and organization of the major structures within the

thorax, abdomen, head/neck, and back/limbs regions of the body. The gross anatomy course uses a systems approach to prepare students to understand relationships among structures that contribute to the functioning of organ systems.

Learners will:

LO1 - Name and apply anatomical terminology for body positions, orientation, movements, and relationships of structures.

LO2 - Identify the structure and function of the musculoskeletal system, including the major bones of the axial and appendicular skeleton, structural features of these bones and their functional relevance, and major muscle groups of the body and their functions.

LO3 - Identify the structure and function of the cardiovascular system of the body, including: normal adult and fetal circulations; chambers, valves, great vessels and blood supply of the heart; distinctions between arteries and veins; flow of oxygenated and de-oxygenated blood through the body; major arteries supplying limbs, thoracic, abdominal and pelvic viscera, organs of the central nervous system, and the venous return from those same structures; lymph nodes, lymph circulation and relationships to blood circulation.

LO4 - Identify the structure of the respiratory system, its relationship to the cardiovascular system for exchange of blood gases, and relationship to other organs of the thoracic cavity.

LO5 - Identify the structures of the digestive system and the relationships among these organs.

LO6 - Identify the structures of the urinary system and relationships to other abdominal and pelvic organs.

LO7 - Identify the structure of reproductive organs, including prenatal development and positions of gonads, pregnancy-related anatomical changes, stages of parturition, as well as normal adult structures.

LO8 - Identify the structure and basic functions of the components of the central and peripheral nervous systems, and associated structures, such as meninge

### **Electives (Two – 3 cu courses)**

#### **Rationale for Change:**

The approved choices of restricted electives, where students required to choose between a selection of 6 courses to fill this requirement, additionally posed some challenges for the regional college to deliver. A number of courses in the list were either not available as distributed education courses or did not contribute to course selection that would assist students in their academic pursuits if they did not gain acceptance to the college of nursing; or to provide students an opportunity to explore the range of course offerings available through the distributive education unit or regional colleges.

The following courses were determined to be challenging to offer outside of Saskatoon campus:

**Interdisciplinary Studies 103.3 - Writing for Academic Success – 3cu**

**Interdisciplinary Studies 102.3 – Studying in Science Essential Skills & Strategies – 3cu**

**Math 125.3 - Math for Life Sciences – 3cu**

**Classics 103.3 - Medical Terminology – 3cu**

**Indigenous Studies 201.3 - Intro to Health & Wellbeing of Indigenous Peoples – 3cu**

**WGST 112.3 - Introduction to Women’s and Gender Studies**

Discussion regarding the choice of courses that would facilitate student learning that would benefit the student in preparation for studies in nursing, and their own pursuit of learning, required a broader lens on

knowledge beneficial to health care professionals: with an aim to be accessible across the province. Therefore, it was determined to have the students choose unrestricted electives: one course from the humanities and one course from the social sciences. The use of unrestricted elective still allows students at the Saskatoon campus to select courses in the restricted elective list. Again, a process of collaboration with the Distributive Education Unit, the campus in Prince Albert and with the provincial regional colleges, will serve to continue to explore educational offerings that assist to develop knowledge pertinent to the practice of nursing.

Revised Unrestricted Electives:

**Two Unrestricted 3 cu Electives**

- One elective course from Humanities
- One elective course from Social Sciences

Total - 30 cu required for application to the College of Nursing Bachelor of Science in Nursing program.

## Appendix B

### Motions to Faculty Council regarding changes to Pre Professional Year

Given the need to revise the pre-professional course list, as indicated in Appendix A, discussions were held with faculty at faculty forums on

**Motion:** To recommend to faculty council a change to the pre-professional year course requirement of Ethical Reasoning for a Just Society (PHIL 133.3) to Ethical Reasoning for a Just Society (PHIL 133.3) OR English (ENG 111.3, 112.3, 113.3, 114.3, 110.6\* or 120.3). (Attachment A)  
– passed at faculty council December 12, 2022

- Discussion on ethics embedded in the curriculum.
- Questioned if the presented motions were based on the electronic vote from March 2022 which reads “to approve the recommendation in principle from the Curriculum Renewal Committee on the reimagined pre-professional format.” Clarified the proposed pre-professional format was approved by Senate and these motions are to remedy challenges with the delivery of courses not available through community regional colleges.

Record of the Vote

In favour: 29

Opposed: 3

Abstain: 3

Participants: 35

CARRIED 29/35

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**Motion:** To recommend to faculty council a change to the pre-professional year course requirement of Quantitative Reasoning (MATH 101.3) to Statistics STAT 242.3, 244.3, 245.3 or 246.3 or PLSC 214.3 (formerly PLSC 314.3) or COMM 104.3 or PSY 233.3 or SOC 225.3 or GE 210.3  
– passed at faculty council December 12, 2022

- Concerns voiced regarding Statistics being a barrier to student admission acceptance
- Beneficial for students pursuing Graduate Studies
- Strategies to work towards potentially broadening regional college course offerings

Record of the Vote

In favour: 28

Opposed: 1

Abstain: 5

Participants: 34

CARRIED 28/34

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**Motion:** To recommend to faculty council a change to the pre-professional year course requirement of Two 3 cu Restricted Electives to Two 3 cu Unrestricted Electives

- One elective course from Humanities
- One elective course from Social Sciences

– passed at faculty council December 12, 2022

- Clarified unrestricted electives would be limited to Social Sciences and Humanities, not Arts to limit the artificial inflation of grades.

Record of the Vote

In favour: 29

Opposed: 1

Abstain: 3

Participants: 33

CARRIED 29/33

**Motion:** UEC recommends to Faculty Council that a vote be held to determine the final course for the revision to the pre-professional year. The two choices for the 3-credit unit course to be voted on are Chemistry 112.3 or the creation of Anatomy for Nursing

**– passed at faculty council February 3, 2023**

#### Discussion

- Expressed chemistry is foundational to other sciences in the program and the nursing practice.
- Expressed concern from a student regarding the removal of Chemistry
- Comment of not drawing on chemistry as part of nursing career; Anatomy integral component of nursing
- Clarified the Chem 30, Bio 30 and Foundations of Math or Pre-Calc 30 are current high school prerequisites for nursing
- Not a lot of difference between Chem 30 and Chem 100

#### Record of the Vote

Anatomy: 26

Chemistry: 6

Abstain: 1

Participants: 33

Creation of Anatomy

CARRIED 26/33

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Yansun Yao, chair, Academic Programs Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **Change to Admissions Qualifications – Master of Science in Field Epidemiology**

**MOTION:** (Yao/Shevchuk): *It is recommended that Council approve the changes to the admissions qualifications for the Master of Science in Field Epidemiology, effective the 2024-25 intake.*

**PURPOSE:**

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies and the Western College of Veterinary Medicine are proposing a change to the requirements for admission to the Master of Science in Field Epidemiology to remove the requirement of eligibility for restricted, educational SVMA licensure to practice veterinary medicine” as the SVMA has ruled that such licensure is only available to graduate students working within the Veterinary Medicine Centre and not students who are not engaged in clinical practice.

**CONSULTATION:**

The Academic Programs Committee reviewed the proposed changes at its March 29, 2023 meeting and were supportive of this change to ensure clarity of the requirements for applicants to this program.

**ATTACHMENTS:**

1. **Change to admissions requirements for the Master of Science in Field Epidemiology.**





## MEMORANDUM

**To:** Academic Programs Committee of Council

**Copy:** Dr. Lynn Weber, Associate Dean, Research and Graduate Studies  
Dr. Tasha Epp, Professor, Department of Large Animal Clinical Sciences

**From:** Graduate Programs Committee, CGPS

**Date:** February 27, 2023

**Re:** **Changes to admission requirements for MSc in Field Epidemiology**

The College of Graduate and Postdoctoral Studies is proposing changes to the admission requirements for the Master of Science in Field Epidemiology.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on February 7, 2023. The committee felt the rationale for the change was clear and that the change posed no negative impact to the learning outcomes of the program. The following motions were passed:

Motion(s): *To recommend approval of the requested change to the admissions requirement for the Master of Science in Field Epidemiology.*

(Eramian/Stewart)

CARRIED

Attached please find the proposal outlining the changes to the admission requirements.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)

January 24, 2023

Re: Program Change for Master of Field Epidemiology, LACS, WCVM

Dear Graduate Programs Committee;

I am writing regarding a required change in the “eligibility criteria” for admissions to the Master of Field Epidemiology program within the Department of Large Animal Clinical Sciences, Western College of Veterinary Medicine. A current full list of the criteria is available online: <https://grad.usask.ca/programs/field-epidemiology.php> under the “Admissions Requirements” section.

The bullet point in question is: *“Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.”* The Saskatchewan Veterinary Medical Association (SVMA) is the licensure body for the Veterinary Profession in Saskatchewan. The organization registrar recently contacted myself, the program coordinator, to inform us that this restricted educational licensure is currently only applicable to those graduate students that work within the Veterinary Medical Centre (VMC) at the WCVM, i.e. residents or interns in the Large or Small Animal Clinics.

- **Educational**

*An educational practice member is a registered veterinarian who only engages in the practice of veterinary medicine as an appointee in an internship, residency, graduates studies or other education program approved by SVMA Council.*

Source: <https://svma.sk.ca/become-a-member/dvm/>

Additionally, in consultation with the licensure body, given the context of the Field Epidemiology program, our graduate students would not be required to be licensed with the SVMA as they would not be “practicing” veterinary medicine. The practice of veterinary medicine is determined by the Veterinary Act and involves the diagnosing, administering of medications, performing surgery, or certifying death of animals. For reference: <https://pubsaskdev.blob.core.windows.net/pubsask-prod/1489/V5-1.pdf>

Our graduate program will still require that the students have completed a Doctorate of Veterinary Medicine (DVM) degree or equivalent from a recognized institution to be eligible for admissions. Many of the students that would take this program would be

DVMs trained in Canada and might already have an SVMA general license. Foreign trained DVMs would have an equivalent degree if they are from a recognized institution; however, these individuals could not practice in Canada (be licensed with the SVMA) unless they completed the required Canadian board examinations. Since the learning and the skill-based projects that the graduate students in this program are doing are not considered “practice of veterinary medicine”, this program admissions change to remove the required licensure will not impact their learning or completion of the program.

Therefore, we are requesting that this bullet point be removed to comply with the regulations of the licensure body for our profession. This has been discussed and approved by the Department Head for LACS.

Sincerely,

A handwritten signature in black ink that reads "Tasha Epp". The signature is written in a cursive, flowing style.

Tasha Epp  
Associate Professor, Epidemiology (Zoonosis)  
Coordinator, Master of Field Epidemiology program  
Director, Center for Applied Epidemiology  
Joint appointment – School of Public Health  
LACS, WCVN, University of SK  
52 Campus Drive  
Saskatoon, SK S7N 5B4  
[Email: tasha.epp@usask.ca](mailto:tasha.epp@usask.ca)  
Office #306-966-6542

## Field Epidemiology

Master of Science (M.Sc.) - Project-based

### Admission Requirements

- A cumulative weighted average of 70% (U of S grade system equivalent) in the last two years of full-time study (e.g. 60 credit units)
- Doctor of Veterinary Medicine (D.V.M.), or equivalent, from a recognized college or university, contingent on acceptance by the College of Graduate and Postdoctoral Studies.

~~Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.~~

- Proof of English proficiency for international applicants and for applicants whose first language is not English.

### Degree Requirements

Students must maintain continuous registration in the 992 course.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects

A minimum of 30 credit units, including the following:

- 3 credit unit elective, as approved by the advisory committee
- PUBH 809.3
- VLAC 808.3
- VLAC 809.9
- VLAC 810.9
- VLAC 812.2
- VLAC 813.1
- VLAC 990.0
- VLAC 992.0

Students must also complete the following:

- Safety Orientation for Employees
- Biosafety

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Yansun Yao, chair, Academic Programs Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **Change to Admissions Qualifications – Master of Science and direct-entry PhD Programs in Kinesiology**

**MOTION:** (Yao/Shevchuk): *It is recommended that Council approve the changes to the admissions qualifications for the Master of Science and direct entry Doctor of Philosophy Programs in Kinesiology, effective the 2024-25 intake.*

**PURPOSE:**

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies and the College of Kinesiology is proposing a relatively straight-forward clarification to their requirements for admission to clarify that applicants may apply with a four-year undergraduate degree or an undergraduate honours degree, or equivalent. This change will ensure clarity for applicants and will reduce queries to the college about the requirements.

**CONSULTATION:**

The Academic Programs Committee reviewed the proposed changes at its March 8, 2023 meeting and were supportive of the wording change for the admissions requirements for these programs.

**ATTACHMENTS:**

1. **Change to admissions requirements for MSc and direct-entry PhD programs in Kinesiology acbe**



## MEMORANDUM

**To:** Academic Programs Committee of Council

**Copy:** Dr. Saija Kontulainen, Associate Dean Research and Graduate Studies

**From:** Graduate Programs Committee, CGPS

**Date:** February 27, 2023

**Re:** **Changes to admission requirements for MSc in Kinesiology and direct-entry PhD in Kinesiology**

The College of Graduate and Postdoctoral Studies is proposing changes to the admission requirements for the following programs: Master of Science in Kinesiology and the direct-entry Doctor of Philosophy in Kinesiology

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on February 7, 2023. The committee felt this proposal was clear and concise in reasoning why this small change in wording was essential to provide clarity to prospective students. The following motions were passed:

Motion(s): *To recommend approval of the requested change to the admissions requirement for the Master of Science in Kinesiology.*

(Eramian/Heavin)

CARRIED

*To recommend approval of the requested change to the admissions requirement for the direct-entry PhD in Kinesiology.*

(Lieverse/Stewart)

CARRIED

Attached please find the proposal outlining the changes to the admission requirements.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)

January 30, 2023

**MEMO: To Dr. Ryan Walker, Associate Dean CGPS.**

**RE: College of Kinesiology MSc Program and Direct Entry PhD Program – proposed remove “Honours degree” from admission requirement.**

Dear Dr. Walker:

The College of Kinesiology Faculty Council recently approved a proposed change to the admission requirement for the thesis-based M.Sc. Program.

**College of Kinesiology Faculty Council 26/01/2023 MOTION:** *That the admission requirement in the College of Kinesiology M.Sc. program and Direct Entry PhD program be “A four-year undergraduate degree, or equivalent, from a recognized college of university in an academic discipline relevant to the proposed field of study, or a Doctor of Medicine (M.D.) degree”.*

The current admission requirements can be found [here](#). The proposed changes, including removed text in red and added text in green, are described below:

### Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year ~~honours~~ **undergraduate** degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, or a Doctor of Medicine (M.D.) degree

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

### **Rationale:**

- College of Kinesiology Faculty council notices that the language varies subtly in different places on the university website, including the four-year honour’s degree (B.Sc. Hons) or equivalent (a four-year B.Sc.)
- This was confusing for UG students, and a concern for UG students without an honour’s degree.



UNIVERSITY OF  
SASKATCHEWAN

College of Kinesiology

❖ **College of Kinesiology**

87 Campus Drive Saskatoon SK S7N 5B2 Canada

Telephone: (306) 966-1000 Facsimile: (306) 966-6464

Thank you for considering our request for minor changes to our admission requirement. Please contact me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Saija Kontulainen'.

**Saija Kontulainen, Ph.D.**

Professor

Associate Dean Research and Graduate Studies

College of Kinesiology

University of Saskatchewan



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

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**PRESENTED BY:** Yansun Yao , chair, Academic Programs Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** College of Arts and Science Degree-level Certificates

**COUNCIL ACTION:** For Information Only

**SUMMARY:**

The Academic Programs Committee has recently passed the following motions:

- *That the Academic Programs Committee approve the degree-level certificate in Creative Writing, effective September 2023. (approved March 8, 2023)*
- *That the Academic Programs Committee approve the degree-level certificate in Music and Wellbeing, effective September 2023. (approved March 8, 2023)*
- *That the Academic Programs Committee approve the degree-level certificate in Labour Studies, effective September 2023. (approved March 29, 2023)*

All the certificate programs proposed were developed using an approved certificate template.

The committee recognized that these certificates will allow students to achieve credentials that demonstrate specialization in specific topics and open those opportunities up to students across USask.

**ATTACHMENTS:**

1. Proposal Form – Degree-level Certificate in Creative Writing
2. Proposal Form – Degree-level Certificate in Music and Wellbeing
3. Proposal Form – Degree-level Certificate in Labour Studies



UNIVERSITY OF  
SASKATCHEWAN

## **Proposal for Academic or Curricular Change**

### **PROPOSAL IDENTIFICATION**

**Title of proposal: Degree-level Certificate in Creative Writing**

Field(s) of Specialization: Creative Writing

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Brent Nelson  
Professor and Head, Department of English  
brent.nelson@usask.ca  
306-966-1820

Proposed date of implementation: September 2023

## Proposal Document

This certificate will give programmatic focus and purpose to an array of existing courses (and two more to be proposed) in the area of Creative Writing. At present, these courses do not serve specific requirements in any of our current undergraduate programs, which are all oriented toward the academic study of English literature rather than the practice of writing and producing literature. This certificate will give these creative writing courses a dedicated academic home and provide recognition of Creative Writing as a cohesive academic stream of study at USask.

Historically, these have been popular courses with our students, and interest is growing, in part owing to the presence of our highly successful MFA program in Writing. Although many of our incoming MFA students come from elsewhere, bolstered programming at the undergraduate level will enhance the quality of local students who apply to the program.

This certificate will build on an area of enrollment growth in English studies. We began offering first and second year courses in creative writing only in the last five years, and at present we have two sections of ENG 120 Introduction to Creative Writing with enrollment of 120 in each (at capacity), with more room to grow. Additionally, ISAP (Indigenous Student Achievement Pathways) offers a section of 30 students each year, and SUNTEP (Saskatchewan Urban Native Teacher Education Program) has offered the course in Prince Albert. We also typically offer a section of ENG 220 Studies in the Craft of Writing with an enrollment limit of 55. Over the past several years, STM had been offering ENG 366 Creative Writing Fiction, taught by local novelist Guy Vanderhaeghe, which has been consistently popular with students. ITEP (Indigenous Teacher Education Program) also regularly offers ENG 365.6 Creative Writing Workshop. This certificate will further attract students to a growing area of programming, and it will result in up to five new credentials per year in the near term and has potential for growth beyond that in the medium term.

With the success and growing reputation of our MFA program in writing, we have potential to attract students to our certificate in creative writing. In turn, our experience has been that regular offerings of ENG 366 have been a significant source of strong students applying to the MFA program. A certificate in writing will amplify that effect, drawing more students into the area of study, providing more complete training, and resulting in better prepared local students who might consider the MFA as a next step in their education.

Impact on the Department: The impact of this certificate on the department will be entirely positive. It will add the growing interest and activity in creative writing in our department and on campus generally and will give this area of study greater prominence in our programming and give greater profile to this area of Artistic Work in our department. It will give students pursuing a English literature degree another credentialed, cognate stream of study, and it will give students in other programs in the community a clear and direct pathway to a credential in creative writing.

Impact on other Departments: We met with the head of the Drama Department, Carla Orosz, and faculty member Deneh'Cho Thompson, who is coordinator of their department's wîcêhtowin Theatre Program. The impact of our Certificate on programming in their department, particularly the wîcêhtowin Program, will be positive in bringing students to DRAM 231.3 Introduction to

Indigenous Playwriting and perhaps leading to cooperation between our departments in the delivery of this and other (possibly new) courses of common interest.

Resources: There will be no start-up cost, and there will be no new tuition rate associated with the program. No additional infrastructure will be needed. The courses in this program will be delivered principally by two faculty members, Jeanette Lynes and Sheri Benning, in the Department of English and by senior graduate students in our MFA program. Courses will also be offered through ISAP, ITEP, and the Department of Drama. In the first couple of years, the Department of English will fund and hire one sessional instructor per year to help round out the programming and build enrollments and profile for the program.

## **College Statement**

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificates in Creative Writing.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. ENG 120 (Introduction to Creative Writing) was introduced in 2016-17, and the growing popularity of that course that has resulted in a demand for additional courses in this area. Implementation of this program, including two new courses, will provide an opportunity for students to both build their expertise in creative writing through practice and to be recognized for this strength. This certificate can be taken on its own, but will also provide a valuable add-on for students who are pursuing or have completed degrees in other disciplines.

The Academic Programs Committee (BA, BFA, BMus) approved the proposals on January 18, 2023, as did the College Faculty Council on February 13, 2023.

## Program Description

### Degree Level Certificate in Creative Writing

Creative writing is a component of many forms of communication, including journalism, marketing, social media, film, performance, and popular music, as well as literary publication. The courses in the Certificate in Creative Writing teach the craft of writing in the foundational forms of poetry, fiction, non-fiction, and drama as well as other established and emerging forms. A student pursuing the Certificate in Creative Writing will develop their own craft through study, practice, and workshopping. Upon completion, the student will have a portfolio demonstrating their skill across a range of forms. The program may also serve as a step toward more advanced studies in creative writing.

### Major Average

The major average in the Certificate in Creative Writing includes the grades earned in:

- All courses eligible to be used in the program

### Residency Requirements in the Major

To receive a Certificate in Creative Writing, students must complete at least half of the required coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

See [Residency](#) for additional details.

### Requirements (15 credit units):

- ENG 220.3 Studies in the Craft of Writing

Choose **6 credit units** from the following:

- ENG 110.6 Literature and Composition
- ENG 111.3 Literature and Composition Reading Poetry
- ENG 112.3 Literature and Composition Reading Drama
- ENG 113.3 Literature and Composition Reading Narrative
- ENG 114.3 Literature and Composition Reading Culture
- ENG 120.3 Introduction to Creative Writing (recommended)
- DRAM 231.3 Introduction to Indigenous Playwriting
- ENG 302.3 Creative Writing: Poetry (**proposed**)
- ENG 308.3 Creative Writing: Nonfiction
- DRAM 331.6 Playwriting
- ENG 365.6 Creative Writing Workshop
- ENG 366.3 Creative Writing: Fiction
- ENG 417.3 Topics in Creative Writing (**proposed**)

Choose **6 credit units** from the following:

- DRAM 231.3 Introduction to Indigenous Playwriting
- ENG 302.3 Creative Writing: Poetry (**proposed**)
- ENG 308.3 Creative Writing: Nonfiction

- DRAM 331.6 Playwriting
- ENG 365.6 Creative Writing Workshop
- ENG 366.3 Creative Writing: Fiction
- ENG 417.3 Topics in Creative Writing (proposed)

## **Notice of Intent: Certificate in Creative Writing**

The Department of English intends to submit for approval a certificate in Creative Writing. This certificate will be comprised of 15 credit units drawing on nine courses already on the books in English and Drama along with two more courses.

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

This certificate will give programmatic focus and purpose to an array of existing courses (and two more to be proposed) in the area of Creative Writing. At present, these courses do not serve specific requirements in any of our current undergraduate programs, which are all oriented toward the academic study of English literature rather than the practice of writing and producing literature. This certificate will give these creative writing courses a dedicated academic home and provide recognition of Creative Writing as a cohesive academic stream of study at USask.

Historically, these have been popular courses with our students, and interest is growing, in part owing to the presence of our highly successful MFA program in Writing. Although many of our incoming MFA students come from elsewhere, bolstered programming at the undergraduate level will enhance the quality of local students who apply to the program.

Writing is an active area of practice both locally and provincially. Saskatchewan is home to some of the most accomplished and respected writers in Canada and has a long and rich history in creative writing in its various communities. It is home to the Saskatchewan Writers Guild, the Sage Hill Writing Experience, the Saskatchewan Writers' Collective, and SAWCI (Saskatchewan Anskohk Aboriginal Writers' Circle), to name only a few organizations, and many writers in our community have benefited from workshops and mentorship offered by these organization. A certificate in Creative Writing will give students and members of the community opportunity to develop their practice in a formal academic program that will give them a foundation for advanced study of the type of MFA program offers.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

This certificate will build on an area of enrollment growth in English studies. We began offering first and second year courses in creative writing only in the last five years, and at present we have two sections of ENG 120 Introduction to Creative Writing with enrollment of 120 in each (at capacity), with more room to grow. Additionally, the Indigenous Student Achievement Program (ISAP)/Gabriel Dumont Institute (GDI) offers a section of 30 students each year. We also typically offer a section of ENG 220 Studies in the Craft of Writing with an enrollment limit of 55. Over the past several years, STM had been offering ENG 366 Creative Writing Fiction, taught by local novelist Guy Vanderhaeghe, which has consistently

attracted 15 students. ISAP also regularly offers ENG 365.6 Creative Writing Workshop. This certificate will further attract students to a growing area of programming, particularly Indigenous students, and it will result in up to five new credentials per year in the near term and has potential for growth beyond that in the medium term.

With the success and growing reputation of our MFA program in writing, we have potential to attract students to our certificate in creative writing. In turn, our experience has been that regular offerings of ENG 366 have been a significant source of strong students applying to the MFA program. A certificate in writing will amplify that effect, drawing more students into the area of study, providing more complete training, and resulting in better prepared local students who might consider the MFA as a next step in their education.

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

Our creative writing courses are already important to Indigenous programming in ISAP and the Indian Teacher Education Program (ITEP) (where Indigenous writer Mika Lafond teaches our courses). Indigenous students thrive in the fine arts programming on campus, and many go on to be successful and influential in those fields, including creative writing. This certificate will also create connections and possible collaboration with programming in Drama, particularly the *wîcêhtowin* Theatre program. There is also potential for course development in indigenous writing and orality that might also benefit our certificate (with the Indigenous Studies Department), and potential partnerships with community groups like the Saskatchewan Aboriginal Writers Circle Inc (SAWCI) in Indigenous Storytelling and in relation to Mika's Lafond's iyinisiwin Story Institute (<https://iyinisiwinstoryinstitute.com>).

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

This will be the only undergraduate program in Creative Writing in Saskatoon. It will be similar to the "Creative Writing concentration" in the English program at URegina in the total number of credit units (theirs requires 12 cus, ours 15 cus) and in the type of courses they include, but theirs is not a stand-alone credential. The certificate will be a desirable option for people active in such community groups as



the Saskatoon Writers Coop, Saskatchewan Writers' Guild, Indigenous Writers Circle (Rita Bordeur), and SAWCI and their programming (workshops and mentorships) to receive more formal training.

Stand-alone certificates in creative writing are offered at University of Toronto, University of Calgary, Concordia, Simon Fraser University, and Algonquin College. Further, programming in creative writing is growing across Canada. Of the few Canadian job postings in English studies this year, probably half have been in the field of creative writing.

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

There will be no start-up cost, and there will be no new tuition rate associated with the program. No additional infrastructure will be needed. The courses in this program will be delivered principally by two faculty members, Jeanette Lynes and Sheri Benning, in the Department of English and by senior graduate students in our MFA program. Courses will also be offered through ISAP, ITEP and the Department of Drama. In the first couple of years, the Department of English will commit one sessional stipend (3cu) per year to help round out the programming and build enrollments and profile for the program.

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

No risk has been identified, as the needed courses will be offered within the assignment of duties of current faculty and existing sessional allotments.

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

If approved in time, the program will be included in the Catalogue Addendum for 2023-24, and implemented in September 2023. The department will promote the program through available communication options (college and department announcements and announcements in related courses).

## Creative Writing - Record of Consultation

**From:** Nelson, Brent <[brent.nelson@usask.ca](mailto:brent.nelson@usask.ca)>

**Sent:** October 13, 2022 9:45 AM

**To:** Thompson, Deneh'Cho <[dpt161@mail.usask.ca](mailto:dpt161@mail.usask.ca)>; Orosz, Carla <[carla.orosz@usask.ca](mailto:carla.orosz@usask.ca)>

**Subject:** coffee and a chat?

Hi Carla and Deneh'Cho,

Would you have time for a coffee in the next week or two? In English, we are putting together a certificate in creative writing, and I would like to hear your thoughts about possible connections to drama. In particular, I'm interested in your DRAM 231.3 Introduction to Indigenous Playwriting. I have time next Monday morning until 11:00, all day Tuesday, Wednesday morning, Friday morning up to 1:00. If it works better for you, I'm happy to come meet you in the Drama Department. Hopefully we can find a time to meet, even if briefly.

Many thanks,

Brent

**Brent Nelson, PhD**

Head, Department of English

Professor of English

**University of Saskatchewan**

**Ph: 306-966-1820**

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**From:** Nelson, Brent <[brent.nelson@usask.ca](mailto:brent.nelson@usask.ca)>

**Sent:** January 9, 2023 8:47 AM

**To:** Orosz, Carla <[carla.orosz@usask.ca](mailto:carla.orosz@usask.ca)>

**Cc:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>

**Subject:** TIME SENSITIVE: request for confirmation of consultation

Hi Carla,

Could you please send a brief reply to this message confirming for Alexis that indeed you, Deneh'Cho, and I met on 1 November to talk about our department's proposed Certificate in Creative Writing, our inclusion of DRAMA 231 as an option in the course requirements in the program, and possibilities for other (future) offerings in playwriting that might become part of this certificate, possibly through some sort of collaboration between our departments?

And, would you please do this by end of day today? Apologies for the short notice.

Best,

Brent

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**From:** Orosz, Carla <[carla.orosz@usask.ca](mailto:carla.orosz@usask.ca)>  
**Sent:** Monday, January 9, 2023 8:56 AM  
**To:** Nelson, Brent <[brent.nelson@usask.ca](mailto:brent.nelson@usask.ca)>  
**Cc:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>  
**Subject:** Re: TIME SENSITIVE: request for confirmation of consultation

Hello Alexis and Brent,

Yes I am confirming that Deneh'Cho and myself had a meeting with Brent on November 1, 2022 to discuss the certificate and possibilities of courses from the Drama Department.

Drama is in full support of the Certificate in Creative Writing being proposed by the Department of English which will include the option of DRAMA 231. We see this as benefit to our department and look forward to future courses about playwriting that could fit into this certificate. The inclusion of DRAMA 231 is the first step for future collaborations between our two departments.

If you have any questions regarding this please do not hesitate to contact me.

Thanks

Carla

**New course(s):**

**ENG 302.3.3 Creative Writing Poetry**

See proposal below

**ENG 417.3 Topics in Creative Writing**

See proposal below

**Course deletions:**

**ENG 309.3 Creative Nonfiction Workshop II**

Rationale: The department will now offer one course each in fiction, nonfiction, and poetry.

**Minor course revisions:**

**ENG 308.3 Creative Nonfiction Workshop II**

New course title: **Creative Writing Nonfiction**

Prerequisite change:

Old prerequisite(s): 6 credit units of 100-level ENG and permission of the instructor.

New prerequisite(s): ENG 220.3 or by permission of the instructor.

New Note: Students requesting permission to register in this course should contact the Department of English, [english.department@usask.ca](mailto:english.department@usask.ca), for direction.

Rationale: Revising the prerequisites to require ENG 220 will ensure that students in this course have a common set of foundational skills in creative writing. Renaming the course makes clear the relationship between the writing courses at the 300-level (fiction, nonfiction, and poetry), and reflects the deletion of ENG 309.

**ENG 366.3 Advanced Creative Writing Fiction**

New course title: **Creative Writing in Fiction**

Prerequisite change:

Old prerequisite(s): 6 credit units of 100-level ENG and permission of the instructor.

New prerequisite(s): ENG 220.3 or by permission of the instructor.

Change to Note:

Old Note: A special application, available from the Department of English, [english.department@usask.ca](mailto:english.department@usask.ca), is required for this course.

New Note: Students requesting permission to register in this course should contact the Department of English, [english.department@usask.ca](mailto:english.department@usask.ca), for direction.

Rationale: Revising the prerequisites to require ENG 220 will ensure that students registering for this course have a common set of foundational skills in creative writing. Renaming the course makes clear the relationship between the writing courses at the 300-level (fiction, nonfiction, and poetry).



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **English**
- 1.3 Term from which the course is effective: **202309**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **ENG 302.3**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Creative Writing Poetry**  
Course Short Title (maximum 30 characters): **Creative Writing Poetry**
- 2.4 Total Hours:    Lecture    **3** Seminar            Lab            Tutorial            Other
- 2.5 Weekly Hours:    Lecture    **39** Seminar            Lab            Tutorial            Other
- 2.6 Term in which it will be offered:    T1    T2    **T1 or T2**            T1 and T2
- 2.7 Prerequisite: **ENG 220.3 or by permission of the instructor.**

If there is a prerequisite waiver, who is responsible for signing it?

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course focuses on the techniques of writing poetry in a variety of forms. We will read challenging and experimental work by a variety of writers, with the aim of developing aesthetic sensibility and writing original poetry. Class sessions will be organized around craft topics and assigned readings, covering topics essential to an advanced understanding of poetry, such as: the line, the image, compression, the prose poem, music, sound, *ekphrasis*, and revision. Students will learn to read poems analytically to understand poetic techniques and how they function, and students will practice various techniques and forms in their own poetic compositions. Participants must be prepared to have their poems discussed by the instructor and their fellow students in a workshop atmosphere.

- 2.9 Do you allow this course to be repeated for credit? **No**

**3. Please list rationale for introducing this course:**

The Department of English proposes adding this course to create a suite of parallel courses at the 300-level, which will be part of our new Certificate in Creative Writing:

- o ENG 302.3 Creative Writing Poetry
- o ENG 308.3 Creative Writing Nonfiction [renamed]
- o ENG 366.3 Creative Writing Fiction

4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

- Are the programs of other departments or Colleges affected by this course?
- If so, were these departments consulted? (Include correspondence)
- Were any other departments asked to review or comment on the proposal?

See program proposal.

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **ENG 309.3 Creative Nonfiction Workshop II**
- 6.2 Courses for which this course will be a prerequisite? **ENG 417.3 Topics in Creative Writing**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Optional course in proposed Certificate in Creative Writing.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

- 8.1 Expected enrollment: **20 students**
- 8.2 From which colleges? **15 from Arts & Science; 5 from other colleges.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded?
  - C – Completed Requirements  
(Grade options for instructor: *Completed Requirements, Fail, IP In Progress*)
  - N – Numeric/Percentage  
(Grade options for instructor: *grade of 0% to 100%, IP in Progress*)
  - P – Pass/Fail  
(Grade options for instructor: *Pass, Fail, In Progress*)
  - S – Special  
(Grade options for instructor: *NA – Grade Not Applicable*) If other, please specify:

- 9.2 Is the course exempt from the final examination?

10. **Required text**

Include a bibliography for the course.  
See syllabus.

## 11. Resources

- 11.1 Proposed instructor: **Sheri Benning, Jeanette Lynes**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **Teaching and other course expenses will be accommodated within the departmental budget.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

## 12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Yes, TC01**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

**No additional fees required.**

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

- 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

**3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

- 3.1 Permission Required: **N/A**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **ENG 220.3 or by permission of the instructor.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **N/A**

**4. List Equivalent Course(s) here: N/A**

**5. List Mutually-Exclusive Course(s) here: N/A**

**6. Additional Notes: N/A**



Department of English

## English 302.3 Creative Writing: Poetry

Winter 2024  
Instructor Dr. Sheri Benning

**Office:** Arts 413  
**E-mail:** [sheri.benning@usask.ca](mailto:sheri.benning@usask.ca)  
**Class Time:** 10:00-11:20 Tuesdays and Thursdays  
**Office Hours:** by appointment or Zoom  
**Room:** Arts 101

### Land Recognition

We acknowledge that the land on which we gather is Treaty Six territory and traditional Métis homeland, and we acknowledge the diverse Indigenous peoples whose footsteps have marked this territory for centuries. Our Department's vision is to be a place where many peoples come together to engage in mutually respectful relations and dialogues.

### Course Description

This course focuses on the techniques of writing poetry in a variety of forms. We will read challenging and experimental work by a variety of writers, with the aim of developing aesthetic sensibility and writing original poetry. Class sessions will be organized around craft topics and assigned readings, covering topics essential to an advanced understanding of poetry, such as: the line, the image, compression, the prose poem, music, sound, *ekphrasis*, and revision. Students will learn to read poems analytically to understand poetic techniques and how they function, and students will practice various techniques and forms in their own poetic compositions. Participants must be prepared to have their poems discussed by the instructor and their fellow students in a workshop atmosphere.

**Prerequisite(s):** ENG 220.3 or by permission of the instructor.

### Learning Outcomes

Upon completion of the course, the student will be able to

- = read and analyze a poem for its features, techniques, content, and style
- = employ diverse forms and techniques in poetic composition
- = bring a poem from concept to completion in a workshop
- = and receive criticism constructively in a collaborative, collegial, workshop environment

### Evaluation and Assignments

Information on literal descriptors for grading at the University of Saskatchewan can be found in the "My Grades" section of PAWS: <https://paws.usask.ca/go/finalgrades>. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

There will be no final exam.

### ***Close Reading Study and Presentation*** – 20%

Once in the semester, each student will be expected to do a close reading of poem from the course readings, presenting their analysis to the class. This 15-minute presentation will focus on the craft and mechanics of the poem, and include basic research on any of the poem's allusions and/or references. (See rubric below).

### Rubric

Content (70 points)

- \_\_\_/10 The poem was well introduced and framed.
- \_\_\_/20 The analysis addressed the most salient features and aspects of the poem.
- \_\_\_/20 The analysis was clear and focused.

\_\_\_/20 The material presented effective synthesis, connecting key ideas and themes to provide a sense of the poem as a whole.

Presentation (30 points)

\_\_\_/10 The presenter maintained connection with and effectively engaged the rest of the class.

\_\_\_/10 The presenter used a clear, audible voice.

\_\_\_/ 5 Delivery was poised, controlled, and effective.

\_\_\_/ 5 Length of presentation is within the assigned time limit of 15 minutes.

Total Points: \_\_\_/100

**Workshop** – 30%

Value: 30% (15% for submitted materials and 15% for workshop engagement. See participation rubric below)

Each student will be expected to submit five poems for workshopping. These pieces, upon revision, can form the basis of the final creative writing portfolio.

**Note:** these works must be submitted one week in advance of the workshop.

**Workshop engagement:** students are expected to participate regularly and constructively in the workshop process in line with the principles we will discuss and elaborate in class:

- *Mid-80s-100%: Contributed frequently and insightfully; demonstrated excellent critical understanding of poems being workshopped; provided helpful, instructive feedback; engaged ethically and in keeping with the principles developed in class.*
- *Low-70-80%: Contributed regularly; grasped main elements and features of poems being workshopped; provided helpful and constructive feedback showed; engaged ethically and in keeping with the principles developed in class.*
- *50s-69%: Contributed occasionally; demonstrated partial understanding of the poems being workshopped; provided some good feedback, but not always on point; did not fully practice the principles for workshopping we developed in class.*
- *0-49%: Remained silent or contributed minimally; demonstrated little or no understanding of poems being workshopped; made irrelevant or erroneous comments; did not engage ethically in keeping with principles of workshopping we developed in class.*

**Creative Writing Portfolio** – 50%

You will submit a portfolio of poetry after the end of course, including a statement of poetics. You can derive material for your statement from readings in the course and beyond. In your statement you might discuss how various authors/texts have helped you to shape your writing style. You might also consider how critical approaches have helped to sharpen or refine your approach.

*Proposal:* In preparation for your portfolio, you must submit a one-page project proposal outlining your creative project, plus a preliminary bibliography. This is to enable me to provide advice, as needed, as you begin the project, but also feel free to speak to me about your ideas any time!

Proposal due: March 2

Your portfolio will include:

- Your proposal
- Your statement of poetics (two pages)
- Poetry amounting to 15 pages

Portfolio due: March 28

## **Lateness policy**

Late assignments will be penalized two percent per day, including weekends. Unless an extension has been negotiated in advance, late submissions will not be accepted beyond one week past the due date. Late submissions will receive minimal feedback.

## **Required Texts** (available from U of S bookstore)

Braid, Kate, and Sandy Shreve, editors. *In Fine Form: A Contemporary Look at Canadian Form Poetry*. 2nd ed., Caitlin Press, 2016. (Print)  
Oliver, Mary. *A Poetry Handbook*. Mariner Books, 1994.

## **Secondary readings**(Supplied on Canvas):

Blank, G. Kim and Magdalena Kay. "The Close Reading of Poetry: A Practical Introduction and Guide to Explication." <https://web.uvic.ca/hrd/closereading/>

All other poems provided on Canvas

## **Class Schedule**

### **Week 1**

Thursday, Jan 5 Introduction

### **Week 2 Topic: Craft and Meaning**

Tuesday, Jan 10 Oliver, Mary. *A Poetry Handbook*.

Thursday, Jan 12 Oliver, Mary. *A Poetry Handbook*.

### **Week 3 Incantations and Blues**

Tuesday, Jan 17 Poems by BP Nichol, Gregory Scofield, Thuong Vuong-Riddick, Wayde Compton, George Elliott Clarke

Thursday, Jan 19 Writing Exercises, workshops

### **Week 4 Epigrams and Ghazals**

Tuesday, Jan 24 Poems by Dionne Brand, Raymond Souster, Phyllis Web, Patrick Lane, Sina Quyeras

Thursday, Jan 26 Writing Exercises, workshops

### **Week 5 Pantoums and Palindromes**

Tuesday, Jan 31 Poems by Anne Simpson, Fiona Tinwei Lam, Lorna Crozier, Richard Sanger, Anita Lahey

Thursday, Feb 2 Workshops

### **Week 6 Sestinas and Sonnets**

Tuesday, Feb 7 Poems by John Ashbery, Elizabeth Bishop, Cathy Park Hong, Marilyn Nelson, W.S. Merwin

Thursday, Feb 9 Workshops

### **Week 7 Found Poetry**

Tuesday, Feb 14 Poems by Tracy K. Smith, Jordan Abel, M. Nourbese Philips, Mai Der Vang

Thursday, Feb 16 Poems by Souvankham Thammavongsa, William Carlos Williams, Annie Dillard

Mid-term break, 21 and 23 February

### **Week 8 Poetry x Art**

Tuesday, Feb 28 *Ekphrastic* forms: Poems by Phoebe Wang, W.H. Auden, Monica Youn

Thursday, Mar 2 Visual Poems: Poems by Rita Wong and Fred Wah, Jordan Abel, and William Blake

### **Week 9**

Tuesday, Mar 7 Writing Exercises, Workshops

Thursday, Mar 9 Workshops

### **Week 10 Prose Poems and Narrative Poetry**

Tuesday, Mar 14 Poems by Amy Lowell, Harryette Mullen, Sonnet L'Abbé

Thursday, Mar 16 Poems by Joy Harjo, Craig Santos Perez, Anne Boyer

**Week 11 Poet Visits**

Tuesday, Mar 21 Two poets from the community visit

Thursday, Mar 23 Workshops

**Week 12 Poet Visits and Project Sharing**

Tuesday, Mar 28 Poet visits on Zoom

Thursday, Mar 30 Workshops, sharing on final portfolios

**Week 13 Project Sharing, cont'd**

Tuesday, Apr 4 Sharing on final projects, class conclusion.

## **Academic Integrity and Plagiarism**

**Honesty and integrity are expected of every student** in class participation, assignments, examinations, and all other academic work. All students must perform their own work. Plagiarism is the most common form of academic dishonesty; Plagiarism is the theft of the intellectual creation of another person. You are plagiarizing if you present the words or thoughts of someone else as if they were your own. Plagiarism, whether from the web, print sources, or other students is a serious academic offense. You are also plagiarizing if you submit without approval of the instructor any work for which credit has previously been obtained or is being sought in another course. It is your responsibility to understand in full what constitutes plagiarism, how to avoid it, and its consequences. Consequences range from 0 on the assignment to expulsion from the university, depending on the nature of the offense. All instances of plagiarism are kept on record by the University; penalties become more severe for subsequent offences.

For detailed instructions on how to avoid plagiarizing by documenting sources correctly see [Requirements for Essays](#).

For more information on Academic Integrity, see <https://academic-integrity.usask.ca/students.php>.  
For University policies on Academic Misconduct, see <https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>

## **Student Supports**

### **Access and Equity Services**

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES). Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add/drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca)

### **Academic Help**

The University Library offers a range of learning supports, including skills development workshops and tutoring. See <http://library.usask.ca/studentlearning>.

### **Teaching, Learning, and Student Experience**

The University also provides services to help with housing, money, health, childcare, food, safety, and other essentials for success. See <https://students.usask.ca/>

### **Aboriginal Students' Centre**

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to

learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's webpage and Facebook page to learn more:

<https://students.usask.ca/indigenous/asc.php> and <https://www.facebook.com/gordonoakesredbearstudentcentre>

### ***Financial Support***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central: <https://students.usask.ca/student-central.php>.

### ***College Supports***

Arts & Science students are encouraged to contact the [Undergraduate Student Office](#) and/or the [Trish Monture Centre](#) for advising on choosing courses and meeting degree requirements, understanding university policies and procedures, overcoming personal barriers, and identifying career planning resources.



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **English**
- 1.3 Term from which the course is effective: **202309**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **ENG 302.3**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Topics in Creative Writing**  
Course Short Title (maximum 30 characters): **Topics in Creative Writing**
- 2.4 Total Hours:    Lecture    **3** Seminar            Lab            Tutorial            Other
- 2.5 Weekly Hours:    Lecture    **39** Seminar            Lab            Tutorial            Other
- 2.6 Term in which it will be offered:    T1    T2    **T1 or T2**            T1 and T2
- 2.7 Prerequisite: **3 credit units from among the following: ENG 302.3, ENG 308.3, ENG 365.6, ENG 366.3. Or by permission of the instructor.**

If there is a prerequisite waiver, who is responsible for signing it?

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Students will produce a portfolio of written work. Focus and texts vary from year to year according to the interests of instructors. See the department website or the current course handbook for 400-level course descriptions.

- 2.9 Do you allow this course to be repeated for credit? **Yes** (Repeat Limit = 2)

**3. Please list rationale for introducing this course:**

This course will be part of the proposed Certificate in Creative Writing. It will give students an option for more advanced study beyond the traditional genres offered at the 300-level introductions to poetry, nonfiction, and fiction. It will give instructors a change to branch out into related genres and sub-genres and to focus on writing with a particular theme or approach, based on their own interests. With this shell course, we will now have offerings at all four levels of undergraduate programming.

4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

- Are the programs of other departments or Colleges affected by this course?
- If so, were these departments consulted? (Include correspondence)
- Were any other departments asked to review or comment on the proposal?

See program proposal.

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **ENG 309.3 Creative Nonfiction Workshop II**
- 6.2 Courses for which this course will be a prerequisite? **N/A**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Optional course in proposed Certificate in Creative Writing.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

- 8.1 Expected enrollment: **20 students**
- 8.2 From which colleges? **15 from Arts & Science; 5 from other colleges.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded?
  - C – Completed Requirements  
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
  - N – Numeric/Percentage  
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
  - P – Pass/Fail  
(Grade options for instructor: Pass, Fail, In Progress)
  - S – Special  
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

- 9.2 Is the course exempt from the final examination?

10. **Required text**

Include a bibliography for the course.

See syllabus.

11. **Resources**

- 11.1 Proposed instructor: **Sheri Benning, Jeanette Lynes**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Teaching and other course expenses will be accommodated within the departmental budget.**

11.3 Are sufficient library or other research resources available for this course? **Yes**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Yes, TC01**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

**No additional fees required.**

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts  
 HUM Humanities



SCIE Science  
SOCS Social Science  
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

**3. Registration Information (Note: multi-term courses cannot be automated as co-requisites)**

- 3.1 Permission Required: **N/A**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**3 credit units from among the following: ENG 302.3, ENG 308.3, ENG 365.6, ENG 366.3. Or by permission of the instructor.**
- 3.4 Prerequisite(s) or Co-requisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**
- 3.5 Co-requisite(s): course(s) that must be taken at the same time as this course **N/A**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **Students may take this course more than once for credit, provided the topic covered in each offering differs substantially. Students must consult the Department to ensure that the topics covered are different.**

**4. List Equivalent Course(s) here: N/A**

**5. List Mutually-Exclusive Course(s) here: N/A**

**6. Additional Notes: N/A**

Department of English  
English 417.3 Topics in Creative Writing:

## Writing Place in Great Plains Literature

Winter 2024  
Instructor Dr. Sheri Benning

**Office:** Arts 413  
**E-mail:** sheri.benning@usask.ca  
**Class Time:** Tuesdays 1:00-3:50  
**Office Hours:** by appointment or Zoom  
**Room:** Arts 312

### Land Recognition

We acknowledge that the land on which we gather is Treaty Six territory and traditional Métis homeland, and we acknowledge the diverse Indigenous peoples whose footsteps have marked this territory for centuries. Our Department's vision is to be a place where many peoples come together to engage in mutually respectful relations and dialogues.

### Catalogue Description

Focus and texts vary from year to year according to the interests of instructors. See the department website or the current course handbook for 400-level course descriptions.

**Prerequisite(s):** 3 credit units from among the following: ENG 302.3, ENG 308.3, ENG 365.6, ENG 366.3.

### Course Description

This iteration of ENG 417 will focus on the practice of writing about and in place in the context of the Great Plains. Informed by readings in secondary and primary literature, we will explore and develop a practice of place-based writing. Contemporary philosopher Edward Casey writes, "to be at all – to exist in any way – is to be somewhere, and to be somewhere is to be in some kind of place" (*Fate of Place* xi). Place is as requisite to being, "as the air we breathe, the ground on which we stand, the bodies we have" (*Fate of Place* xi). Despite the seemingly obvious primacy of place, when asked, we find that "place" and "sense of place" are tricky to define. Perhaps the elusive nature of "place" is compounded by the constant movement inherent to our contemporary lives: we rarely stay long enough in any one location to learn its unique "feel," its singular features and local histories. If "place" has been shunned as a fundamental concept by postmodern, late capitalist societies, arguably, a return to place has never been more crucial. Together we will look to fiction and creative nonfiction about (or by authors from) our place, defined as the Great Plains region. We will pay special attention to how place is not relegated to backdrop, but rather is bound to the texts' central themes. We will supplement our reading with shorter pieces by ecocritics, cultural geographers, ethnographers, and philosophers to "ground" us as we explore conceptions of place; how we engage in place-making; and how we might ethically navigate the perdurable divide between nonhuman "natural" places and human culture.

### Course Structure

The course will be run collaboratively, accomplished through a mixture of seminar presentations, group discussions and writing workshops. Consistent contribution from all students is essential to the course's success. It goes without saying that keeping up with the reading is vital – everyone will be expected to come to seminar with ideas, questions and interpretations to share.

## Learning Outcomes

Upon completion of the course, the student will be able to

- understand, assess, and discuss eco-critical approaches to reading and writing literature
- think about and write about place from an eco-critical perspective
- follow a process of drafting, revision, and finishing works of creative writing
- participate productively in workshopping of original creative work both as the writer and as part of the group reading and critiquing the work
- craft a portfolio of work framed by a particular literary framework

## Evaluation and Assignments

Information on literal descriptors for grading at the University of Saskatchewan can be found in the "My Grades" section of PAWS: <https://paws.usask.ca/go/finalgrades>

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

There will be no final exam.

### **Seminar Presentations**

**Due:** scheduled throughout the term. Documentation due at the end of class.

Value: 30% (20% for written presentation and 10% for verbal delivery)

Each student will be responsible for providing two stimulating, informed seminar presentations during the term. Presentations should last approximately 20 minutes (about 8-10 pages). Ideally, presentations should promote the openness of productive questioning as well as arrive at a unified argument. Presentations should focus on aspects of the course theme, broadly construed, but other relevant critical frameworks / texts are more than welcome.

#### *Documentation:*

- Presenting students must provide the class with a one-page handout (single or double-sided) outlining their seminar and including a list of all research sources, fully documented using the MLA style. This is due at the start of class.
- Presenters are also required to submit their presentation material to me in prose form. These are due at the end of the class.

A list of topics and a full set of directions will be provided on the first day of classes.

### **Rubric for verbal presentations**

Content (70 points)

- \_\_\_/10 The poem was well introduced and framed.
- \_\_\_/20 The analysis addressed the most salient features and aspects of the poem.
- \_\_\_/20 The analysis was clear and focused.
- \_\_\_/20 The material presented effective synthesis, connecting key ideas and themes to provide a sense of the poem as a whole.

Presentation (30 points)

- \_\_\_/10 The presenter maintained connection with and effectively engaged the rest of the class.
- \_\_\_/10 The presenter used a clear, audible voice.
- \_\_\_/ 5 Delivery was poised, controlled, and effective.
- \_\_\_/ 5 Length of presentation is within the assigned time limits (approximately 20 minutes, about 8-10 pages).

Value: 30% (15% for submitted materials and 15% for workshop engagement)

Each student will be expected to submit four pieces of writing for workshopping. These works, upon revision, can form the basis of the final creative writing portfolio. Students who wish to write creative nonfiction should engage secondary sources in the manner of the essayists we are reading.

**Workshop participation:** students are expected to participate regularly and constructively in the workshop process in line with the principles we will discuss and elaborate in class:

**Note:** these works must be submitted one week in advance of the workshop.

- *Mid-80s-100%: Contributed frequently and insightfully; demonstrated excellent critical understanding of works being workshopped; provided helpful, instructive feedback; engaged ethically and in keeping with the principles developed in class.*
- *Low-70-80%s: Contributed regularly; grasped main elements and features of works being workshopped; provided helpful and constructive feedback showed; engaged ethically and in keeping with the principles developed in class.*
- *50s-69%: Contributed occasionally; demonstrated partial understanding of the works being workshopped; provided some good feedback, but not always on point; did not fully practice the principles for workshopping we developed in class.*
- *0-49%: Remained silent or contributed minimally; demonstrated little or no understanding of works being workshopped; made irrelevant or erroneous comments; did not engage ethically in keeping with principles of workshopping we developed in class.*

### **Creative Writing Portfolio – 40%**

You will submit a portfolio of fiction / nonfiction after the end of course, including a statement of poetics. You can derive material for your statement from readings in the course and beyond. In your statement you might discuss how various authors/texts have helped you to shape your writing style. You might also consider how critical approaches have helped to sharpen or refine your approach.

*Proposal:* In preparation for your portfolio, you must submit a one-page project proposal outlining your creative project, plus a preliminary bibliography. This is to enable me to provide advice, as needed, as you begin the project, but also feel free to speak to me about your ideas any time!

Proposal due: February 28

Your portfolio will include:

- Your proposal
- Your statement of poetics (two pages)
- Creative work(s) amounting to 25 pages

Portfolio due: March 28

### **Lateness policy**

Late assignments will be penalized 2% per day, including weekends.

## Assigned readings

### Primary Texts(available from U of S bookstore):

- Cariou, Warren. *Lake of the Prairies*. Toronto: Penguin, 2003.  
Erdrich, Louise. *Plague of Doves*. Toronto: HarperCollins, 2008.  
Gault, Connie. *A Beauty*. Toronto: McClelland and Stewart, 2015.  
Herriot, Trevor. *River in a Dry Country*. Toronto: Stoddart, 2000. \*(selected chapter)  
Savage, Candace. *A Geography of Blood*. Vancouver: Greystone, 2012. \*(selected chapter)  
Stegner, Wallace. *Wolf Willow*. Toronto: Penguin Classics, 2000. \*(selected chapter)  
Warren, Dianne. *Cool Water*. Toronto: HarperCollins, 2010.

### Secondary readings(Supplied on Canvas):

- Basso, Keith. "Wisdom Sits in Places." *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: U of New Mexico P, 1996.  
Buell, Lawrence. "Space, Place and the Imagination." *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Oxford: Blackwell, 2005.  
Casey, Edward. "Part I: Finding Place." *Getting Back into Place: Toward a Renewed Understanding of the Place-World*. Bloomington: Indiana UP, 1993  
Epp, Roger. "What is the Farm Crisis: Seven Short Commentaries." *We Are All Treaty People*. Edmonton: U of Alberta P, 2008.  
Halsey, Mark. "Environmental Visions: Deleuze and the Modalities of Nature." *Ethics and the Environment*. 9.2 (Fall/Winter 2004): 33-64.  
Johnson, Alyce. "Kwadây Kwańdur – Our Shagóon." *Indigenous Poetics in Canada*. Ed. Neal McLeod. Waterloo: Wilfred Laurier P, 2014.  
Lilburn, Tim. "Getting into the Cabri Lake Area." *Going Home*. Toronto: Anansi, 2008.  
McLeod, Neal. *Cree Narrative Memory: From Treaties to Contemporary Times*. Saskatoon: Purich Publishing, 2007.  
Savage, Candace "Where is Here?" *Prairie: A Natural History*. Vancouver: Greystone, 2004.  
Tuan, Yi Fu. "Intimate Experiences of Place" *Space and Place: The Perspective of Experience*. (136-148). Minneapolis: U of Minnesota P, 2001.  
McKay, Don. "Thoughts on Ravens, Home & Nature Poetry." *Vis á Vis: Fieldnotes on Poetry and Wilderness*. Wolfville: Gaspereau P, 2001.  
----- "Otherwise than Place." *The Eye in the Thicket*. Saskatoon: Thistledown P, 2002.  
Zwicky, Jan. "Wilderness and Agriculture." *The Eye of the Thicket*. Saskatoon: Thistledown P, 2001.

# Class Schedule

## Introduction: Charting our Course: Introduction & Overview

### Week 1, January 3:

#### Readings:

- Lilburn, Tim. "Getting into the Cabri Lake Area." *The Eye of the Thicket*. Saskatoon: Thistledown P, 2002.
- McKay, Don. "Thoughts on Ravens, Home & Nature Poetry." *Vis á Vis: Fieldnotes on Poetry and Wilderness*. Wolfville: Gaspereau P, 2001.

### Unit 1: Place-Making

### Week 2, January 10:

#### Readings:

- Gault, Connie. *A Beauty*. Toronto: McClelland and Stewart, 2015.
- Tuan, Yi Fu. "Intimate Experiences of Place" *Space and Place: The Perspective of Experience*. Minneapolis: U of Minnesota P, 2001.

Seminar presentations

### Week 3, January 17:

#### Readings:

- Gault, Connie. *A Beauty*. Toronto: McClelland and Stewart, 2015.
- Casey, Edward. "Part I: Finding Place." *Getting Back into Place: Toward a Renewed Understanding of the Place-World*. Bloomington: Indiana UP, 1993.

Seminar presentations

### Week 4, January 24:

#### Readings:

- Wallace Stegner, *Wolf Willow*. New York: Penguin Classics, 2000. (selected chapters)
- Casey, Edward. "Part I: Finding Place." *Getting Back into Place: Toward a Renewed Understanding of the Place-World*. Bloomington: Indiana UP, 1993.

### Unit 2: Otherwise than Place: Eco-phenomenology

### Week 5, January 31:

#### Readings:

- Cariou, Warren. *Lake of the Prairies*. Toronto: Penguin, 2003.
- McKay, Don. "Otherwise than Place." *The Eye in the Thicket*. Saskatoon: Thistledown P, 2002.

Seminar presentations

### Week 6, February 7:

#### Readings:

- Cariou, Warren. *Lake of the Prairies*. Toronto: Penguin, 2003.
- Basso, Keith. "Wisdom Sits in Places." *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: U of New Mexico P, 1996.
- McLeod, Neal. *Cree Narrative Memory: From Treaties to Contemporary Times*. Saskatoon: Purich Publishing, 2007.

Seminar presentations

### **Week 7, February 14:**

Readings:

- Herriot, Trevor. *River in a Dry Country*. Toronto: Stoddart, 2000. (selected chapter)
- McLeod, Neal. *Cree Narrative Memory: From Treaties to Contemporary Times*. Saskatoon: Purich Publishing, 2007.

Seminar presentations

### **Mid-term break, February 21**

### **Unit 3: Troubling "Nature"**

### **Week 8, February 28:**

Readings:

- Zwicky, Jan. "Wilderness and Agriculture." *The Eye of the Thicket*.
- Warren, Dianne. *Cool Water*. Toronto: HarperCollins, 2010.
- Epp, Roger. "What is the Farm Crisis: Seven Short Commentaries." *We Are All Treaty People*. Edmonton: University of Alberta Press, 2008.

Seminar presentations and workshop

### **Week 9, March 7:**

Readings:

- Warren, Dianne. *Cool Water*. Toronto: HarperCollins, 2010.
- Buell, Lawrence. "Space, Place and the Imagination." *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Oxford: Blackwell Publishing, 2005.

Seminar presentations and workshop

### **Week 10, March 14:           \*\* Essay/Portfolio Outline due**

Readings:

- Johnson, Alyce. "Kwadây Kwañdur – Our Shagóon." *Indigenous Poetics in Canada*. Ed. Neal McLeod. Waterloo: Wilfred Laurier P, 2014.
- Erdrich, Louise. *Plague of Doves*. Toronto: HarperCollins, 2008.

Seminar presentations and workshop

### **Unit 4: Geo-philosophy: Thinking with the Earth**

### **Week 11, March 21:**

Readings:

- Erdrich, Louise. *Plague of Doves*. Toronto: HarperCollins, 2008.
- Mark Halsey. "Environmental Visions: Deleuze and the Modalities of Nature." *Ethics and the Environment*. 9.2 (Fall/Winter 2004): 33-64.
- Benning, Sheri "Claybank, Saskatchewan." *Rhizomes: Cultural Studies in Emerging Knowledge* <http://rhizomes.net/issue15/benning/index.html>

Workshop

### **Week 12, March 28:           \*\* Portfolios Due**

Readings:

- Savage, Candace. *A Geography of Blood*. Vancouver: Greystone, 2012. (selected chapter).
- Benning, Sheri "Claybank, Saskatchewan." *Rhizomes: Cultural Studies in Emerging Knowledge* <http://rhizomes.net/issue15/benning/index.html>

Workshop

## **Academic Integrity and Plagiarism**

**Honesty and integrity are expected of every student** in class participation, assignments, examinations, and all other academic work. All students must perform their own work. Plagiarism is the most common form of academic dishonesty; Plagiarism is the theft of the intellectual creation of another person. You are plagiarizing if you present the words or thoughts of someone else as if they were your own. Plagiarism, whether from the web, print sources, or other students is a serious academic offense. You are also plagiarizing if you submit without approval of the instructor any work for which credit has previously been obtained or is being sought in another course. It is your responsibility to understand in full what constitutes plagiarism, how to avoid it, and its consequences. Consequences range from 0 on the assignment to expulsion from the university, depending on the nature of the offense. All instances of plagiarism are kept on record by the University; penalties become more severe for subsequent offences.

For detailed instructions on how to avoid plagiarizing by documenting sources correctly see [Requirements for Essays](#).

For more information on Academic Integrity, see <https://academic-integrity.usask.ca/students.php>.

For University policies on Academic Misconduct, see <https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>

## **Student Supports**

### ***Access and Equity Services***

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES). Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add/drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca)

### ***Academic Help***

The University Library offers a range of learning supports, including skills development workshops and tutoring. See <http://library.usask.ca/studentlearning>.

### ***Teaching, Learning, and Student Experience***

The University also provides services to help with housing, money, health, childcare, food, safety, and other essentials for success. See <https://students.usask.ca/>

### ***Aboriginal Students' Centre***

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's webpage and Facebook page to learn more:

<https://students.usask.ca/indigenous/asc.php> and <https://www.facebook.com/gordonoakesredbearstudentcentre>

### ***Financial Support***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central: <https://students.usask.ca/student-central.php>.

### ***College Supports***

Arts & Science students are encouraged to contact the [Undergraduate Student Office](#) and/or the [Trish Monture Centre](#) for advising on choosing courses and meeting degree requirements, understanding university policies and procedures, overcoming personal barriers, and identifying career planning resources.



## Consultation with the Registrar Form – Record of Approvals

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Sent:** Monday, February 13, 2023 9:58 AM

**To:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)  
<[academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)>

**Subject:** RE: College Faculty Council version of proposals for certificates in Music and Wellbeing, and in Creative Writing

Alexis,

I thought it may be helpful for IPA to see the CWR Forms, as all of the key information is now finalized in these. I've attached them here.

Jenn and Joseph, let us know if there is anything else you may need!

Seanine

---

**From:** Olukayode, Joseph <[joseph.olukayode@usask.ca](mailto:joseph.olukayode@usask.ca)>

**Sent:** Monday, February 13, 2023 3:58 PM

**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)

**Subject:** Re: College Faculty Council version of proposals for certificates in Music and Wellbeing, and in Creative Writing

Hi Seanine,

Having reviewed these proposals, no further review or approvals are needed by IPA or the Provost.

Thanks.

**Joseph Olukayode**

Analyst, Resource Allocation and Planning

**University of Saskatchewan**

**Institutional Planning and Assessment (IPA)**

**Ph: 306-966-7817**

---

On Feb 13, 2023, at 6:47 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following new degree-level undergraduate certificates in the College of Arts & Science for implementation in the 2023-24 Addendum of the Catalogue:

1. Certificate in Creative Writing
2. Certificate in Music and Wellbeing

These certificates will charge standard tuition rates and will follow the standard per credit unit tuition assessment method. As a result, IPA has confirmed that they do not require a financial review before they proceed through approval.

Please “reply-all” with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval.

Thank you,  
Seanine

**Seanine Warrington, M.A.**  
Senior Editor and Coordinator  
Catalogue and Academic Programs  
Registrarial Services  
**University of Saskatchewan**  
**Teaching, Learning and Student Experience**  
**Ph: 306-966-1874**

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

---

**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Monday, February 13, 2023 7:21 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>  
**Subject:** Re: Consultation with the Registrar Forms - UG Certificates in Creative Writing and Music & Wellbeing

Approved.

Russell Isinger, BA, MA

Interim Vice-Provost,

Teaching, Learning and Student Experience, and  
University Registrar

Professional Affiliate, Department of Political Studies

University of Saskatchewan  
E248 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - 306-966-8710  
Cell Phone - 306-280-6178  
Fax - 306-966-6730

---

**From:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>  
**Sent:** Tuesday, February 14, 2023 3:32 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Cc:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>  
**Subject:** RE: Consultation with the Registrar Forms - UG Certificates in Creative Writing and Music & Wellbeing

Thanks both – no changes on my end. Approved!

~L



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal: Degree-level Certificate in Music and Wellbeing**

Field(s) of Specialization: Music and Wellbeing

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Jennifer Lang  
Associate Professor, Department of Music  
[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)  
306-966-6812

Dean McNeill  
Professor and Head, Department of Music  
[dean.mcneill@usask.ca](mailto:dean.mcneill@usask.ca)  
306-966-6169

Proposed date of implementation: September 2023

## Proposal Document

The current climate of mental and physical turmoil and unrest strongly suggest the need for academic researchers, artistic scholars, and communities of practice to collaborate with a focus on interventions and recovery measures for the mental, emotion, social, and physical wellbeing of individuals and communities. The understanding of the role of non-pharmacological and caring solutions in health and wellness, such as those offered by creative and productive artistic outlets, is critical to sustaining positive cognitive, psychological, and physiological wellbeing in every age and stage of one's life and through fluctuating uncertainty of local and global socio-cultural situational factors.

Specifically, the strong positive connection between music and wellbeing has long been explored and documented, yet in the throes of a global pandemic which placed restrictions on synchronous communal music making, our perspective of interacting with music and with each other through music has been reimaged. Furthermore, the absence of communal music making and music engagement have served to highlight its significant role in times of individual and collective rebuilding and recovery. The impact of global racial tensions, the numerous discoveries of unmarked graves at residential schools, Co-Vid 19 fatigue, climate change anxiety, and general overextension and burnout are all pressing concerns to our university community and the global population.

The fundamental underpinning of this certificate resides in music therapy principles whereby the professional use of music and its elements are used as an intervention in medical, educational, and everyday environments with individuals, groups, families, or communities who seek to optimize their quality of life and improve their physical, social, communicative, emotional, intellectual, and spiritual health and wellbeing (Ole Bonde, 2019). An operationalized definition of wellbeing for the purposes of this certificate posits that "wellbeing means developing as a person, being fulfilled, and making a contribution to the community (Shah & Marks, 2004, p. 2). The healing power of music is a common theme in literature on philosophy and music theory since Plato and in fact, examining the history of philosophy documents that Western philosophers (e.g. Plato, Aristotle, Augustine, Schopenhauer, Nietzsche) carefully considered the theoretical and practical role of music for the individual (the question of a person's health), for the state (the question of collective regulation of health, education and conflict), and for society (the question of social values, ethical principles and belief).

To further illustrate this point, Boethius' (circa AD 600) famous treatise *De Institutione Musica* was part of the reading requirement in the university 'Quadrivium' (including geometry, arithmetics, astronomy and music theory) and was often quoted in medieval music literature, as the connection between music and medicine (or health) was based on concise theoretical assumptions (Gouk 2000; Horden 2000).

Following Boethius, Medieval music philosophy made a clear distinction between:

- *musica mundana*: the spiritual level, where music is a metaphysic principle – and a pathway to the experience of the deepest, universal truths.
- *musica humana*: the level of the soul or the mind, where the moral and ethical potential of music unfolds. This category deals not with the sensory dimension of music, but with

its potential to influence the mind in a positive direction, opening it up towards the ethical dimension.

- *musica instrumentalis*: the physical level of the body, where the music (instrumental and vocal) sounds and can be heard by human beings. From a bottom-up perspective, the experience of music is the precondition for, or a 'gate' to, the experience of the higher levels.

According to this theory, good health was the result of a harmonic balance between the humours, and music was considered a therapeutic tool capable of influencing, even restoring, the balance between humours. Examples are seen in Robert Fludd's well-known 'Divine Monochord' (1617), or Agrippa von Nettesheim's theory (1510) correlating the three levels of music and (hu)man – body, mind and spirit – with his historical period's understanding of: the physical world/the human body/the vibrations of music; the world of language/the human mind/the notes and intervals of music; and the cosmos/the human spirit/the divine proportions of music.

This historical account outlining the relationship of music and health affirms wellbeing is not just about experiencing music, but also the study of music. Therefore, we have proposed several courses that span the continuum of music performance, pedagogy, and academic study. A large concentration of music courses have been selected specifically to focus on music's important role in wellbeing. The selection of courses across the music spectrum will allow students to participate in music making, music appreciation, and music research in order to explore the nature and intersections of music and wellbeing as they occur in physical, mental, historical, spiritual, physiological, and psychological spaces and places.

The concept of wellbeing has numerous components and is defined throughout the literature in a variety of ways; however, a common theme is that wellbeing is the experience of wholeness and health across various dimensions of life – physical, emotional, intellectual, spiritual, and social.

In their aim "to construct an inclusive, global operational definition for wellbeing," Simons and Baldwin (2021) conclude that "Wellbeing is a state of positive feelings and meeting full potential in the world." As such, for the purposes of this certificate, we combine these definitions of wellbeing and apply it so that students are afforded the opportunity to experience positive feelings in relation to music and to optimize their full musical potential across a range of courses that explore music's physical, emotional, intellectual, spiritual, and social dimensions.

Furthermore, our decision to incorporate the diversity of courses within the music discipline is inspired by the work of Norwegian researchers and practitioners of music therapy, Stige and Ruud, who define *health musicking* as awareness of health affordances within musical practice (Stige, 2017). We therefore include all forms of musical practice as ways in which students are afforded and might experience wellbeing, across the physical, emotional, intellectual, spiritual, and social dimensions, recognizing that music can have both powerful positive and negative effects on one's wellbeing. We assume that people who are opposed to music or are triggered by its harmful effects might not participate in the certificate, however, as we explore both sides to music and wellbeing within individual courses, these students in particular may opt to enrol in

the certificate to further understand the complex relationship of music to wellbeing as it is experienced in both positive and adverse ways.

Music courses that have been included in the proposed certificate are being offered because respective faculty have indicated that these specific courses address wellbeing in that the course material serves: to engage students in the performance of music, which has physiological and psychological effects on individual and communal wellbeing; to engage students in pedagogical principles, which teach our students how to engage others in the positive effects of music making; to investigate and analyze the intersonic properties and inherent and delineated meanings of music situated within theoretical, sociocultural, historical, and genre-related contexts. A strength of this certificate is that it provides a holistic representation of the multi-faceted ways in which music relates to wellbeing – through performative immersion and cognitive engagement with musical material in which musical study in relation to benefits have been documented in the historical account above.

Courses that have been included in the interdisciplinary category have been supported by Department Heads on behalf of the departments with the rationale that these courses encourage and explore the impact of wellbeing in relation to their subject area. It is important to note that our Department of Music is very open to inviting future courses from other departments that relate to wellbeing for inclusion in the interdisciplinary category. We believe that we have a strong foundation in including a healthy assortment of courses from across the College of Arts & Science, all supported by the respective Department Heads on behalf of their departments.

Most significantly, we believe that with the Health Studies course from the Department of Psychology and Health Studies now being offered as a required course alongside the Music and Wellbeing course this certificate provides students with a strong foundation of content knowledge and balance of both music and health/wellness/wellbeing.

An additional strength of our certificate resides in the fact that it does not depend on one faculty member for its success. In fact, its strength is in its diversity of course offerings and faculty expertise from several areas that ensures its sustainability. Since there are several categories and several courses included within each category there are many instructors who will be part of the certificate delivery. Specifically, for the Music and Wellbeing Course our department has two sessional instructors specializing in music therapy who teach the course. Jennifer Lang has been the course coordinator facilitating the work of the instructors and occasionally teaches a session to offer her specialization in the area on Intergenerational choirs with People with Dementia. We have offered the course for the past two years and each year we have advertised it we have several applicants for the position, meaning that the required course offering nor the entire certificate hinges on one person alone. As a further contingency plan, if for some reason we were no longer provided with the sessional support in the budget to teach the Music and Wellbeing course, we would have faculty expertise that could teach this course instead of sessional instructors.

The Department of Music unanimously supports this proposal given the change in the required course offering of HLST 110.3. Our department is also committed to expanding its relevance and meeting the interests of our university students in the area of Music and Wellbeing, especially given that Jennifer Lang, a faculty member in the Department of Music is the co-lead on the new Health and Wellness Signature Area and a pillar lead for Music, Arts, and Wellbeing.

<https://vpresearch.usask.ca/initiatives/signatureareas-of-research.php#NewSignatureAreasAnnounced>

In the most recent article announcing the three newly recognized Signature Areas, Dr. Baljit Singh (Vice-President Research) has stressed the importance of academic programming aligning with the Signature Areas.

<https://news.usask.ca/articles/research/2022/signature-areas-of-research-help-usask-highlight-its-strengths.php>

This article articulates the importance of connecting Research, Scholarly, and Artistic Work in the Signature Areas with teaching:

“The Office of the Provost and Vice-President Academic and the Office of the Vice-President Research are now collaborating on a process to identify and connect signature pedagogies with the signature areas of research, to enhance the research, teaching, and learning activity on campus. USask has many opportunities to learn about the context and possibilities being investigated through the signature research areas. In addition, work is underway to expand industry and skill-based studies. For example, [microcredentials](#) could be offered in a signature area, or students could work on capstone projects in a signature area. Identifying signature pedagogies at the university will also [assist students in finding interdisciplinary groups of scholars](#) with whom they would like to study and work.

“Teaching, learning, and research are inextricably linked at the university,” said Airini. “We see the development of signature pedagogies as the next step in showcasing our interdisciplinary collaboration, innovation, and expertise to the world.”

The leaders of the three new signature areas are looking forward to enhancing the research, scholarly, and artistic work, as well as the teaching and learning activity, connected to their interdisciplinary collaborations.”

This proposed certificate offers courses that relate directly to this recognized pillar and Signature Area and explores the idea of interdisciplinary connections which is a priority at the levels of the College of Arts & Science and the University.

Impact on the Department: The majority of the credit units required for this certificate reside in the Department of Music. Many offerings of courses required in each category also serve as required courses for our BMus degrees, and as such are offered very regularly, if not each and every academic year. As the program requirements will include a core course in Music and Wellbeing, provisions can be made to have that taught on a regular basis as well. The certificate may see a slight increase in enrolment in our Department of Music courses, however



we do not anticipate that this certificate will negatively affect any Department of Music or other department or College programs.

Resources: The Department of Music currently possesses all needed resources required to implement this certificate. The Department of Music has the resources in place to offer this program and is committed in every way to offering the certificate and supporting its successful implementation. We have eight full-time tenure-track and tenured music professors in the streams of applied performance, ensembles, music education, musicology, and music theory who can offer these courses. A faculty member may see a slight increase in the number of students who enrol in their existing courses and all courses listed in the course map are already being taught to the complete undergraduate cohort; thus they already fit into existing teaching loads.

An additional sessional instructor may be required to teach the undergraduate music and wellbeing course as is the case this year and provisions have been made in the departmental budget for a sessional line to teach this course. We have one office coordinator for administrative support who would be able to provide support to the students, as is the case with the current undergraduate students in music performance, theory, music education, and musicology. We would not require any additional IT support, laboratory resources, or space for students as they will not require student offices, and we would not require any additional library resources as confirmed by our music librarian, Carolyn Doi (correspondence below):

I would say we have a core collection that could support this topic. Related subjects covered in the library collections include:

- [Music and wellbeing](#)
- [Psychological aspects of music](#)
- [Psychological aspects of music performance](#)
- [Musicians health](#)
- [Music therapy](#)
- Health sciences collections relating to mental health topics may overlap as well.

I'm happy to have a conversation about gaps in the collection and items you might need to support the certificate.

All the best,

**Carolyn Doi, BMus MLIS**

Associate Librarian

University of Saskatchewan

## **College Statement**

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Music and Wellness.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will provide opportunities for students to build on a likely instinctual understanding of the link between music and wellness, through both lecture and experiential learning-based courses. This certificate can be taken on its own, but will also provide a valuable add-on for students who are pursuing or have completed degrees in other disciplines.

The Academic Programs Committee (BA, BFA, BMus) approved the proposals on November 24, 2022, as did the College Faculty Council on February 13, 2023.

## **Program Description**

### **Degree Level Certificate in Music and Wellbeing**

The Certificate in Music and Wellbeing provides an interdisciplinary approach in which students from a wide range of academic backgrounds have the opportunity to engage in courses that promote and explore contexts related to music and wellbeing.

#### **What you will learn**

The selection of courses in this certificate will allow students to participate in music making, music appreciation, music pedagogy, and music research in order to explore the nature and intersections of music and wellbeing as they occur in physical, mental, physiological, and psychological spaces and places.

#### **Careers**

The connection of the fine arts to other disciplines and professional programs (i.e. medicine, law) is highly valued. A music certificate related to wellbeing would enhance student credentials as those who have musical skills (i.e. fine motor skills), musical knowledge, and transferable skills (i.e. critical and creative thinking) are well-positioned for post-graduate degrees and employment.

#### **Major Average**

The major average in the Degree Level Certificate program in Music and Wellbeing includes the grades earned in:

- All courses eligible to be used in the program

#### **Residency Requirements**

To receive a Certificate in Music and Wellbeing, students must complete at least half of the required coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

See [Residency](#) for additional details.

**Requirements (15 credit units):**

- [MUS 200.3](#) Music and Wellbeing
- [HLST 110.3](#) Introduction to Health Studies

Choose **3 credit units** from the following Musicking for Wellbeing courses:

- [MUAP 143.3](#) Applied Music Private Study I (only available to Music Majors)
- [MUAP 145.3](#) Applied Music Private Study II (only available to Music Majors)
- [MUAP 201.1](#) Wind Orchestra
- [MUAP 202.1](#) Concert Band
- [MUAP 203.1](#) Greystone Singers
- [MUAP 204.1](#) University Chorus
- [MUAP 205.1](#) Orchestra with Strings
- [MUAP 206.1](#) Music Theatre
- [MUAP 207.1](#) Chamber Ensemble
- [MUAP 208.1](#) Jazz Ensemble
- MUAP 209.1 Collegium Musicum
- MUAP 210.1 Contemporary Music Ensemble
- [MUAP 211.1](#) Ensemble
- [MUAP 212.1](#) Symphony Orchestra

Choose **3 credit units** from the following Wellbeing as Music Appreciation, Creation and Pedagogy courses:

- [EMUS 115.3](#) Introduction to Music Education
- [EMUS 238.3](#) Classroom Instruments
- [EMUS 302.2](#) Classroom Guitar Techniques for Music Majors
- [EMUS 333.3](#) Brass Techniques
- [EMUS 335.3](#) Woodwind Techniques
- [EMUS 339.3](#) Percussion Techniques
- [MUS 111.3](#) History of Popular Music
- [MUS 112.3](#) The History of Country Music
- [MUS 120.2](#) Musicianship I
- [MUS 121.2](#) Musicianship II
- [MUS 133.3](#) Fundamentals of Music Theory I
- [MUS 155.3](#) Music in History and the Present
- [MUS 175.3](#) Jazz History Survey
- [MUS 184.3](#) Jazz Materials
- [MUS 203.3](#) Introduction to Composition
- [MUS 225.3](#) Introduction to Conducting

Choose **3 credit units** from the following courses from the above groups as well as Wellbeing from Interdisciplinary Perspectives courses:

- [ARTH 120.3](#) Art and Visual Culture I
- [ARTH 121.3](#) Art and Visual Culture II
- [DRAM 108.3](#) What is Theatre
- [DRAM 111.3](#) Practicum I Indigenous Performance Methods

- [DRAM 118.3](#) Acting 1
- [EMUS 115.3](#) Introduction to Music Education
- [EMUS 238.3](#) Classroom Instruments
- [EMUS 302.2](#) Classroom Guitar Techniques for Music Majors
- [EMUS 333.3](#) Brass Techniques
- [EMUS 335.3](#) Woodwind Techniques
- [EMUS 339.3](#) Percussion Techniques
- [ENG 111.3](#) Literature and Composition Reading Poetry
- [ENG 112.3](#) Literature and Composition Reading Drama
- [ENG 114.3](#) Literature and Composition Reading Culture
- [HIST 115.3](#) History Matters Ideas and Culture
- [HIST 165.3](#) History Matters Health and Society
- [HIST 175.3](#) History Matters Identities and Communities in Transition
- [INDG 201.3](#) Introduction to the Health and Well Being of Indigenous Peoples
- [MUAP 143.3](#) Applied Music Private Study I (only available to Music Majors)
- [MUAP 145.3](#) Applied Music Private Study II (only available to Music Majors)
- [MUAP 201.1](#) Wind Orchestra
- [MUAP 202.1](#) Concert Band
- [MUAP 203.1](#) Greystone Singers
- [MUAP 204.1](#) University Chorus
- [MUAP 205.1](#) Orchestra with Strings
- [MUAP 206.1](#) Music Theatre
- [MUAP 207.1](#) Chamber Ensemble
- [MUAP 208.1](#) Jazz Ensemble
- MUAP 209.1 Collegium Musicum
- MUAP 210.1 Contemporary Music Ensemble
- [MUAP 211.1](#) Ensemble
- [MUAP 212.1](#) Symphony Orchestra
- [MUS 111.3](#) History of Popular Music
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- [MUS 175.3](#) Jazz History Survey
- [MUS 184.3](#) Jazz Materials
- [MUS 203.3](#) Introduction to Composition
- [MUS 225.3](#) Introduction to Conducting

# Notice of Intent

## Certificate in Music and Wellbeing

**What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?**

The Department of Music has been leading initiatives in Music and Wellbeing for the past years that have been successful in both reach and impact at the local, national, and international levels. These initiatives include the Music and Wellbeing conference (May 2021) with keynote speaker Dr. Daniel Levitin (<https://www.daniellevitin.com>) and a newly developed course *Music and Wellbeing* that launched in Winter 2022. It is also being offered in Fall 2022 with increased enrolment of 36 students (only two students who are registered in a Music Degree) from 14 in the previous offering.

Most significantly, Jennifer Lang, a faculty member in the Department of Music is the co-lead on the new Health and Wellness Signature Area and a pillar lead for Music, Arts, and Wellbeing. <https://vpresearch.usask.ca/initiatives/signature-areas-of-research.php#NewSignatureAreasAnnounced>

Dr. Baljit Singh (Vice-President Research) has stressed the importance of academic programming aligning with the Signature Areas. This proposed certificate offers courses that relate directly to this recognized pillar and Signature Area and explores the idea of interdisciplinary connections which is a priority at the levels of the College of Arts & Science and the University.

This certificate is being developed at this critical time in a climate of mental and physical uncertainty and unrest, in which participation, appreciation, and understanding of music's powerful role in sustaining positive cognitive, psychological, and physiological wellbeing is significant to individual and community healing and overall quality of life.

Faculty with expertise in various music disciplines supported the need for such a certificate and could offer a complement of existing performance, education, and appreciation courses within our course offerings to fulfil the requirements of a certificate.

This certificate would not only be appealing to students interested in music therapy and other music disciplines, but to students all across the university, particularly in health studies and medicine who value patient care and wellbeing practices.

**What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national or international context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?**

The success of the Music and Wellbeing Conference in May 2021

(<https://conferences.usask.ca/musicwellbeing2021/>) earned the University of Saskatchewan a place on the national and international stage for uniting scholars, community practitioners, alumni, and graduate and undergraduate students in this topic.

A student who was in the University of Saskatchewan's music department in 2018-2019 and transferred to British Columbia to pursue music therapy remarked from the conference:

I am so happy to see the music department sharing knowledge about what music therapy is and being advocates of it. I believe it is really important so thank you for letting it shine in the conference this weekend.

Students who obtain a Music and Wellbeing Certificate would be well-positioned to pursue music therapy in post-graduate studies and for students not enrolled in the music department, they would have the opportunity to benefit from a selection of music courses that include performance (i.e. applied lessons, techniques courses, and ensembles), music education (i.e. Introduction to Music Education), music appreciation (i.e. musicology, composition, theory courses), and the Music and Wellbeing Course.

The connection of the fine arts to other disciplines and post-graduate degrees (i.e. medicine, law) is highly valued by this university and other institutions. A music certificate related to wellbeing would enhance student credentials as those who have musical skills (i.e. fine motor skills), musical knowledge, and transferable skills (i.e. critical and creative thinking) are well-positioned for post-graduate degrees and employment. Furthermore, as the university seeks to support students' mental, physical, emotional, social, and spiritual wellbeing, this certificate is proposed at a time when involvement in music performance and appreciation offers significant benefits to student wellness.

It is anticipated that within the first years of the program's implementation there will be approximately 5 students enrolled, increasing to incoming cohorts of approximately 10 in each subsequent year. By offering this certificate of study, we will be reaching a community of students outside of the music department by providing an opportunity for them to participate in music making and studies that will further their musical experience, knowledge, and careers.

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

**offer the program at this time? Are there measurable benefits to offering the program at this time?**

The Vision of the University of Saskatchewan clearly aims to advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge. The proposed certificate of Music and Wellbeing aims to connect disciplines of music with other areas including health studies and medicine, aligning with the commitment to *Boundless Collaboration*. In this sense we are *Enriching Disciplines* in our attempt to be responsible and relevant to the needs of our university community in “building, enhancing, and sustaining research, scholarly and artistic strength central to vibrant collaboration within and among all disciplines and academic units.”

Our department has had substantive conversations initially with Kent Stobart (Vice Dean Education, College of Medicine) who has since connected us to the Education Executive Team (including membership of Dr. Meredith McKague, Associate Dean UME, Dr. Anurag Saxena, Associate Dean PGME, Dr. Jim Barton, Associate Dean CME, Dr. Cathy MacLean, Director Faculty Development, Dr. Gill White, Associate Dean Regina Campus, Ms. Kaitlin Pike, Project Manager College of Medicine ) and the Health Sciences Deans’ Committee (including membership of Douglas Brothwell, Erin Kornaga, Chad London, Darla Mitchell, Gillian Muir, George Mutwiri, Teresa Paslawsk, Solina Richter, Aly Sibley, Preston Smith, and Charlene Sorensen) in order to discuss connections and synergies between music and health and medicine. Thus, it is the endeavour of this certificate to prepare and support our University of Saskatchewan students in their current need and desire for wellbeing and quality of life, possible research connections for their studies, and ultimately future career opportunities.

The *University Plan’s 2025* commitment to *Courageous Curiosity* with the goal of unleashing discovery is aligned with our certificate offering. The University of Saskatchewan’s commitment to *Courageous Curiosity* invites this community to “confront humanity’s greatest challenges and opportunities” with an “aspiration to make the world a better place.” A proposed certificate connecting arts to wellbeing addresses this commitment and its related goal as we explore the multi-faceted ways in which the arts fosters wellbeing and contributes positively to one’s quality of life in multifarious contexts especially in these unusual times. The faculty, staff, and students involved in the fine arts, creative arts, and performing arts specifically are positioned to embody this curiosity and ambition in their capacity as learners, researchers, scholars, and artists.



Within the commitment of *Courageous Curiosity* we also seek the goal of *Uplifting Indigenization* by exploring and honouring the role of the arts and wellbeing from Indigenous perspectives and stories that can inform our understanding and enrich us all. Teaching, research and discourse within our existing musical courses welcomes the opportunity to learn from and with Indigenous scholars and local Indigenous Elders, artists, and their communities as the interconnected links between artistic expression, spirituality, and wellbeing are shared and explored in academic and community sharing sessions and artistic collaborations (e.g. Jacob Faithful is a Grammy-nominated drummer and Plains Cree singer who has been a featured performer at several Saskatchewan music conferences speaking on the topic of music and wellbeing).

As a department, we strive to reduce systemic barriers and the hegemonic practice common to many tertiary music programs that only seek to legitimize Western classical art music. We seek to support collaborative and reciprocal relationships with Indigenous peoples in the university and broader communities. We are committed to recognizing Indigenous music and Culture Bearers in our undergraduate program of music education and honour the protocol with which music is gifted, shared, and explored with students involved in musical studies. Our respectful teaching and learning of Indigenous music and traditional ways of knowing with Indigenous community members will remain a commitment in our music and wellbeing certificate.

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

The music and wellbeing certificate is concentrated in the art of music and therefore would not be duplicating another program in our department or another college or school. We do not expect a program to be deleted as a result of offering this certificate.

There are several global research centres that are devoted to the study of arts, health, and wellbeing (see Centre for Arts and Wellbeing, University of Brighton; Research Centre for Arts and Wellbeing, Edge Hill University; The Arts & Health, Memorial University, Newfoundland & Labrador Centre for applied health research; Arts, Health, & Wellbeing, King's College, London) which serve to legitimize this area worthy of participation and study.

Many of these institutions offer degrees, workshops, or serve as repositories of resources for students. A certificate in this area at the University of Saskatchewan would be a unique credential for these students to earn alongside their programs of study.

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

The Department of Music has the resources in place to offer this program and is committed in every way to offering the certificate and supporting its successful implementation. We have eight full-time tenure-track and tenured music professors in the streams of applied performance, ensembles, music education, musicology, and music theory who can offer these courses. A faculty member may see a slight increase in the number of students who enrol in their existing courses. All courses listed in the course map are already being taught to the complete undergraduate cohort; thus they already fit into existing teaching loads. An additional sessional instructor may be required to teach the undergraduate music and wellbeing course as is the case in the past two iterations of course offerings and provisions have been made in the departmental budget for a sessional line to teach this course. We have one office coordinator for administrative support who would be able to provide support to the students, as is the case with the current undergraduate students in music performance, theory, music education, and musicology. We would not require any additional IT support, laboratory resources, or space for students as they will not require student offices, and we would not require any additional library resources as confirmed by our music librarian, Carolyn Doi.

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

There has not been a risk analysis of this certificate conducted. We do not anticipate there to be risks or constraints associated with initiating a certificate at this time. This proposed

program already contains many of the courses required that are taught in faculty load in person.

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

The anticipated start date of the program is September 2023. The rationale for this date is that we have the foundational courses in place in music disciplines to begin the program at this time.

## Music and Wellbeing – Record of Consultation

### Art and Art History

**From:** Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>  
**Sent:** Saturday, September 10, 2022 2:06 AM  
**To:** Bath, Jon <[jon.bath@usask.ca](mailto:jon.bath@usask.ca)>  
**Subject:** Fwd: Certificate in Music and Well Being question

Hi jon,

Last year we received permission from Lisa Vargo on behalf of Art & Art History to include two courses as interdisciplinary options in our proposed Music and Wellbeing Certificate. Would you still be willing to support these two courses as we put forth a proposal?

Art & Art History

- ARTH 120.3 Art and Visual Culture I
- ARTH 121.3 Art and Visual Culture II

Thank you for letting me know at your earliest convenience.

Kind regards,

Jen

Jennifer Lang, Ph.D.  
Associate Professor, Music Education/Choral  
University of Saskatchewan  
Department of Music  
1049 Education Building  
28 Campus Drive  
Saskatoon, SK S7N 0X1  
(306) 966-6812  
[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)

**From:** "Bath, Jon" <[jon.bath@usask.ca](mailto:jon.bath@usask.ca)>  
**Subject:** Re: Certificate in Music and Well Being question  
**Date:** September 10, 2022 at 9:39:19 AM EDT  
**To:** "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>

Definitely. They are good classes to share with others as they have lots of capacity (120 is currently at 570 students, which is why I have been a bit slow on emails!)

jon

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## Drama

Hi Carla,

I hope the start of your term is going well. Last year we received permission from Greg Marion on behalf of Drama to include three courses as interdisciplinary options in our proposed Music and Wellbeing Certificate. Would you still be willing to support these three courses as we put forth a proposal in course challenge?

- DRAM 118.3 Acting 1
- DRAM 108.3 What is Theatre
- DRAM 111.3 – Practicum 1 Indigenous Performance Methods

Thank you for letting me know at your earliest convenience.

Kind regards,

Jen

**From:** Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>

**Sent:** September 19, 2022 1:28 PM

**To:** Orosz, Carla <[carla.orosz@usask.ca](mailto:carla.orosz@usask.ca)>

**Subject:** Fwd: Certificate in Music and Well Being question

Hi Carla,

I'm sending this email again as I'm submitting this to course challenge soon and I didn't want to misrepresent your or your department's wishes to be included. I will remove the courses from your department in this interdisciplinary list unless I hear otherwise.

Best wishes,

Jennifer

**From:** "Orosz, Carla" <[carla.orosz@usask.ca](mailto:carla.orosz@usask.ca)>

**Subject: Re: Certificate in Music and Well Being question**

**Date:** September 19, 2022 at 1:33:33 PM CST

**To:** "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>

My apologies for not responding to your original email. I remember reading but clearly did not respond.

I fully support these courses being listed in your proposal. Thank you for checking in for clarification.

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## Health Studies

Hello Ulrich and Marla,

I'm emailing on behalf of Dean McNeill and the Department of Music as a follow up to your enthusiastic response to our new Music and Wellbeing Course which will now be offered in Winter 2022. We are hoping you are still serving as co-chairs in the Health Studies Program or perhaps you can direct this email to the person/people who could facilitate this request. As a next step, we are proposing a Music and Wellbeing Certificate and would be most grateful if you would consider some courses in health studies that would fit into the interdisciplinary course category.

Here is a bit of background to the certificate:

The Dept of Music has recently submitted for review within the October 2021 course challenge a proposal to launch a 15 CU certificate in *Music and Well Being*.

We are excited about this potential valued added certificate to our suite of music department offerings.

Within this certificate we wanted to include a bit of flexibility wherein a student could chose *one* 3 CU course from another academic area, to promote and/or facilitate potential interdisciplinary connections between music and health and well being, from a variety of vantage points including but not limited to connections within the fine arts and humanities and health studies.

We hope to see from your department if there is a course or two that in general might be a good fit here as an elective course.

That said we also wanted to keep this certificate as open ended as possible from the very beginning with respect to potentially facilitating interdisciplinary connections within our College. As such, within our proposal, we have identified a course or two from your respective department that we thought *might* be a good fit for potential inclusion within this Music and Wellbeing certificate.

Can you please look at the below list and let us what you think of the below course(s) from your department?

HLST 110.3: Introduction to Health Studies

HLST 210.3: Introduction to Quantitative and Qualitative Research Methods in Health Studies

HLST 310.3: Theories and Applications in Health Studies

To be clear we are not asking you to in anyway 'shoe horn' content from your non music course(s) into this certificate. We are asking if the below course(s) *might* be a good fit for someone looking at wellbeing through this certificate's 'lens', who also wants to make some interdisciplinary connections that in turn might inform in interesting ways, their own individual wellbeing journey.

We would ask if you foresee any issues with us including any of the above courses in this proposal? We are not asking you to hold any spaces in said course for these certificate students. As well we do expect that this below list of non music elective courses will grow significantly as time marches on meaning we intend for there to be more and more choices (not less and less) in this 3 CU elective space within this

certificate. I mention all this to assure you that we don't want this certificate to be placing too much (or any) 'torque' on your department.

Here is some related background about this proposed certificate in Music and Wellbeing FYI:

**Connection to University Plan:**

The Vision of the University of Saskatchewan clearly aims to advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge. The proposed certificate of Music and Wellbeing aims to connect disciplines of music with other areas including health studies and medicine, aligning with the commitment to *Boundless Collaboration*. In this sense we are *Enriching Disciplines* in our attempt to be responsible and relevant to the needs of our university community in "building, enhancing, and sustaining research, scholarly and artistic strength central to vibrant collaboration within and among all disciplines and academic units."

The *University Plan's 2025* commitment to *Courageous Curiosity* with the goal of unleashing discovery is aligned with our certificate offering. The University of Saskatchewan's commitment to *Courageous Curiosity* invites this community to "confront humanity's greatest challenges and opportunities" with an "aspiration to make the world a better place." A proposed certificate connecting arts to wellbeing addresses this commitment and its related goal as we explore the multi-faceted ways in which the arts fosters wellbeing and contributes positively to one's quality of life in multifarious contexts especially in these unusual times. The faculty, staff, and students involved in the fine arts, creative arts, and performing arts specifically are positioned to embody this curiosity and ambition in their capacity as learners, researchers, scholars, and artists.

This certificate is being developed at this critical time in a climate of mental and physical uncertainty and unrest, in which participation, appreciation, and understanding of music's powerful role in sustaining positive cognitive, psychological, and physiological wellbeing is significant to individual and community healing and overall quality of life.

The purpose of this certificate program is to foster knowledge about the intersection of music and wellbeing in the undergraduate learning experience and the learning environment at the University of Saskatchewan.

In a perfect world we would have approached you *prior* to submitting this certificate proposal. We'll be the first to acknowledge that the route we have taken here (i.e. to submit the proposal and *then* to ask you for advice on the above elective course list) is not the ideal way to go.

We chose to go this route simply due to very tight timelines.

Our department has signed off (approved) the creation of this certificate however it is not too late to alter the above list of non music elective courses before the course challenge goes live, which is why we are emailing now.

As heads I'm certain you can all appreciate the balancing act we take at times between facilitating the collegial process on all levels and supporting new initiatives like this (trying to get them up and running in timely way).

Either way we look forward to your related thoughts at your earliest convenience.

Thanks and best wishes.

Jen and Dean

On Apr 22, 2021, at 7:11 PM, Teucher, Ulrich <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)> wrote:

Hello Dean, Hello Jennifer,

I am sorry for my late reply; exams and marking, but today things are a little more manageable.

Indeed, how exciting, appropriate, and attractive your course would be to our health studies program! I am copying my colleague and co-chair Marla Mickleborough on this development. I would certainly inform our students about this course. Is it a course that can be taken at any time? Or is it, for example, a first-year or a third-year course? It sounds like the course is already "in the books" and students may be able to register for it? In that case I would advertise the course soon, before fall registration begins. Does the course have a course nr? I imagine that Alexis Dahl knows about it and I could get in contact with her. It also sounds as if you are not offering the course as only a one-time occasion and so we could work to include the course in our program?

I would also be interested in your conference and would be happy to advertise that, too. I imagine that a CFP has gone out already and speakers have been decided upon? Or is it a student conference?

Thank you very much for these great news!

Ulrich

Dr. Ulrich Teucher, Ph.D.

Co-Chair, Health Studies Program, College of Arts & Science

Associate Professor, Department of Psychology

Associate Member, Department of Community Health and Epidemiology

Member, Program in Culture, Health, and Human Development

University of Saskatchewan, 9 Campus Drive, Saskatoon S7N 5A5, Canada

Phone (306) 966-2529 / Fax (306) 966-6630, [ulrich.teucher\(at\)usask.ca](mailto:ulrich.teucher@usask.ca)

On Feb 28, 22, at 14:37, Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)> wrote:

Dear Ulrich,

It has been a pleasure to work with you a bit more closely in our capacity as pillar leads in the new signature area. I'm following up on an email I sent back in the fall as I was wondering if there might be a



connection of courses with your area that could serve in the larger Music and Wellbeing certificate program?

If you would like to connect about some possibilities to explore I would be most willing and appreciative.

Thank you for your consideration.

Best wishes,

Jennifer

**From:** "Teucher, Ulrich" <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)>  
**Subject:** **Re: Music and Wellbeing Certificate Course Request**  
**Date:** February 28, 2022 at 5:26:24 PM CST  
**To:** "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>  
**Cc:** "Teucher, Ulrich" <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)>

Good afternoon Jennifer,

I am really glad that you have this course that can connect Music and Wellbeing and that you are envisioning a Certificate Program. I believe I mentioned that some of my students in my 310 class have used self-composed (or have covered) pieces of piano music to give form to anxieties about health and climate change as part of an expressive assignment. I had also advertised your course to our health studies students last year.

Maybe I could tell you a little bit more about the nature of our health studies program so that you can better ascertain what our possibilities are? We offer three interdisciplinary core courses (first- to third-yr) and an honours thesis that, like a zipper, connect a wide spectrum of already existing health-related courses in the different departments of our College together. This wide spectrum consists in the majority of health and social science courses and only few art and humanities courses (we would love to have more - but there are unfortunately not many courses that address art and wellbeing in our College. From our perspective, your course is a most welcome addition). In our core courses and honours thesis we aim to maintain a bridge between all the disciplines in our College and - because of my own training in the humanities - I include the fine arts, music, expression/movement/dance, and humanities in the core courses when I teach them. For example, if there are students with music backgrounds, I encourage them to create assignments that have music contents - and I believe I sent you one such piece.

In a way, all three core courses are health and wellness related; the first-yr course is an introductory course that covers health and wellness in the broad spectrum of these terms; the second yr course is a methods course; the third yr course is the broadest, most applied, and most creative of our core courses and its health/wellness topic may change from year to year: it was the pandemic two years ago, climate change last year, and likely again climate change this coming year.

Maybe I can convey more to you about our program over a phone/zoom call, maybe on a Wednesday (those are my flexible days)?

Thank you for now,

Ulrich

**On Nov 2, 22, at 17:19, Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)> wrote:**

Hi Ulrich,

I hope this email finds you well!

I'm following up with this music and well-being certificate at the prompt of the Academic Programs Committee to ask if you would consider having the HLST 110.3 course as a required course for the certificate in addition to the required course MUS 200.3 Music and Well-being. This would mean it is no longer an option within the interdisciplinary category to take, but would be a mandatory course for those interested in the Music and Well-being certificate.

Please let me know if you'd like to chat about this or if you have any questions. Thank you in advance for your consideration.

Best wishes,

Jennifer

**From:** Teucher, Ulrich <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)>

**Sent:** Wednesday, November 2, 2022 7:42 PM

**To:** Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>

**Cc:** Teucher, Ulrich <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)>; Mickleborough, Marla <[m.mick@usask.ca](mailto:m.mick@usask.ca)>

**Subject:** Re: Music and Wellbeing Certificate Course Request

Hi Jennifer,

I thought that your request regarding your certificate was uncomplicated but now that the APC is prompting you to double-check with us I am wondering if I am overlooking anything that could be a problem. Alexis, please forgive me for copying you on this consultation. Would you please weigh in?

Thank you,  
Ulrich

**From:** Dahl, Alexis

**Sent:** Monday, November 7, 2022 8:50 AM

**To:** Teucher, Ulrich <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)>; Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>

**Cc:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>

**Subject:** RE: Music and Wellbeing Certificate Course Request

Hello everyone,

I see no issue with adding HLST 110 as a required course in a Music and Wellness certificate program, as long as the Department of Psychology and Health Studies feels that additional students can be accommodated.

Take care,  
Alexis

**On Nov 7, 2022, at 8:11 PM, Teucher, Ulrich <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)> wrote:**

Good evening,

Since Health Studies is part of the Department of Psychology and Health Studies, I have checked in with our Department to confirm that we can accommodate additional HLST 110.3 students if HLST 110.3 is one of the required courses. I expect to have an answer tomorrow Tuesday.

All best,  
Ulrich

**From:** Lang, Jennifer <jennifer.lang@usask.ca>  
**Sent:** Monday, November 7, 2022 8:15 PM  
**To:** Teucher, Ulrich <ulrich.teucher@usask.ca>  
**Cc:** Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>  
**Subject:** Re: Music and Wellbeing Certificate Course Request

Thank you very much Ulrich. I look forward to hearing from you on behalf of your department. If this opportunity allows it will be great for the students in the proposed certificate to take the health studies course, however, we definitely don't want to put extra stress on your faculty and departmental resources.

Have a good evening.  
Jen

**From:** Teucher, Ulrich <ulrich.teucher@usask.ca>  
**Sent:** Monday, November 7, 2022 8:44 PM  
**To:** Lang, Jennifer <jennifer.lang@usask.ca>  
**Cc:** Teucher, Ulrich <ulrich.teucher@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>  
**Subject:** Re: Music and Wellbeing Certificate Course Request

Hi Jennifer,

We are crunching the numbers. What are your expectations regarding the numbers that you expect for the Certificate? (as much as you can venture to say at this moment).

Thanks,  
Ulrich

**On Nov 8, 2022, at 11:08 AM, Teucher, Ulrich <[ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)> wrote:**

Dear Colleagues,

I have consulted with Department Head Karen Lawson, Psychology undergraduate chair Ron Borowsky, and my Health Studies colleagues Marla Mickleborough and Jan Gelech. We all agree that we will be able to accommodate additional HLST 110.3 students if HLST 110 is added as a required course in the Music and Wellness certificate program.

Thank you,  
Ulrich

**From:** Lang, Jennifer <jennifer.lang@usask.ca>  
**Sent:** Tuesday, November 8, 2022 12:54 PM  
**To:** Teucher, Ulrich <ulrich.teucher@usask.ca>  
**Cc:** Dahl, Alexis <alexis.dahl@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>  
**Subject:** Re: Music and Wellbeing Certificate Course Request

Thank you very much for all of your consultation here Ulrich. I will keep you updated with respect to the developments and approval or not of the proposal.

Best wishes,  
Jen

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## History

**From:** Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>  
**Sent:** Monday, September 19, 2022 1:42 PM  
**To:** Labelle, Katie <[kathryn.labelle@usask.ca](mailto:kathryn.labelle@usask.ca)>  
**Subject:** Certificate in Music and Well Being question

Hello Katie,

I hope the start of the term is going well for you. Last year we received permission from Jim Handy on behalf of History to include three courses as interdisciplinary options in our proposed Music and Wellbeing Certificate as we felt that students would really find intersections across these disciplines. We don't seek to add any additional workload for your department or faculty to accommodate students. If you saw this as an appropriate fit, would you still be willing to support these three courses as we put forth a proposal? Feel free to see the thread that might provide a bit more context to the certificate and please let me know if you have any questions or concerns.

HIST 115 Ideas and Culture

HIST 165 Health and Society

HIST 175 Identities and Communities in Transition

Thank you for letting me know at your earliest convenience.

Kind regards,

Jen

**From:** "Labelle, Katie" <[kathryn.labelle@usask.ca](mailto:kathryn.labelle@usask.ca)>  
**Date:** September 19, 2022 at 2:54:36 PM CST  
**To:** "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>  
**Subject:** Re: Certificate in Music and Well Being question

Hi Jen,

Thanks for reaching out. This looks good to me. I have cc'd our Undergrad Director (Mark Meyers) to see if he has any issues, but otherwise, I think it is a green light.

Thanks for thinking if us!

Katie

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**\*\*I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Michif/Métis.\*\***

Department Head, History Department

*Professor, University of Saskatchewan*

**Co-Journal Editor: *Ethnohistory***

**Author: *Dispersed, But Not Destroyed* (UBC: 2013), *La Pari de la dispersion* (PUL: 2014), *Daughters of Aataentsic* (MQUP: 2021)**

**Co-Editor: *From Huronia to Wendakes* (UOP 2016)**

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## Indigenous Studies

On Aug 28, 2022, at 1:20 PM, Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)> wrote:

Dear Bonita,

I'm emailing on behalf of Dean McNeill and the Department of Music and upon Alexis Dahl's suggestion that we consider including a course offered in your department that would be a great fit for our proposed certificate in Music and Wellbeing.

Here is a bit of background to the certificate:

The Dept of Music will be submitting a course challenge a proposal to launch a 15 CU certificate in *Music and Well Being*. We are excited about this potential valued added certificate to our suite of music

department offerings. Within this certificate we wanted to include a bit of flexibility wherein a student could choose *one* 3 CU course from another academic area, to promote and/or facilitate potential interdisciplinary connections between music and health and wellbeing, from a variety of vantage points including but not limited to connections within the fine arts and humanities and health studies.

That said we also wanted to keep this certificate as open ended as possible from the very beginning with respect to potentially facilitating interdisciplinary connections within our College. As such, within our proposal, we have identified a course from your respective department that we thought *might* be a good fit for potential inclusion within this Music and Wellbeing certificate.

We felt that the course INDG 201 (Introduction to the Health and Well Being of Indigenous Peoples) would be a great course to include in our interdisciplinary section of the certificate.

To be clear we are not asking you to in anyway 'shoe horn' content from your non music course(s) into this certificate. We are asking if the below course(s) *might* be a good fit for someone looking at wellbeing through this certificate's 'lens', who also wants to make some interdisciplinary connections that in turn might inform in interesting ways, their own individual wellbeing journey.

We would ask if you foresee any issues with us including the above courses in this proposal? We are not asking you to hold any spaces in said course for these certificate students. As well we do expect that this below list of non-music elective courses will grow significantly as time marches on meaning we intend for there to be more and more choices (not less and less) in this 3 CU elective space within this certificate. I mention all this to assure you that we don't want this certificate to be placing too much (or any) 'torque' on your department.

Here is some related background about this proposed certificate in Music and Wellbeing FYI:

### **Connection to University Plan:**

The Vision of the University of Saskatchewan clearly aims to advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge. The proposed certificate of Music and Wellbeing aims to connect disciplines of music with other areas including health studies and medicine, aligning with the commitment to *Boundless Collaboration*. In this sense we are *Enriching Disciplines* in our attempt to be responsible and relevant to the needs of our university community in "building, enhancing, and sustaining research, scholarly and artistic strength central to vibrant collaboration within and among all disciplines and academic units."

The *University Plan's 2025* commitment to *Courageous Curiosity* with the goal of unleashing discovery is aligned with our certificate offering. The University of Saskatchewan's commitment to *Courageous Curiosity* invites this community to "confront humanity's greatest challenges and opportunities" with an "aspiration to make the world a better place." A proposed certificate connecting arts to wellbeing addresses this commitment and its related goal as we explore the multi-faceted ways in which the arts fosters wellbeing and contributes positively to one's quality of life in multifarious contexts especially in these unusual times. The faculty, staff, and students involved in the fine arts, creative arts, and performing arts specifically are positioned to embody this curiosity and ambition in their capacity as learners, researchers, scholars, and artists.

This certificate is being developed at this critical time in a climate of mental and physical uncertainty and unrest, in which participation, appreciation, and understanding of music's powerful role in sustaining positive cognitive, psychological, and physiological wellbeing is significant to individual and community healing and overall quality of life.

The purpose of this certificate program is to foster knowledge about the intersection of music and wellbeing in the undergraduate learning experience and the learning environment at the University of Saskatchewan.

Our department has approved the creation of this certificate however it is not too late to alter the list of non-music elective courses before the course challenge goes live, which is why we are emailing now.

Either way we look forward to your related thoughts at your earliest convenience.

Thanks and best wishes.

Jennifer

**From:** "Beatty, Bonita" <[bonita.beatty@usask.ca](mailto:bonita.beatty@usask.ca)>  
**Subject:** Re: INDG 201 course offering  
**Date:** September 9, 2022 at 6:40:03 PM EDT  
**To:** "Lang, Jennifer" <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)>  
**Cc:** "Beatty, Bonita" <[bonita.beatty@usask.ca](mailto:bonita.beatty@usask.ca)>, "Wheeler, Winona" <[winona.wheeler@usask.ca](mailto:winona.wheeler@usask.ca)>

Hi. Jennifer. This would be interesting and would be fine. They would also need INDG 107.

Bonita Beatty

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## Consultation with the Registrar Form – Record of Approvals

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Sent:** Monday, February 13, 2023 9:58 AM

**To:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)  
<[academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)>

**Subject:** RE: College Faculty Council version of proposals for certificates in Music and Wellbeing, and in Creative Writing

Alexis,

I thought it may be helpful for IPA to see the CWR Forms, as all of the key information is now finalized in these. I've attached them here.

Jenn and Joseph, let us know if there is anything else you may need!

Seanine

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**From:** Olukayode, Joseph <[joseph.olukayode@usask.ca](mailto:joseph.olukayode@usask.ca)>

**Sent:** Monday, February 13, 2023 3:58 PM

**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)

**Subject:** Re: College Faculty Council version of proposals for certificates in Music and Wellbeing, and in Creative Writing

Hi Seanine,

Having reviewed these proposals, no further review or approvals are needed by IPA or the Provost.

Thanks.

**Joseph Olukayode**

Analyst, Resource Allocation and Planning

**University of Saskatchewan**

**Institutional Planning and Assessment (IPA)**

**Ph: 306-966-7817**

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On Feb 13, 2023, at 6:47 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Forms to propose the following new degree-level undergraduate certificates in the College of Arts & Science for implementation in the 2023-24 Addendum of the Catalogue:

1. Certificate in Creative Writing
2. Certificate in Music and Wellbeing

These certificates will charge standard tuition rates and will follow the standard per credit unit tuition assessment method. As a result, IPA has confirmed that they do not require a financial review before they proceed through approval.

Please “reply-all” with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval.

Thank you,  
Seanine

**Seanine Warrington, M.A.**  
Senior Editor and Coordinator  
Catalogue and Academic Programs  
Registrarial Services  
**University of Saskatchewan**  
**Teaching, Learning and Student Experience**  
**Ph: 306-966-1874**

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

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**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Monday, February 13, 2023 7:21 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>  
**Subject:** Re: Consultation with the Registrar Forms - UG Certificates in Creative Writing and Music & Wellbeing

Approved.

Russell Isinger, BA, MA

Interim Vice-Provost,

Teaching, Learning and Student Experience, and  
University Registrar

Professional Affiliate, Department of Political Studies

University of Saskatchewan  
E248 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - 306-966-8710  
Cell Phone - 306-280-6178  
Fax - 306-966-6730

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**From:** Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>  
**Sent:** Tuesday, February 14, 2023 3:32 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Cc:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>  
**Subject:** RE: Consultation with the Registrar Forms - UG Certificates in Creative Writing and Music & Wellbeing

Thanks both – no changes on my end. Approved!

~L



UNIVERSITY OF  
SASKATCHEWAN

## **Proposal for Academic or Curricular Change**

### **PROPOSAL IDENTIFICATION**

**Title of proposal: Degree-level Certificate in Labour Studies**

Field(s) of Specialization: Labour Studies

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Charles Smith  
Associate Professor, Department of Political Studies  
St. Thomas More College  
csmith@stmcollege.ca  
306-966-8044

Proposed date of implementation: September 2023

## Proposal Document

There is no comparable program available in the province of Saskatchewan that allows students to take labour studies programming with a distinct focus on the role of workers, unions, and labour policy. Our certificate is designed to highlight an area of inquiry that is currently not offered across the University, thus contributing to the goals of understanding knowledges of work, workers, and the dynamic of the labour market. Our main goal is to design a certificate that gives students the practical skills they can use as they enter the world of work, which includes practical understanding of collective bargaining, labour law, labour policy, and the economics of work. In so doing, the certificate will instill a greater level of integrity and respect for the collective organizations of workers in Saskatchewan, Canada, and internationally. Understood from this perspective, the certificate underlines one of the University's core learning goals, which is to provide students hands-on skills that will include the ability to bargain and come to a negotiated settlement. This certificate clusters together existing STM, College of Arts and Science, and Edward's School of Business courses to offer students a tangible output that recognizes their specialized knowledge in the subject area. The program will allow students to acquire specialized knowledge about labour studies in Canada and will provide them with a means of documenting this competency. The certificate also offers students the opportunity to highlight their proficiency in this specialty area and to enhance their overall learning experience with concentrated content, such as learning about the history of organized labour, the economics of work, the legal process regulating unions and their behaviour.

Impact on the Department: The Labour Studies Committee will continue to oversee the maintenance of the certificate, administered by STM. The certificate may cause a slight increase in enrolment in the listed courses, but we do not anticipate that this certificate will negatively impact any affected programs.

COMM 381 requires COMM 211 as a prerequisite, and COMM 211 is not listed in the program requirements. The Edwards College of Business have agreed to waive this prerequisite requirement for non-Edwards students taking this certificate. Alexis Dahl has confirmed this with that College.

Resources: Apart from the capstone course, all courses in this certificate are already being offered as part of their respective programs. The CPSJ core course will be run through STM and no additional resources will be required.

## **College Statement**

From Lorin Elias, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Labour Studies.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will provide students an opportunity to learn about labour studies through the employee/union lens, but also to have a glimpse of the HR view through taking COMM 381 (Industrial Relations). This certificate can be taken on its own, but will also provide a valuable add-on for students who are pursuing or have completed degrees in other disciplines.

The Academic Programs Committee (BA, BFA, BMus) approved the proposals on February 15, 2023, as did the College Faculty Council on March 20, 2023.

## Program Description

### Degree Level Certificate in Labour Studies

This certificate is designed to give students the practical skills they can use as they enter the world of work, which includes practical understanding of collective bargaining, labour law, labour policy, and the economics of work. In so doing, the certificate will instill a greater level of integrity and respect for the collective organizations of workers in Saskatchewan, Canada, and internationally.

As an interdisciplinary program that has program offerings in Political Studies, Sociology, History and Economics, the program will expose students to multiple theories of work, unionization, collective bargaining, and labour market issues.

### Major Average

The major average in the Degree Level Certificate program in Labour Studies includes the grades earned in:

- All courses eligible to be used in the program

### Residency Requirements

To receive a Certificate in Labour Studies, students must complete at least half of the required coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

See [Residency](#) for additional details.

### Requirements (27 credit units)

The certificate may be completed as a standalone qualification or in conjunction with any degree in another subject area in the College of Arts and Science.

- COMM 381.3 Industrial Relations
- CPSJ 205.3 Introduction to Labour Studies (pending approval)

Choose **6 credit units** from the following:

- ECON 223.3 Labour Economics
- HIST 243.3 The Reverberations of the Industrial Revolution 1750 to today
- POLS 302.3 The Politics of Work
- SOC 216.3 The Challenges and Promises of the Changing World of Work

Choose **15 credit units** from the following, 6 of which must be at the 200-level or above:

- COMM 382.3 Employment Law
- COMM 384.3 Workplace Health and Safety
- COMM 387.3 Labour Law
- COMM 487.3 Collective Agreement Arbitration
- ECON 111.3 Microeconomic
- ECON 114.3 Macroeconomics
- ECON 211.3: Intermediate Microeconomics
- ECON 214.3: Intermediate Macroeconomics

- ECON 223.3 Labour Economics
- ECON 227.3: Wage Determination
- HIST 125.3: History Matters Indigenous Colonial and Post-Colonial Histories
- HIST 135.3: History Matters Gender Sex and Society
- HIST 155.3: History Matters Science and Environment
- HIST 175.5: History Matters Identities and Communities in Transition
- HIST 243.3: The Reverberations of the Industrial Revolution 1750 to today
- HIST 256.3: Post Confederation Canada 1867 to the Present
- HIST 258.3: The Canadian Prairies Since 1905
- HIST 292.3: The Menace of Progress I: Enlightenment Colonialism Dispossession
- HIST 293.3: The Menace of Progress II: The Promise and Failure of Development
- HIST 363.3: Canada in Age of Affluence Post 1945
- POLS 111.3: Democratic Citizenship in Canada
- POLS 112.3: Justice and Injustice in Politics and Law
- POLS 250.3: Understanding the State in a Global Era
- POLS 251.3: Social Movements and Change
- POLS 302.3 The Politics of Work
- POLS 403.3: Advanced Topics in Public Law and Public Policy
- SOC 111.3: Foundations in Sociology Society Structure Process
- SOC 112.3: Foundations in Sociology Social Construction of Everyday Life
- SOC 210.3 Families Social Structure and Social Change
- SOC 216.3 The Challenges and Promises of the Changing World of Work
- SOC 227.6 Critical Issues in Canadian Society
- SOC 234.3 Sociology of Law
- SOC 306.3 Contemporary Class Structure
- SOC 406.3 Workers Lived Experience in the New Economy
- WGST 315.3 Politics of Gender and Sexuality in Transnational Feminisms
- WGST 411.3 Situated Transnational Feminisms

## NOTICE OF INTENT

### **New Certificate Program: Labour Studies Certificate**

Members of the Department of Political Studies (Charles Smith), Sociology (Elizabeth Quinlan), History (Jim Clifford), Economics (Saeed Moshiri), and from the Business College (Scott Walsworth) at St. Thomas More College, the College of Arts and Science, and Edwards School of Business propose the establishment of a Degree Level Certificate in Labour Studies. The program requirements will require students to successfully complete 24 credit units. Students must take a single 3 credit unit interdisciplinary core class, 3 credits from the Edwards School of Business, 6 credit units from a specific list of courses, and 12 additional credits housed in Commerce, Political Studies, Sociology, History, Economics or Women's Studies.

By completion of the certificate, students will cultivate an understanding of issues of Canadian labour studies, industrial relations, law, history, and economics through the lenses of multiple social, economic, and political theories. Students will also be able to present, support and defend ideas on politically controversial legal issues. This objective speaks directly to St. Thomas More College's five-year plan, including promoting vital liberal arts education, promoting inter/cross disciplinary initiatives in teaching and research, diversifying STM's experiential learning, and building a more holistic community with society partners, including the province's labour organizations.

Additionally, the certificate aims to promote the University of Saskatchewan's learning goals, which seeks to build community through a "shared journey of transformation" of "discovery, creation and learning," which includes furthering the University's goal of promoting interdisciplinary education and program offerings. The certificate also aligns with the the *University Plan 2025*, and the university's Vision, Mission and Values because it is interdisciplinary by design, allowing students the opportunity of meeting its requirements by means of courses in political studies, sociology, history, and economics. Furthering these goals, the Labour Studies certificate working group was constructed in 2019 and conducted outreach through its partners in the Saskatchewan Federation of Labour (SFL). Out of that consultation, we asked the President of the Federation (Lori Johb) and a Vice President of the organization (Eric Bell) to join our working group. We then conducted a survey of SFL members asking for input on the content of the certificate. A summary of that consultation is attached to our proposal, and you will see that we have incorporated many of their suggestions into our certificate, which includes a hands-on course on collective bargaining, designed to give students practical skills as they enter the labour market proposal.

The introduction of this program will assist students to achieve learning outcomes in a number of areas identified in the University Learning Charter. Specifically, it:

- Helps students to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Provides students with a comprehensive knowledge of their subject area, discipline, or profession.



- Equips students to recognize and think through moral and ethical issues in a variety of contexts.

Our certificate is designed to highlight an area of inquiry that is currently not offered across the University, thus contributing to the goals of understanding knowledges of work, workers, and the dynamic of the labour market. Our main goal is to design a certificate that gives students the practical skills they can use as they enter the world of work, which includes practical understanding of collective bargaining, labour law, labour policy, and the economics of work. In so doing, the certificate will instill a greater level of integrity and respect for the collective organizations of workers in Saskatchewan, Canada, and internationally. Understood from this perspective, the certificate underlines one of the University's core learning goals, which is to provide students hands-on skills that will include the ability to bargain and come to a negotiated settlement.

Long term goals of the certificate include creating a work placement course for students, thus building deeper partnership with the province's labour movement. In our consultation, many voices inside of the province's labour movement commented on their willingness to partner with our working group to create a work placement class that will further contribute to hands on learning experiences.

There is no comparable program available in the province of Saskatchewan that allows students to take labour studies programing with a distinct focus on the role of workers, unions, and labour policy. Nationally, there are several programs at post-secondary institutions focused on labour studies, including a small number of certificate options. This program is distinct in its focus on the intersection between politics and law, sociology, history, and economics. The certificate ladders seamlessly into the three-year, four-year, and Honours BA programs, allowing students to complete the certification while completing their degree programs.

This certificate clusters together existing STM, College of Arts and Science, and Edward's School of Business courses to offer students a tangible output that recognizes their specialized knowledge in the subject area. The program will allow students to acquire specialized knowledge about labour studies in Canada and will provide them with a means of documenting this competency. We see this certificate as an important means of attracting students to the study of work and labour issues from the interdisciplinary perspectives of political science, sociology, industrial relations (commerce), history, and economics. The certificate also offers students the opportunity to highlight their proficiency in this specialty area and to enhance their overall learning experience with concentrated content, such as learning about the history of organized labour, the economics of work, the legal process regulating unions and their behaviour.

By allowing students to choose their elective offerings in the certificate program, we foresee flexibility in the student learning experience that permits certificate participants to complement their degree program while studying perspectives on this important subject area.

We anticipate that this certificate will be particularly attractive to students who are interested in the study of work and labour. The projected student enrolment initially is expected to be 5-10 students, and these numbers are anticipated to grow over time with rising student awareness of

the program. We make this estimate based on healthy enrollment in our work-related classes in Political Studies, Commerce, Sociology, History and Economics.

Our departments currently possess all needed resources required for certificate implementation and we are requesting no new or additional supports. We are proposing one new course that will be included in the program; this proposed course will also be added as part of the Minor in Critical Perspectives on Social Justice (CPSJ), (coordinated by STM) and does not require additional resources or supports.

The core courses for this program are offered either annually or biannually and the elective courses are offered regularly. As a result, the introduction of a certificate program will have no negative impact on departmental practices or library systems and has no resource implications. We do not anticipate any risks to implementing the program in 2023. The risks of not proceeding with the program at this time are that students may seek certificate or learning opportunities at other post-secondary institutions in lieu of the University of Saskatchewan to gain access to this type of accreditation.

This program will be coordinated by STM and housed in the College of Arts & Science. It is intended to commence in May 2024, pending approvals.

## Labour Studies – Record of Consultation

**From:** Charles Smith <[csmith@stmcollege.ca](mailto:csmith@stmcollege.ca)>

**Sent:** Tuesday, May 24, 2022 12:09 PM

**To:** Handy, Jim <[jim.handy@usask.ca](mailto:jim.handy@usask.ca)>; Hibbert, Neil <[nah190@mail.usask.ca](mailto:nah190@mail.usask.ca)>; Brooks, Carolyn <[carolyn.brooks@usask.ca](mailto:carolyn.brooks@usask.ca)>; Bruneau, Joel <[joel.bruneau@usask.ca](mailto:joel.bruneau@usask.ca)>

**Cc:** Saeed Moshiri <[smoshiri@stmcollege.ca](mailto:smoshiri@stmcollege.ca)>; Quinlan, Elizabeth <[elq966@mail.usask.ca](mailto:elq966@mail.usask.ca)>; Clifford, Jim <[jim.clifford@usask.ca](mailto:jim.clifford@usask.ca)>; Laura Mitchell <[lmitchell@stmcollege.ca](mailto:lmitchell@stmcollege.ca)>

**Subject:** Re: Labour Studies Final Certificate Program

Dear Jim, Neil, Carolyn, and Joel

I hope this note finds everyone well and (finally!) enjoying the spring weather.

The labour studies certificate has been approved by STM's faculty council and is ready to go to course challenge at USask for the Fall course challenge. I have been informed by our college admin coordinator that I need final approval from the department heads in History, Sociology, Political Studies (Women Studies), and Economics for the final package to be submitted to course challenge.

Attached is the list of courses, the NOI, a summary of consultation with labour union partners, and the draft capstone course on collective bargaining.

Could I ask that you take a quick look at the program and course offerings and if you are happy with the list, to respond to this note indicating your approval? By contrast, if you have any questions or concerns please let us know and we'll make the changes.

The committee (myself, Jim Clifford, Elizabeth Quinlan, and Saeed Moshiri) very much appreciate it.

Charles Smith, Ph.D.  
Dept. of Political Studies  
St. Thomas More College  
University of Saskatchewan  
Co-editor, Labour/Le Travail  
@ProfSmithSask

**From:** Bruneau, Joel <joel.bruneau@usask.ca>

**Sent:** May 24, 2022 1:23 PM

**To:** Charles Smith <csmith@stmcollege.ca>; Handy, Jim <jim.handy@usask.ca>; Hibbert, Neil <nah190@mail.usask.ca>; Brooks, Carolyn <carolyn.brooks@usask.ca>

**Cc:** Saeed Moshiri <smoshiri@stmcollege.ca>; Quinlan, Elizabeth <elq966@mail.usask.ca>; Clifford, Jim <jim.clifford@usask.ca>; Laura Mitchell <lmitchell@stmcollege.ca>

**Subject:** RE: Labour Studies Final Certificate Program

Hello Charles.

The Department of Economics approves of and fully supports the Certificate Program in Labour Studies.

**Dr. Joel Bruneau**

Associate Professor and Head  
University of Saskatchewan  
Department of Economics  
ARTS 820, 9 Campus Drive  
Saskatoon, SK, S7N 5A5  
CANADA

**From:** Brooks, Carolyn <carolyn.brooks@usask.ca>

**Date:** Wednesday, May 25, 2022 at 10:42 AM

**To:** Hibbert, Neil <nah190@mail.usask.ca>, Bruneau, Joel <joel.bruneau@usask.ca>, Charles Smith <csmith@stmcollege.ca>, Handy, Jim <jim.handy@usask.ca>

**Cc:** Saeed Moshiri <smoshiri@stmcollege.ca>, Quinlan, Elizabeth <elq966@mail.usask.ca>, Clifford, Jim <jim.clifford@usask.ca>, Laura Mitchell <lmitchell@stmcollege.ca>

**Subject:** Re: Labour Studies Final Certificate Program

Hi Charles,

Thanks for the email and update. I agree, everything looks excellent. The department of sociology also fully approves and supports this certificate program. Let me know if there is anything else you need.

All my best,

Carolyn

**From:** Hibbert, Neil <nah190@mail.usask.ca>  
**Date:** Wednesday, May 25, 2022 at 10:34 AM  
**To:** Bruneau, Joel <joel.bruneau@usask.ca>, Charles Smith <csmith@stmcollege.ca>, Handy, Jim <jim.handy@usask.ca>, Brooks, Carolyn <carolyn.brooks@usask.ca>  
**Cc:** Saeed Moshiri <smoshiri@stmcollege.ca>, Quinlan, Elizabeth <elq966@mail.usask.ca>, Clifford, Jim <jim.clifford@usask.ca>, Laura Mitchell <lmitchell@stmcollege.ca>  
**Subject:** Re: Labour Studies Final Certificate Program

Hi Charles,

Looks great - happy to express approval on behalf of Political Studies.

Neil

**From:** Handy, Jim <jim.handy@usask.ca>  
**Sent:** May 24, 2022 1:17 PM  
**To:** Charles Smith <csmith@stmcollege.ca>; Hibbert, Neil <nah190@mail.usask.ca>; Brooks, Carolyn <carolyn.brooks@usask.ca>; Bruneau, Joel <joel.bruneau@usask.ca>  
**Cc:** Saeed Moshiri <smoshiri@stmcollege.ca>; Quinlan, Elizabeth <elq966@mail.usask.ca>; Clifford, Jim <jim.clifford@usask.ca>; Laura Mitchell <lmitchell@stmcollege.ca>  
**Subject:** Re: Labour Studies Final Certificate Program

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Hi Charles, Thanks for this. It looks more than fine to me. Cheers, jh

**From:** Handy, Jim <jim.handy@usask.ca>  
**Sent:** May 25, 2022 10:55 AM  
**To:** Brooks, Carolyn <carolyn.brooks@usask.ca>; Hibbert, Neil <nah190@mail.usask.ca>; Bruneau, Joel <joel.bruneau@usask.ca>; Charles Smith <csmith@stmcollege.ca>  
**Cc:** Saeed Moshiri <smoshiri@stmcollege.ca>; Quinlan, Elizabeth <elq966@mail.usask.ca>; Clifford, Jim <jim.clifford@usask.ca>; Laura Mitchell <lmitchell@stmcollege.ca>  
**Subject:** Re: Labour Studies Final Certificate Program

Hi Charles, Just to be clear, my 'more than fine' comment from yesterday should be read as full support from the Department of History for this certificate. Best, jh

**TO:** Charles Smith  
Department Head, Political Studies

**FROM:** Noreen Mahoney  
Associate Dean Academic and Director of Executive Education

**DATE:** January 19, 2023

**RE:** Support for Labour Studies Certificate

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The Edwards School of Business is pleased to support the proposed Labour Studies Certificate. While this program does intersect with some topics taught in the Edwards School of Business, we recognize it as an opportunity to expose non-Edwards students to labour studies and invite new perspectives into our Edwards classes. We appreciate the consultative process undertaken during the drafting of this proposal and will permit non-Edwards students pursuing the Labour Studies Certificate to enroll in Edwards courses.

Sincerely,



Noreen Mahoney, CPA, CA, MBA  
Associate Dean Academic and Director of Executive Education Edwards School of  
Business  
Nutrien Centre - 25 Campus Drive  
Saskatoon, SK, CA  
S7N 5A7

**New course(s):**

**CPSJ 205.3 Introduction to Labour Studies**

(1/2-3L) This course is designed to provide students with an introduction to the dynamic field of labour studies. In addition to being a capstone course in St. Thomas More College and the University of Saskatchewan's labour studies certificate, the class also offers students a foundation to the question of work, unions, and labour relations in Canada. It will introduce students to the role of workers' organizations in society, examining the way unions have been formed, how they originate, what they do and how they are organized, and the role of workers organizations in the 21<sup>st</sup> Century.

Prerequisite(s): 6 credit units from ECON, HIST, POLS, or SOC courses; or permission of the instructor.

Instructor(s): Charles Smith, Saeed Moshiri

Rationale: This course will improve offerings in this field, and reflects the interests of the instructors. The course will serve as a core course for the proposed Certificate in Labour Studies



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **Arts and Science Dean's Office**
- 1.3 Term from which the course is effective: **202309**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **CPSJ 205.3**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Introduction to Labour Studies**  
Course Short Title (maximum 30 characters): **Introduction to Labour Studies**
- 2.4 Total Hours:   **3** Lecture        Seminar        Lab        Tutorial        Other
- 2.5 Weekly Hours: **39** Lecture        Seminar        Lab        Tutorial        Other
- 2.6 Term in which it will be offered:    T1        T2        T1 or T2        T1 and T2
- 2.7 Prerequisite: **6 credit units from ECON, HIST, POLS, or SOC courses; or permission of the instructor.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This course is designed to provide students with an introduction to the dynamic field of labour studies. In addition to being a capstone course in St. Thomas More College and the University of Saskatchewan's labour studies certificate, the class also offers students a foundation to the question of work, unions, and labour relations in Canada. It will introduce students to the role of workers' organizations in society, examining the way unions have been formed, how they originate, what they do and how they are organized, and the role of workers organizations in the 21<sup>st</sup> Century.

- 2.9 Do you allow this course to be repeated for credit? **No**

**3. Please list rationale for introducing this course:**

CPSJ 205.3 will be a core course for the proposed Certificate in Labour Studies.



4. **Please list the learning objectives for this course:**

See syllabus.

5. **Impact of this course**

- Are the programs of other departments or Colleges affected by this course?
- If so, were these departments consulted? (Include correspondence)
- Were any other departments asked to review or comment on the proposal?

See program proposal.

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **n/a**
- 6.2 Courses for which this course will be a prerequisite? **n/a**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Labour Studies.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

- 8.1 Expected enrollment: **30 students**
- 8.2 From which colleges? **Arts & Science.**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded?
  - C – Completed Requirements  
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
  - N – Numeric/Percentage  
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
  - P – Pass/Fail  
(Grade options for instructor: Pass, Fail, In Progress)
  - S – Special  
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:
- 9.2 Is the course exempt from the final examination?

10. **Required text**

Include a bibliography for the course.

See syllabus.

11. **Resources**

- 11.1 Proposed instructor: **Charles Smith, Saeed Moshiri**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **Teaching and other course expenses will be accommodated within the STM budget.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

**12. Tuition**

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Yes, TC01**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

**No additional fees required.**

**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

**2. Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit  
 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

**3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

- 3.1 Permission Required: **N/A**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**6 credit units from ECON, HIST, POLS, or SOC courses; or permission of the instructor.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **N/A**

**4. List Equivalent Course(s) here: N/A**

**5. List Mutually-Exclusive Course(s) here: N/A**

**6. Additional Notes: N/A**

## CPSJ 205.3

### Introduction to Labour Studies

<b>Course Code:</b> CPSJ 205	<b>Term:</b> Fall / Winter
<b>Course Credit:</b> 3 Credit units	<b>Delivery Method:</b> In-Person
<b>Class Section:</b> 61 & 63	<b>Start Date:</b> Sept/Jan
<b>Class Location:</b> STM College, Rm XXX	<b>Instructor Name:</b> Charles Smith
<b>Class Time:</b> TBA	<b>Instructor Name:</b> Charles Smith
<b>Office Hours:</b> TR, Rm 183	<b>Instructor Contact Information:</b> Email: <a href="mailto:csmith@stmcollege.ca">csmith@stmcollege.ca</a>

### Course Description

This course is designed to provide students with an introduction to the dynamic field of labour studies. In addition to being a capstone course in St. Thomas More College and the University of Saskatchewan's labour studies certificate, the class also offers students a foundation to the question of work, unions, and labour relations in Canada. It will introduce students to the role of workers' organizations in society, examining the way unions have been formed, how they originate, what they do and how they are organized, and the role of workers organizations in the 21<sup>st</sup> Century.

### Prerequisites

6 credit units from ECON, HIST, POLS, or SOC courses; or permission of the instructor.

### Land Acknowledgement

We would like to acknowledge that the Saskatoon campus at St. Thomas More College, University of Saskatchewan is on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

### Learning Outcomes

By the end of this course, students will:

- Develop a better understanding of the history of workers struggles and the formation of unions in Canada.
- Have undertaken a thorough examination of the way workers organize both economically and politically in Canada and throughout North America.
- Develop a better understanding of the union democratic process and how union members assist in building and maintaining unions.

- Maintain a thorough understanding of different forms of union political and economic action and how those actions influence and change society.
- Develop an introductory understanding of the laws and state policies that assist in union organizing.
- Have undertaken an introduction to the Occupational Health and Safety mechanisms across the country.
- Recognize the importance of political action to building and maintaining the workers' movements across North America.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/about/policies/learning-charter.php>

## **University of Saskatchewan Grading System (for undergraduate courses)**

**Exceptional (90-100)** A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Excellent (80-90)** An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**Good (70-79)** A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

**Satisfactory (60-69)** A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

**Minimal Pass (50-59)** A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**Failure <50** An unacceptable performance

## Course Overview

This class is organized into two parts. The first half of the class will examine the history of workers struggles in Canada. It will examine how the workers' movement changed from an exclusive male movement in the craft sector to broader industrial and more inclusive organizations in all sectors of the economy in the 20<sup>th</sup> and 21<sup>st</sup> century. The second half of the class will consist of a closer examination of unions themselves. It will examine different theories of union activity, how they challenge employer power in the workplace, and the way unions are organized in the Canadian economy. It will also examine how unions attempt to make political and economic changes in society, including engaging in political action, fighting for stronger labour laws, and improved occupational health and safety rules.

## Required Resources

- Craig Heron and Charles Smith, *The Canadian Labour Movement: A Short History*. 4<sup>th</sup> Ed., Lorimer, 2020.
- Stephanie Ross and Larry Savage, *Building a Better World: An Introduction to the Labour Movement in Canada*. 4<sup>th</sup> Ed. Fernwood, 2023.

## Grading Scheme

Assignment	Due Date	Total
Letter to the Editor (Union Strike Action)	Sept/Jan	10%
Labour History Movie Review: Winnipeg General Strike	Oct/Feb	20%
Labour Interview Assignment	Nov/March	30%
Final Exam	December/April	30%
2-Minute Weekly Reflection Memo/Quiz	Weekly	10%
<b>Total</b>		<b>100%</b>

## Evaluation Components

Before beginning your assignments:

**PLEASE READ THE STATEMENT ON ACADEMIC HONESTY.** This statement outlines the College and the University's policy relating to **PLAGIARISM**. Please note that plagiarism is a serious academic offence. **Any student caught plagiarizing will receive an automatic 0 on the assignment and could be subject to further academic discipline by the University.**

St. Thomas More College and the University of Saskatchewan are committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct:

- <https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php#StudentAcademicMisconductRegulations>

Students should also be familiar with Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals:

- <https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Library Website at:

- <https://library.usask.ca/academic-integrity.php>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://libguides.usask.ca/AcademicIntegrityTutorial>

There are also valuable resources on the Integrity Matters website: <https://academic-integrity.usask.ca/>  
Other important **REQUIEMENTS for ALL WRITTEN ASSIGNMENTS:**

**Paper Formatting:**

- o 12-Point Font
- o Title Page
- o Double-Spaced
- o Times New Roman
- o Numbered Pages

**Citation:**

- o Our class requires that students use the **Chicago Manual of Style**.
- o An online version can be found here: <http://www.chicagomanualofstyle.org/16/contents.html>
- o For Author-Date References: [http://www.chicagomanualofstyle.org/16/ch15/ch15\\_toc.html](http://www.chicagomanualofstyle.org/16/ch15/ch15_toc.html)
- o For Notes and Bibliography: [http://www.chicagomanualofstyle.org/16/ch14/ch14\\_sec018.html](http://www.chicagomanualofstyle.org/16/ch14/ch14_sec018.html)

**Assignment 1: Letter to the Editor**

**Value:** 10% of final grade

**Due Date:** Week 4

**Type:** This assignment asks students to examine an historical labour struggle and imagine that they are an active participant in that strike. They will then write a fictional letter to the editor explaining why this strike is important (or not!) and what it was meant to achieve.

**Description:** Students will write a **500–700-word** letter to the editor examining the strike in question and take an active position in support or against the strike’s overall goals. They are asked to provide insight into the importance of this strike for understanding Canadian labour history.

**Assignment 2: Canadian Labour History Movie Review: Winnipeg General Strike**

**Value:** 20% of final grade

**Due Date:** Week 8

**Type:** This assignment will ask students (available in the University library) to watch the **2019 film Stand!**, a fictional musical film about the Winnipeg General Strike. After watching the film, students will be asked to explore the numerous secondary sources on the strike.

**Description:** Students are then asked to write a 3-4 **page movie review on the historical re-enactment on the Winnipeg General Strike**. Students can focus on the following:

1. Describe how the film addresses the racial, ethnic, and class tensions in Winnipeg leading up to the strike?
2. Why did workers in the film go on strike? What were those demands? In your opinion, were the demands reasonable?
3. What were the outcomes and lessons from the strike?



4. Are there lessons from the strike that are applicable today? Given what you've learned from secondary sources and the film, do you believe a similar general strike happen today? Why/Why not?

### **Assignment 3: Labour Interview Assignment**

**Value:** 30% of final grade

**Due Date:** Week 11

**Type:** This assignment will ask students interview a labour relations expert and write up that interview in a journalistic style newspaper article.

**Description:** Students will be given a list of labour experts, union leaders, labour lawyers, arbitrators, advocates, activists, academics, and other labour experts by the instructor at the beginning of class.

All of these experts will have previously given their approval to be interviewed by students.

This assignment will ask students to contact a pre-approved expert over email and to arrange an interview with that expert. Interviews can be done over email or over the phone (or on Zoom). Interviews should take **no more than 20-30 minutes**.

Interviewers will ask the labour relations experts about the most important issues in the field of labour relations/labour studies in the current today. The template for the interview is included below, but students are free to add questions to this template.

#### **Interview questions:**

1. Please tell me about how you got involved in the labour community. What drew you to focusing on labour as a career?
2. Can you tell our readers a little about your experience in the field. Is there one or two issues in the past that stand out for you? What is the most exciting event in your career?
3. What do you see as the most important issues facing workers and the labour movement today?
  - a. Follow-up: How did this challenge arise? Has it occurred suddenly, or has it been a long-time in the making?
4. How can workers/unions/advocates address this challenge? What do you see as the most important steps forward for the workers' movement?

Once the interviews are completed, students are required to transcribe their interviews into a Word document. If your interview was done over email, you can cut and paste the interview questions and responses into a single document.

Once that is completed, students are then required to write a journalistic, **500–750-word** news story on their interview. This news story will use the interview as a primary source to explain to readers what the most important issue facing workers/unions are today. The assignment will ask students to include direct quotes from interviewee, using direct evidence from the interviewee to defend their positions.

## **Final Exam**

**Value:** 30% of final grade

**Date:** Dec/April Exam Period

**Length:** 3 hours

**Type:** This is a comprehensive final exam that will examine all of the theoretical, legal, and empirical concepts lectured at the beginning of class and then applied throughout the collective bargaining simulation.

**Description:** Students will write a 3-hour comprehensive final during the regular scheduled exam period. The exam will consist of a short answer section, and several short essay questions covering all of the material covered in class.

## **2-Minute Weekly Reflection Quiz**

**Value:** 10% of final grade

**Date:** Throughout

**Type:** This is a weekly reflection quiz that asks students to examine important questions from the lectures and reading material each week.

**Description:** As we are a second-year class, a vital component of your grade will consist in how students participate in our weekly class discussions. Students are expected to attend all classes, arrive on time, and be prepared to participate each week. This participation will be reviewed through the **completion of the 2-minute weekly quiz** at the conclusion of each week.

The quiz will be **handed in on Canvas by midnight on Friday of each week**. You are required to **complete 10 quizzes throughout the term**.

**You'll be graded on the quality of your answers, your reflection on class discussion, and your completion of the quiz.**

### **Grades will be assigned as follows:**

**90-100:** Contribute frequently and appropriately; demonstrate critical understanding of assigned reading and other material; apply relevant material from readings and lectures to answering the quiz questions; build on the comments of others; make integrative statements.

**80-89:** Contribute regularly; demonstrate understanding of main points of reading on the quiz; occasionally employ relevant materials from readings and lectures to the issue or question on the quiz; offer observations but do not integrate or build on other's contributions.

**70-79:** Contribute a few times; demonstrate having read assigned material; employ some theory in understanding issues on the quizzes; make statements unconnected to the main subject or repeat comments already offered.

**60-69:** Miss classes and quizzes; only able to marginally demonstrate having read the assigned material; unable to link comments to readings or theories in the quiz.

**50-59:** Miss numerous classes; contribute minimally to discussion; little demonstration of having read or carefully read assigned readings; offer comments or answers which do not advance discussion of the issues.

**0-49:** Absent from discussion and fail to address main issues on quiz.

\*There are legitimate reasons for missing class, such as an **illness, family emergency** or a **religious function**. In the event of a family emergency, family function or religious function please let the professor know as soon as possible.

### **Submitting Assignments**

- Assignments are to be submitted over **Canvas by midnight** of the due date.
- Electronic copies (over email) will only be accepted under extraordinary circumstances.

### **Late Assignments**

There are no late marks for our assignments. However, no assignments will be accepted two weeks after the due date, except in extraordinary circumstances or on compassionate grounds.

### **Criteria That Must Be Met to Pass**

As this is class that requires hands on participation, students must commit to participating in their group project. Participation requirements in the group bargaining simulation and completing the final exam must be met in order to pass the class.

### **Copyright**

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the [CC license](#). This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's "Use of Materials Protected By Copyright" Policy available at <https://policies.usask.ca/policies/operations-and-general-administration/copyright.php>.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy or by the university Copyright Guidelines (available at <https://library.usask.ca/copyright/general-information/copyright-guidelines.php>) and requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/> where there is information for students available at <https://library.usask.ca/copyright/students/your-course-materials.php>, or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadliness. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

## Academic Support for Students

Visit the [Learning Hub](#) to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources or book 1-1 appointments for help with:

- First year experience
- Research
- Study strategies and skills
- Writing
- Math and Statistics

Enrolled in an online course? Explore these resources: [Online Learning Readiness Tutorial](#) and [Netiquette Guide](#).

## **Teaching, Learning and Student Experience**

The Teaching, Learning and Student Experience Unit (TLSE) focuses on providing developmental and support services and programs to students and the university community. For more information, see <https://students.usask.ca/>.

## **Financial Support**

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

## **College Supports**

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>)

## **St. Thomas More Supports**

STM Student Services are here to help you with any questions you might have about St. Thomas More College - whether about admission, career planning, academic advising, course offerings, scholarship and bursary opportunities or extracurricular activities at STM. Contact information is available at: <https://stmcollege.ca/study-here/student-services.php>

## Class Schedule

Week	Module	Readings	Activity
I	Introduction to Labour Studies	Ross and Savage, Chapter 1	An introduction to the course, assignments, and 2-minute memo reflection quizzes
II	Building the workers movement	Heron and Smith, Chapters 1 and 2	
III	The Workers Movement in the Early 20 <sup>th</sup> Century	Heron and Smith, Chapters 3 and 4	
IV	<b>The Winnipeg General Strike</b>	Naylor et. Al "The Winnipeg General Strike in the 21 <sup>st</sup> Century." ( <b>Canvas</b> )	Debating the WGS's relevance in the 21 <sup>st</sup> Century.
V	Postwar questions and challenges	Heron and Smith, Chapter 5 Ross and Savage, Chapter 4	
VI	Labour in the 21 <sup>st</sup> Century	Heron and Smith Chapters 6	
<b>Reading Week</b>			
VII	Unions in the Workplace	Ross and Savage, Chapter 5	
VIII	Unions and Political Action	Ross and Savage, Chapter 6	
IX	How Do Unions Work and What Difference Do They Make?	Ross and Savage, Chapter 7 and 8	
X	Who Belongs to Unions? Who Doesn't and Why?	Ross and Savage, Chapter 9	
XI	The Future of Unions: Decline or Renewal	Ross and Savage, Chapter 10 Heron and Smith, Chapter 7	
XII	Conclusion		Course Review; Course Evaluations

## Consultation with the Registrar Form – Record of Approvals

On Mar 3, 2023, at 11:38 AM, Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)> wrote:

Hi Eileen and Seanine,

Attached is the proposal for a Certificate in Labour Studies that will go to the A&S Faculty Council. This can be used to create the Consultation with the Registrar form, so that will be ready to go forward to APC, assuming college-level approval.

This new certificate will be administered by STM, but live in the College of Arts & Science. Our expectation is that the new course will only be taught by STM, so no new USask resources will be needed for this program.

Thanks,  
Alexis

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Sent:** Friday, March 3, 2023 12:43 PM  
**To:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>  
**Cc:** Zagiell, Eileen <[eileen.zagiell@usask.ca](mailto:eileen.zagiell@usask.ca)>; [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)  
<[academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)>  
**Subject:** Re: Consultation with the Registrar form needed for proposed Certificate in Labour Studies

Alexis,

Thanks so much for this. I will read through the proposal. Eileen and I will be in touch with you next week. I assume this is going forward for the Addendum implementation? From a quick read, this looks like standard per credit unit tuition?

Jen and Joseph, please let me know if the tuition and fee proposal is good to go. Eileen and I can then proceed with the CWR step.

Seanine

**From:** Olukayode, Joseph <[joseph.olukayode@usask.ca](mailto:joseph.olukayode@usask.ca)>  
**Sent:** Tuesday, March 7, 2023 10:38 AM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>  
**Cc:** Zagiell, Eileen <[eileen.zagiell@usask.ca](mailto:eileen.zagiell@usask.ca)>; [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)  
**Subject:** Re: Consultation with the Registrar form needed for proposed Certificate in Labour Studies

Hi Seanine,

Having gone through the proposal, no further analysis from IPA or approvals are required.

Thanks.

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Sent:** Tuesday, March 21, 2023 9:40 AM  
**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>; Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>  
**Cc:** Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>  
**Subject:** Consultation with the Registrar - New Certificate in Labour Studies

Dear Russ and Lorin,

Please see the completed Consultation with the Registrar Form to propose a new Degree-level Undergraduate Certificate in Labour Studies in the College of Arts & Science, for implementation in the 2023-24 Addendum of the Catalogue.

This certificate will charge standard tuition rates and will follow the standard per credit unit tuition assessment method. I've added IPA here to give the go-ahead on the tuition piece of this proposal.

Please "reply-all" with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval.

Thank you,  
Seanine

**Seanine Warrington,**

**University of Saskatchewan  
Teaching, Learning and Student Experience  
Ph: 306-966-1874**

**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>  
**Sent:** Tuesday, March 21, 2023 12:45 PM  
**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>; Elias, Lorin <[lorin.elias@usask.ca](mailto:lorin.elias@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>; Olukayode, Joseph <[joseph.olukayode@usask.ca](mailto:joseph.olukayode@usask.ca)>  
**Subject:** Re: Consultation with the Registrar - New Certificate in Labour Studies



Approved.

Russell Isinger, BA, MA

Interim Vice-Provost,  
Teaching, Learning and Student Experience, and  
University Registrar

Professional Affiliate, Department of Political Studies

University of Saskatchewan  
E248 105 Administration Place  
Saskatoon, Saskatchewan, Canada  
S7N 5A2  
Work Phone - 306-966-8710  
Cell Phone - 306-280-6178  
Fax - 306-966-6730

**From:** Elias, Lorin <lorin.elias@usask.ca>

**Sent:** Tuesday, March 21, 2023 5:12 PM

**To:** Warrington, Seanine <seanine.warrington@usask.ca>

**Cc:** Dahl, Alexis <alexis.dahl@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>; Olukayode, Joseph <joseph.olukayode@usask.ca>

**Subject:** Re: Consultation with the Registrar - New Certificate in Labour Studies

Thanks Seanine - I'm happy to add my approval too

~L

**UNIVERSITY COUNCIL  
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPSS (JCCP)  
REQUEST FOR DECISION**

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**PRESENTED BY:** Dr. Mary Buhr, Chair of JCCP

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **Jarislowsky Chair in Regenerative Agriculture REVISION**

**COUNCIL ACTION:** Request for Decision

**MOTION:** *Subject to the approval of the Board of Governors, the Joint Committee on Chairs and Professorships recommends that University Council approve the revision to the Jarislowsky Chair in Regenerative Agriculture.*

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**SUMMARY:**

The Jarislowsky Chair in Regenerative Agriculture will be a strategic leader, an innovation catalyst and a connector for the agri-food ecosystem – in Saskatchewan, Canada and globally – who will inspire and ignite solutions to the myriad challenges of feeding another billion people in the next 30 years. The goal of the Chair in Regenerative Agriculture will be to provide strategic leadership across the four stages of agricultural production (inputs at the food-energy-water nexus, agronomic practice, agricultural development and livelihoods, or markets and consumption) and to strengthen existing and build new collaborations both on and off campus.

The University Council and the Board of Governors previously approved the Jarislowsky Chair in Regenerative Agriculture. One small change has been made to the terms of reference for the chair moving it from an enhancement chair to a limited term chair. This change in chair type means that, following donor preference, a successful candidate can be identified through an open search. By contrast, stipulating “enhancement” as was originally included within the terms of reference as the chair type would restrict the holder to be a current faculty member.

**DECISION PROCESS:**

This revision to the Jarislowsky Chair in Regenerative Agriculture has been discussed with, and endorsed by, the donor, the College of Agriculture and Bioresources, the Office of the Vice-President Research and was approved first by the Joint Committee on Chairs and Professorships (March 27th). Approval from University Council will be sought at the April meeting.

**IMPLEMENTATION STEPS AND TIMELINE:**

With the approval of the Board of Governors, and following approval of University Council, the revised terms of reference will be implemented immediately.

**REFERENCE MATERIALS:**

Revised terms for the Jarislowsky Chair in Regenerative Agriculture

**UNIVERSITY COUNCIL**  
**TEACHING, LEARNING, AND ACADEMIC RESOURCES COMMITTEE**  
**REPORT FOR INFORMATION**

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**PRESENTED BY:** Kathleen James-Cavan, Chair  
Teaching, Learning, and Academic Resources Committee of  
Council

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** Experiential Learning Framework

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

The University of Saskatchewan has long prioritized experientially based learning opportunities for students. The Experiential Learning (EL) Framework, developed in 2021/22, proposes an inclusive definition with expanded categories of EL and lists student competencies developed through EL. This framework builds on the prior TLARC report (*Moving Toward a Future State in Experiential Learning at the University of Saskatchewan, Concept Paper, December 2013*), which was updated in 2018 to clarify the University's definition of experiential learning for the purposes of promotion and tracking (*Experiential learning definition background and rationale, June 2018*).

**ATTACHMENTS:**

1. Experiential Learning Framework powerpoint



# Teaching Learning and Academic Resources Committee (TLARC) **Experiential Learning Framework**

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## **TLARC Experiential Learning Working Group:**

- Natacha Hogan
- Jordan Raymond
- JoAnn Murphy
- Julian Demkiw
- Kathleen James-Cavan
- Nancy Turner
- Wendy James
- Kim Matheson

Version 7, February 2022

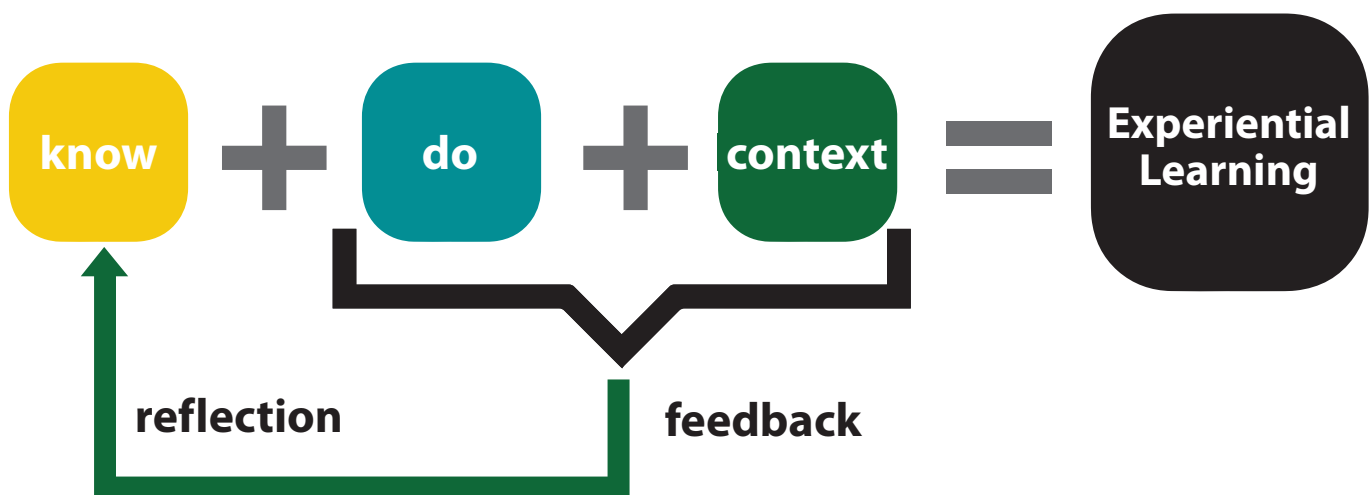
# 1. Introduction

The University of Saskatchewan has long prioritized experientially based learning opportunities for students. TLARC undertook a major project a decade ago to define, prioritize and establish a benchmark for experiential learning at USask (*Moving Toward a Future State in Experiential Learning at the University of Saskatchewan*, Concept Paper, December 2013). More recently, TLARC updated the definition of experiential learning to ensure clarity for promotion and tracking purposes (*Experiential learning definition background and rationale*, June, 2018). Experiential education has evolved over this time period and new developments in research and practice alongside an increasing need to prepare students to contribute meaningfully to an increasingly complex world drew TLARC to review its definition and approach to experiential learning at USask. A working group, established in 2019, advanced this timely and necessary work meaningfully in 2021/22 with the primary goal of creating a more inclusive framework for experiential learning (EL) including: (1) an updated definition of EL, (2) categories of EL, and (3) student competencies developed through EL. This report presents a proposed USask EL Framework.

## 2. What is EL?

Learning typically results in increased student knowledge. In Experiential Learning (EL), students' knowledge is accompanied by competency in applying the knowledge skillfully because of 4 essential elements of EL:

- **Doing:** Students apply their knowledge by doing (active learning) in a situation with some unpredictable factors that require student decision-making.
- **Context:** The application occurs in an authentic context, where students need to make decisions about what is important and the best path forward. This may include an authentic problem, a real client whom students will help, or an audience beyond the class.
- **Feedback:** Students get information about how well they are learning as the learning occurs, and adjust their thinking, actions etc. in response as they learn.
- **Reflection:** Students consider the success of their approaches, generalizing what worked and considering how to improve as they learn.



### Not all active learning experiences are EL

It is possible for students to have an experience, but not engage in experiential learning. Considering the role of context, feedback and reflecting can distinguish helpful active learning from EL.

EXPERIENCE	know + do	context	Reflection / Feedback	Is this EL?
<b>A helpful learning experience:</b> A first-year lab where a student learns lab skills	The student is focused on understanding the steps of the process, and what will yield the correct result. This is a foundational learning outcome for a science degree.	The lab provides the equipment to enable the experience of developing technical skills.	A student may happen to get feedback about process in the lab from a lab coordinator or TA and will get feedback about the lab report after it is marked.	<b>NO</b>
<b>Full EL:</b> A student designs a process for investigation and data analysis in an upper year lab	The student is trying to narrow and define the problem, develop a likely hypothesis, create, and use a process for testing it, and decide the best way to analyze the results. This is a much more challenging learning outcome.	The lab and authentic problem provide a complex issue with many variables that a student must problem solve using scientific thinking and technical skills.	A student would get ongoing feedback about their scientific thinking and the process, revising it throughout in response. Self-reflection is part of what would be evaluated. External clients or agencies may act as stakeholders, and findings may be presented to people who need them.	<b>YES</b>

## 3. EL Outcomes

Because EL can substantially increase both the depth of learning for students and the value of that learning to the broader community, EL is worth additional support from USask. This section describes how student learning outcomes and community outcomes more broadly are impacted by EL.

### Deepening course outcomes with EL

Competencies are things that students can do successfully across a variety of contexts. EL supports two types of outcomes: course-based outcomes and broader competencies. In individual courses, EL helps students close the knowing and doing gap for essential elements of the course, and learn better, more deeply, or more quickly.

Students with the EL opportunity referred to on the left get to do something that makes a difference working with new Canadians and develop relationships on the way. They understand factors that impact the value of possible solutions, revise them based on feedback, and reflect on the results. It is an experience that makes a difference to others (a key mark of EL) and one that the students will remember because they were accountable to community partners. Actively doing something in an authentic context with feedback and reflection makes the outcomes much richer than they would be in typical course work. The world needs a university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves and EL provides an essential venue for meaningful impact while USask students learn.

#### Example

Through **typical course work** a student might be able to: *Describe how being a new immigrant may result in fewer opportunities to vote.* Through an **EL opportunity with a democratic-rights focused non-profit** during a course, a student might be able to: *Generate and implement solutions to support new Afghani- Canadians in Saskatoon understanding and accessing the Canadian political system.*



## Outcomes for USask and community

In addition to EL benefiting students themselves, it has wider benefits as USask strives to be the university the world needs:

- **Help with pressing problems:** When EL works well, students are tackling authentic problems for actual people. As a result, student learning products are not just for educators to grade, they have a real purpose in helping the community. EL means students help the community and are accountable to it, rather than generating course work that is only used to make the grade.
- **Knowledge mobilization:** When learning occurs in rich contexts, theory is shared with community and context is shared with academia. EL reduces barriers to sharing and supports applied research and skill development.
- **Inclusivity:** EL occurs in partnerships and with people. When well set up, it is the embodiment of the principle “nothing about us without us.” See page 9 for Indigenization and Internationalizations as amplifiers of EL.
- **Growing a skilled labour force:** Increased emphasis on EL helps students to develop and practice skills in real-life settings and gain exposure to careers in Saskatchewan through EL opportunities like case studies, skills labs, co-ops, apprenticeships, internships, and other partnerships. Consultations about how to structure EL allow educators to work with Saskatchewan employers to define skills and competencies that are in demand and shape programs that develop those skills and competencies in students, improving students’ ability to demonstrate competencies that are sought after.
- **Reinforcing the value of a USask degree:** The types of competencies developed through EL are those that employers say they look to hire for in entry-level positions, and they support graduates in being successful despite changes in employment trends. Both students and employers are most likely to value university programs with an emphasis on experiential learning. Investments in EL promote the long-term viability of USask.

## 4. Our EL framework

Experiential learning occurs in the intersection between the disciplinary domain and the context of the experience. Domain refers to the types of disciplinary praxis (thinking and practice combined) that underly disciplinary competency. Context, the place where the EL occurs, shapes the types of experiences and their relative complexity.

### Contexts

EL can occur in a classroom, lab or performance space on campus if designed to meet the criteria of rich authentic context, feedback, and reflection. However, the more the context is representative of all the complexity of a real, or as close to real as possible, context, the more the students will have the opportunity to learn from all facets of an experience. In an early experience, a student might learn in an authentic but virtual case study, hearing what happened, getting purposeful “reveals” of additional information, and seeking the best response. However, in a later internship working with real cases, the student would learn much more about how to communicate with all stakeholders, the importance of confidentiality and other complexities that come from the full context. All types of contexts (classroom, lab, and workplace) in a set of worked-focused EL opportunities are important because they offer the right amount of complexity for the stage of learning the learner is at. With that in mind, this framework values the most authentic context but also recognizes learners need scaffolded EL experiences to be successful with the complexity of the authentic context.

## Domains

In addition to recognizing the need to scaffold or ladder complexity in EL experiences, it is important to consider the different domains that EL might happen in. How professional programs scaffold pre-service professionals is different from how a creative practice program might offer a sequence of experiential learning opportunities to develop a portfolio. The proposed EL Framework recognizes five domains:

### 1. Work or Entrepreneurship focused

Where students engage in learning in or with a simulated or actual workplace or professional circumstance/context.

### 2. Research focused

Where students engage in learning by undertaking the research process including developing a question(s), investigating that question using disciplinary tools, and sharing findings with an audience (beyond the instructor).

### 3. Problem, project or design focused

Where students engage in learning through investigating and responding to an authentic and complex question, problem or challenge.






### 4. Community engaged / service focused

Where students engage in learning with community partners in a mutually beneficial and negotiated curricular experience.

### 5. Creative practice focused

Where students engage in learning by engaging in all or part(s) of a creative process leading to original responses and/or productions.

The following table includes examples highlight examples of the intersections between domains and the three contexts.

		DOMAIN				
		 Work or Entrepreneurship focused	 Research focused	 Problem, project or design focused	 Community engaged / service focused	 Creative practice focused
CONTEXT	In class; physical or virtual	Case study, Complete a project for an employer virtually (e.g., Riipen)	First-year undergrad research: FYRE	Solve a problem through a virtual or augmented reality simulation	Open pedagogy task	Do parts of a creative process and get feedback
	In lab, field, studio	Skills lab, clinical simulations	Experimental design	Creating an artefact (e.g., prototype, solution)	Site visit with observations and specific activities	Creating an artefact (e.g., sculpture, improv)
	In a workplace, a professional practice, or cultural context	Internship, Practicum, Coop in a professional setting	Research assistantship	Project-based internships (Riipen LevelUp)	Project that serves a community-based organization	Gallery exhibit performance

## Aligning EL opportunities with how we teach and assess

Experiential Learning is often necessary to ensure students are learning an outcome fully. Since many of our goals for students are about them acquiring skills, thinking critically or understanding concepts deeply enough to be able to apply them well, it is important that how we teach them and how we assess them aligns with those goals (constructive alignment). What we want students to learn in a course (outcome) and what we'll check to see if they have been successful enough (assessment) need to be supported with learning opportunities that match (instruction).

### Constructive Alignment

**OUTCOME:** What we want students to learn to do during the course



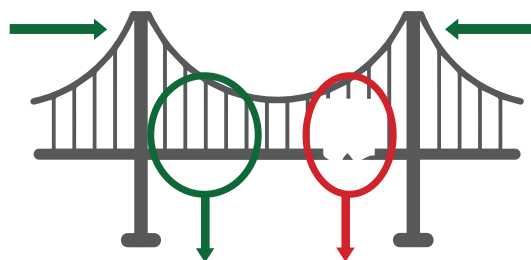
**ASSESSMENT:** What we accept as evidence that students have learned well enough

**INSTRUCTION:** Learning experiences, practice, feedback, reflection etc. to help students learn the outcome

Designing instruction and assessment that matches our worthy student learning outcomes often requires EL. For example, we may want to students to become more successful in some form of design in a course we teach them, but inadvertently just tell describe design to them, rather than given the students the opportunity to practice designing and get feedback on it. When how we teach or assess is not aligned with the learning outcomes that we want for students it is called misalignment, and it reduces the likelihood that most students will fully learn what we intended them to. Here is an example of misalignment:

### Misalignment

**OUTCOME:** Design a working prototype in response to a design problem



**ASSESSMENT:** Sharing a prototype with a panel of experts

**INSTRUCTION:** Learn the definitions of the parts of the design process






**Knowing Doing Gap**

We often need EL so students can learn how to do something well enough to be successful applying it in a real situation after graduation, but that means we also need to teach skills, concepts, and processes students will need to use in advance, and provide opportunities for practice and feedback. Students need to be explicitly taught, have practice at, and get feedback on their technical and problem-solving skills, including prototyping. Filling the knowing and doing gap, including a rich context with practice and reflection offers more effective learning for many outcomes.

Like aligning instruction with the outcomes, we also need to think about the best domain for students to learn and be assessed in. Responding to a design problem might occur in a research setting, where we want students to think about the design of a process for data collection. It could also occur in the field, as a part of creative practice, or even in a work experience. It might be specifically about design thinking. It is helpful to review the most complicated version of a context to understand which context will provide the best opportunity to learn and the opportunity for practice, feedback, and reflection. The following example compares the most complex context in each domain to give examples of the types of skills and competencies (learning outcomes) a student might work on. Different domains are better for different types of learning outcomes.

### Choosing the type EL to match the outcome

The type of design skill a student is developing depends on both the disciplinary domain and the context. Choosing the right context will help to ensure students are meeting the types of outcomes required. In this example, the type of problem solving that the students learn would depend on the EL context.








		DOMAIN				
		 <b>Work or Entrepreneurship focused</b>	 <b>Research focused</b>	 <b>Problem, project or design focused</b>	 <b>Community engaged / service focused</b>	 <b>Creative practice focused</b>
CONTEXT		Internship, Coop in a professional setting	Research assistantship	Project-based internships	Project that serves a community-based organization	Gallery exhibit Performance
Examples of outcomes		<ul style="list-style-type: none"> <li>Know and use professional expectations for process</li> <li>Adapt to client/patient or student needs</li> <li>Follow a code of ethics when solving professional problems</li> </ul>	<ul style="list-style-type: none"> <li>Collection of data using appropriate methods given a methodology</li> <li>Apply for ethics, and communicate with participants about ethics</li> </ul>	<ul style="list-style-type: none"> <li>Scope and manage elements of project or problem</li> <li>Problem solving issues in a prototype to match required specs</li> </ul>	<ul style="list-style-type: none"> <li>Understand the culture of community</li> <li>Broker successful compromises for stakeholders</li> <li>Adapt academic language (knowledge translation)</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a brief using an artistic process</li> <li>Select and use elements and principles of design to match intent</li> </ul>

Selecting the correct domain and context creates alignment, particularly if you break down the knowledge and skills student will need. The alignment allows you to consider how to teach for the outcome you want and how to provide practice and feedback, so more students competently demonstrate your learning outcomes.



## Amplifying with Indigenization or Internationalization

We aspire to have our students engage in our intercultural society and work towards inclusivity as a part of their course work, and aligned Indigenization and internationalization of curriculum, instruction, and assessment play a part in this. In EL, working with Indigenous stakeholders and communities or tackling problems with an intercultural dimension can further enrich a context. Intentionally adding this complexity requires additional wrap around support to help students navigate successfully. Both the Career Center and GMCTL can provide help in considering the implications for EL projects.

**The following examples highlight what a domain might look like with Indigenization or internationalization intentionally amplifying what students can learn through EL.**

		DOMAIN					INTENTIONAL AMPLIFIERS	
		 Work or Entrepreneurship focused	 Research focused	 Problem, project or design focused	 Community engaged / service focused	 Creative practice focused	 International cross/ inter-culturally focused	 Turtle Island Indigenous focused and led
CONTEXT	In class; physical or virtual	Case study, Complete a project for an employer virtually (e.g., Riipen)	FYRE	Solve a problem through a virtual or augmented reality simulation	Open pedagogy task	Do parts of a creative process and get feedback	COIL, Study abroad	Talking Circle
	In lab, field, studio	Skills lab, clinical simulations	Experimental design and interpretation	Creating an artefact (e.g., prototype, solution)	Site visit with observation	Creating an artefact (e.g., sculpture, improv)	Language lab, Taught abroad	Land based learning)
	In a workplace, a professional practice, or cultural context	Internship, Practicum, Coop in a professional setting	Research assistantship	Project-based internships (Riipen LevelUp)	Project that serves a community-based organization)	Gallery exhibit Performance	International work placement	Projects with Indigenous peoples or to which you consider or bring an Indigenous lens

The following examples illustrate the outcomes that might come from an amplifier.

	 <b>Community engaged / service focused</b>	 <b>Indigenous Amplifier</b>
<b>CONTEXT</b>	<i>Project that serves a community-based organization</i>	Projects led with an Indigenous lens
<b>Examples of outcomes</b>	<ul style="list-style-type: none"> <li>▪ Understand the culture of community</li> <li>▪ Broker successful compromises for stakeholders</li> <li>▪ Adapt academic language (knowledge translation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to a brief using an artistic process</li> <li>▪ Select and use elements and principles of design to match intent</li> </ul>

**UNIVERSITY COUNCIL  
SCHOLARSHIPS AND AWARDS  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Dr. Abdullah Mamun  
Chair, Scholarships and Awards Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** Best and Brightest Scholarships Recipients 2023

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

Some of the highlights of the amazing group of Best and Brightest Scholarship recipients for the 2023-2024 academic year.

**ATTACHMENTS:**

- A. Best and Brightest Scholarships Presentation

# Best and Brightest Scholarships

Dr. Abdullah Mamun  
Chair - Scholarships and Awards Committee

University Council  
April 20, 2023

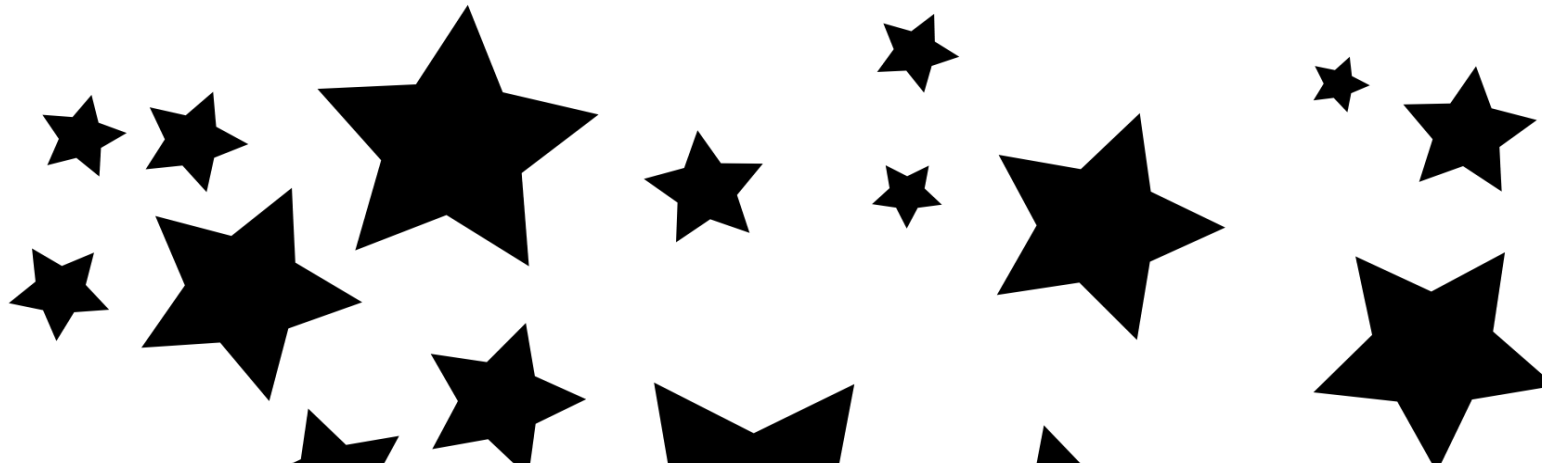


# Best and Brightest Scholarships

- The Best and Brightest Scholarships are the University of Saskatchewan's premiere entering awards. The centrally administered scholarships consist of:
  - a) Five Presidents' Best and Brightest Scholarships (\$40,000)
  - b) Twelve Chancellor's Scholarships (\$30,000)
  - c) Twelve University of Saskatchewan Entrance Scholarships (\$24,000)
- Five awards (one Presidents' Best and Brightest and two each of the other awards) are Circle of Honour awards, preferentially awarded to Indigenous students

# Best and Brightest Selection Process

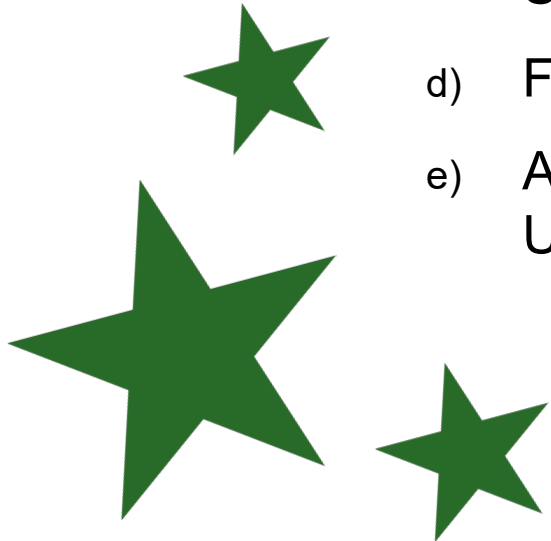
- This year, the Scholarships and Awards Committee reviewed applications from **214 incoming high school students** with a **95%+ average** and selected recipients based on leadership and contributions to school and community life.
- The applicant pool is limited to students from domestic high schools, but included 18 applicants from out of province



# Best and Brightest - Recipients

Of the **twenty-nine university-wide** Best and Brightest recipients:

- a) Four are from out-of-province; two from British Columbia and two from Alberta
- b) Eleven are from seven different high schools in Saskatoon
- c) The remaining fourteen are from a range of communities in Saskatchewan, including three from Regina and five from Prince Albert
- d) Five are Indigenous (Metis and First Nations)
- e) All are exceptional leaders, learners, and future contributors to the University of Saskatchewan community



# Best and Brightest Recipient Accomplishments



Recipients' activities involve:

- While in high school, conducting health science laboratory research supervised by USask professors
- Raising climate awareness through youth activism and participating in city governance
- Advocating for and working to develop systems for youth mental health support
- Attending Saskatchewan Métis Nation Legislative Assembly (MNLA) as a youth member



**UNIVERSITY COUNCIL**

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

**REPORT FOR INFORMATION**

---

**PRESENTED BY:** Steven Rayan; chair, Research, Scholarly and Artistic Work Committee

**DATE OF MEETING:** April 20, 2023

**SUBJECT:** **University Rankings**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

As part of an ongoing consultation process, Jennifer Drennan (University Rankings Strategist) delivered an update regarding the University Rankings Project at the February 2, 2023 meeting of the RSAW Committee. Given the broad interest in the current rankings strategy and the potential impact it will have upon the institution both internally and externally, the RSAW Committee would like Council members to have the opportunity to hear details of the project and to be able to ask questions.

Dr. Dawn Wallin (Associate Vice President Research) and Jennifer Drennan will speak to the attached presentation.

**ATTACHMENTS:**

University Rankings Presentation

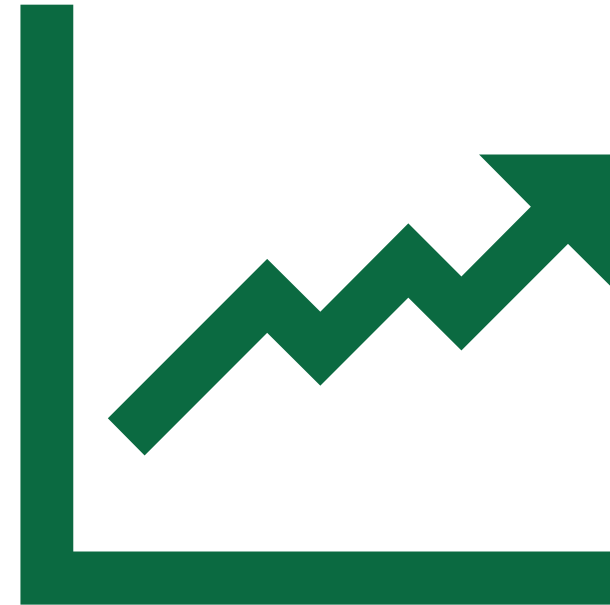
# University Rankings

University Council  
April 20, 2023

# University Rankings

## The Goal (University Plan)

- To achieve “notable improvement in academic rankings within disciplines and across the university as a whole”





# University Rankings

## Why Do Rankings Matter?

Rankings affect our reputation which in turn impacts many aspects of our work:

- Attracting talent: student, colleagues, leaders
- Funding: agencies and industry
- Government relations
- Partnerships: other universities and third parties

Rankings can be a valuable source of comparative information and an opportunity to tell our story to the world. They also provide an affirmation of the excellent work occurring across campus that evidences our intentionality to "be what the world needs"!



# University Rankings

- Academic Ranking of World Universities (ARWU)
- Quacquarelli Symonds (QS)
- Times Higher Education (THE)



- World University Rankings
- Subject/Program Rankings
- Sustainability/Impact Rankings

- Maclean's
- Research Infosource



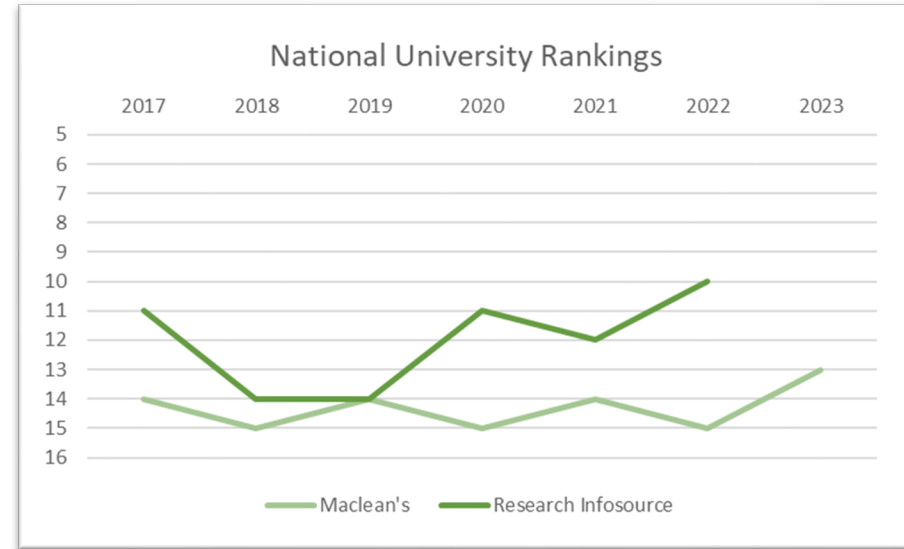
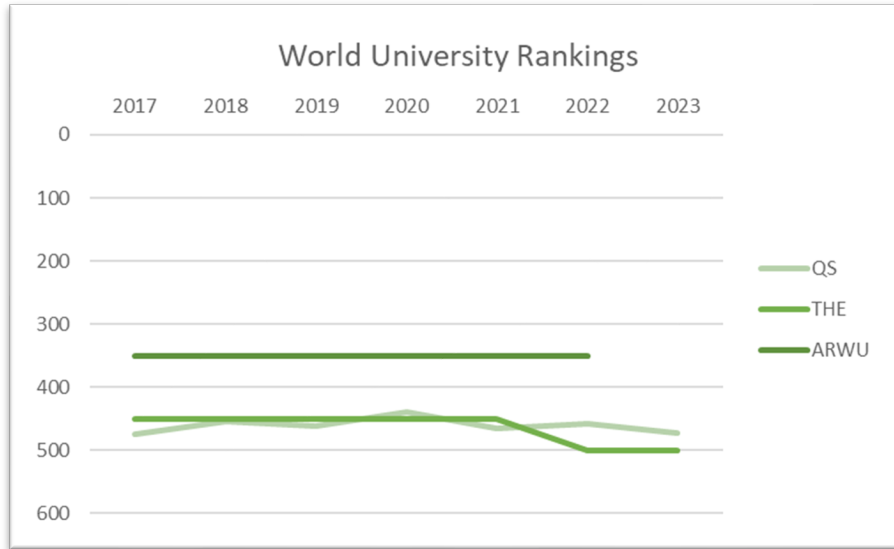
11

Rankings releases annually

# Rankings Metrics

ARWU	%	QS	%	THE	%	Macleans	%
<b>Star Alumni</b> • Nobel	10	<b>Academic Rep</b> • (survey)	40	<b>Teaching</b> • rep (survey) • fac/studs • PhD,income/fac	15 15	<b>Students</b> • awards • stud/fac	10 10
<b>Star Faculty</b> • Nobel • Citations	20 20	<b>Employer Rep</b> • (Employee survey)	10	<b>Research</b> • rep (survey) • papers/fac; res\$/fac	18 12	<b>Faculty</b> • awards • SSHRC/NSERC/CIHR	8 12
<b>Star Pub</b> • Nat/Sci • SCI/SSCI	20 20	<b>Citation/Faculty</b>	20	<b>Citations</b>	30	<b>Resources</b> • Op \$/stud • Res \$/stud • Lib \$	5 8 9
<b>Above/# Faculty</b>	10	<b>Faculty/Students</b>	20	<b>Industry \$/Faculty</b>	2.5	<b>Student Support</b> • Stud serv \$ • Schol/burs \$	18
		<b>Intl Fac + stud</b>	10	<b>Intl staff/stud/co-author pap</b>	7.5	<b>Reputation</b>	20

# Rankings Trajectories: Last Five Years

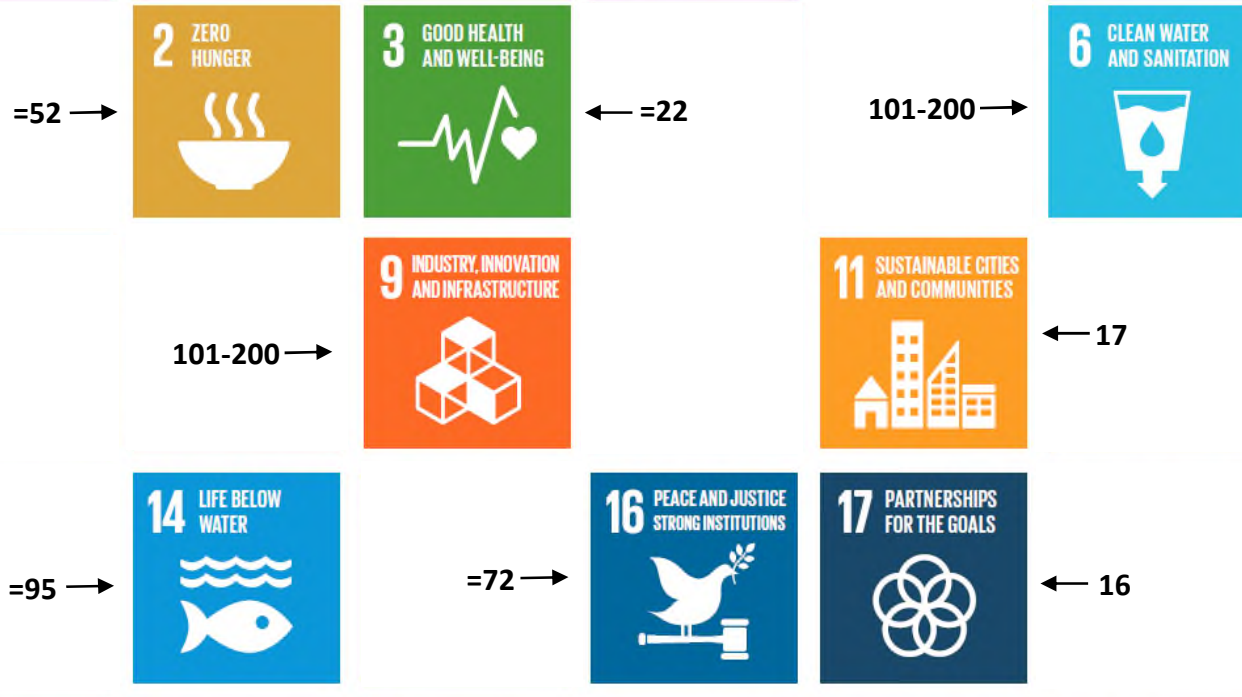


# Sustainability and Impact Rankings

- Influenced by the United Nations' 17 Sustainable Development Goals.
- Assess progress toward the 17 goals focused on:
  - academics (research, program offerings, etc.);
  - institutional operations (sustainable policies and practices, equity, diversity and inclusion in employee and student realms, etc.)
- Recognizes and rewards community engagement/impact, EDI efforts, government & NGO collaboration, creative work, etc.

# 2022 THE Results

- Tied for 58<sup>th</sup> globally (1406 institutions ranked)
- Up 38 spots from 2021 (even with ~300 more institutions added to participant pool = more competition)
- 9<sup>th</sup> overall among U15



For the 2023 submission we submitted to the same eight SDGs, and added SDG 10

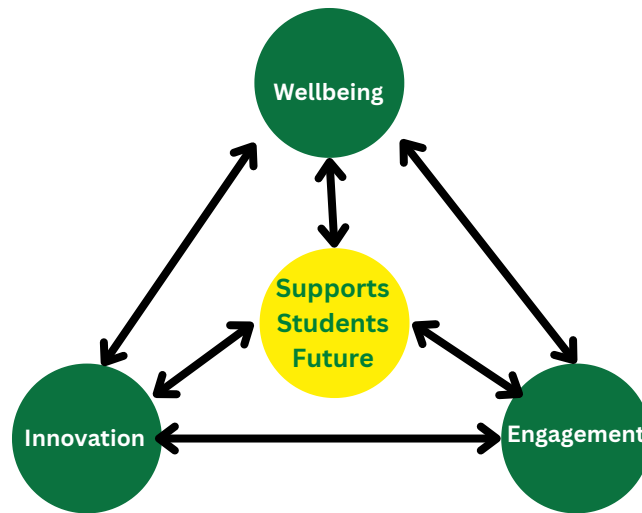


# Questions?

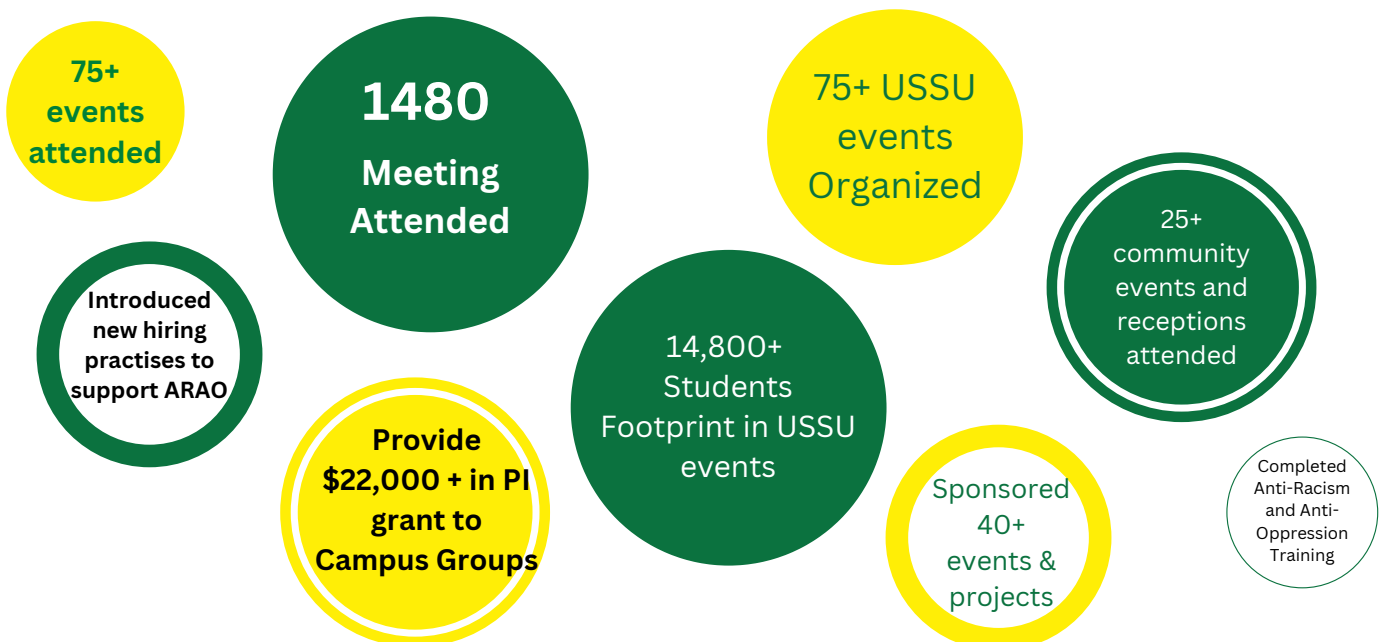
**Initiatives are designed to achieve the university's goals that support the research, teaching, and engagement endeavours of USask students, faculty and staff. Being intentional about collecting data and sharing the stories that help the university plan for, and achieve, those goals offers the added benefit of contributing to positive momentum in rankings.**

# University of Saskatchewan Students' Union's Report to the University Council April 2023

This University of Saskatchewan Students' Union executive team developed annual priorities that align with the changes in education, the needs of our students, and, most importantly, our future. Through consultation and guidance, we identified key priorities that can help our students.



This report aims to inform the campus community about the progress made by USSU during the year 2022-2023. You can check our website or reach out to our executives - they're always happy to speak with students and the community. [www.ussu.ca](http://www.ussu.ca)





# Events

The USSU hosts numerous events throughout the year to engage students and create a vibrant campus community. One such event is Academic Awareness Week, which is aimed at promoting academic success by highlighting the various academic resources available to students. The event includes activities such as a quiz designed to gauge the academic experience of students, experience-sharing sessions where senior students share their academic journey, and a fun and interactive tie-and-dye activity for students to network with each other. Academic Awareness Week was well-attended and provided valuable insights and resources to help students succeed academically.

Another engagement initiative by the USSU is the De-Stress Initiative, which includes the sponsorship of climbing orientations and encourages students to try rock climbing at the Physical Activity Complex (PAC). This initiative promotes the facilities available on campus and encourages a healthy lifestyle among students. The USSU also hosts the Women in Leadership Gala, which celebrates and promotes women in leadership roles at the university, Campus Clubs Week, which showcases the diverse clubs and student groups on campus, and USSU Excellence Awards, which recognize outstanding contributions by students to the campus community. Additionally, the USSU Research Symposium provides a platform for students to showcase their research projects and engage in scholarly discussions.



# Advocacy

Advocacy is a key pillar of USSU's mandate, and the union actively works to represent the concerns and interests of students to the university administration, faculty, and other stakeholders. Through various channels, including meetings, consultations, and lobbying efforts, the USSU advocates for improvements in areas such as tuition fees, mental health services, campus safety, and accessibility. The USSU also engages in collaborative efforts with other student organizations to amplify the collective voice of students at the university.

USSU's various projects and initiatives are included in the report in the form of the matrix.

## University Students Council (USC) & Association of Presidency of Constituency (AOCP)

USC and AOCP members are the bridge between USSU and the student community, and collaboratively, they advocate for student support and services.

President Goswami welcomed USSU Knowledge Keeper Joseph Naytowhow and Elder Sharon O'Keewehow to University Students' Council during the first USC meeting of the year. They shared their knowledge and their stories with us. Joseph also helped the USC to understand the meaning of a land acknowledgment and its significance. With this guidance, the USSU wrote its land acknowledgment to reflect the truth and history of the land we are located.



## Undergraduates of Canadian Research-Intensive Universities (UCRU)

USSU is an active member of the Undergraduates of Canadian Research-Intensive Universities (UCRU). President Abhineet Goswami and VP Operation and Finance Lia Storey-Gamble are the members representing the USSU in UCRU. UCRU is an informal coalition of student associations whose mandate is to advocate the Canadian Federal Government for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research. We collectively represent over 225,000 university students across Canada.

This year UCRU is putting forward four priorities to develop a federal lobbying campaign that will be conducted between November 24 to December 2 in Ottawa. All UCRU members are looking forward to meeting with Members of Parliament to support UCRU's advocacy goals.

The USSU and other U-15 Universities will be in Ottawa from November 25 to December 2 as part of our lobbying efforts.

### Priorities:

1. **Financial Aid,**
2. **Mental Health,**
3. **Indigenous Student Education,**
4. **and Employment**

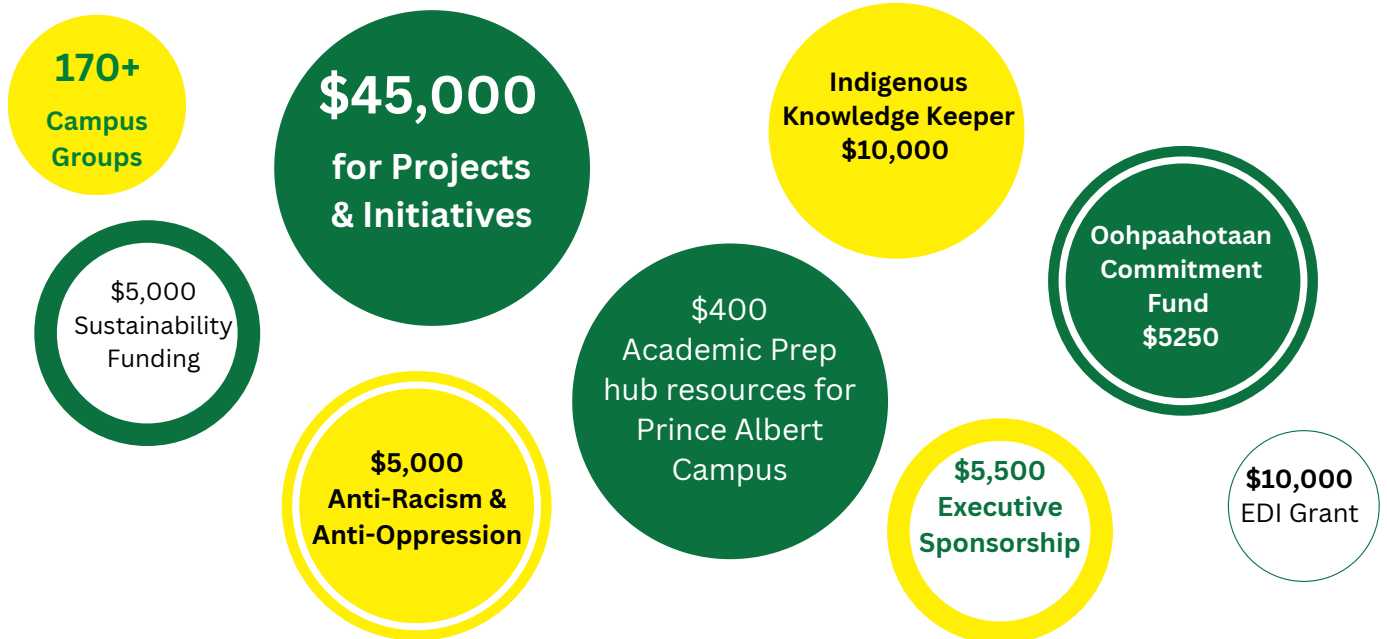


# Support & Services

The USSU devotes significant resources each year to ensure that undergraduate students have the best possible experience on campus. We offer a wide range of services, programs, and funding, host events, provide student leadership development opportunities, and support student initiatives. For the full list of everything we do for students, visit our website.

## Campus Groups

Campus Groups (CG) are an integral part of the services that USSU provides. We support our student-led activities on campus through our USSUHub portal. CG who ratifies with the USSU has free access to space, funding, and various other kinds of assistance throughout the year. Whether you are interested in sports, politics, improv, or painting, there is a CG for everyone!



## Health & Dental Care Plan

USSU in partnership with Studentcare operates extended health and dental coverage that fills the gaps in provincial health care and other basic healthcare programs. Through negotiation, USSU executives were able to extend the plan support. The new plan covers:



### Health \$1000

Prescription drugs  
Vaccinations  
Psychologists  
Physiotherapists  
Chiropractors  
and more...



### Dental Upto \$600

Checkups  
Cleanings  
Fillings  
Root canals  
and more...



### Vision Upto \$350

Eye exam  
Eyeglasses  
and contact lenses  
Laser eye surgery



### Travel Upto 5,000,000

Travel care abroad (120 days per trip, upto \$5,000,000 per lifetime)  
NEW: Increased Trip cancellation and trip interruption coverage in the event of a medical emergency  
NEW: COVID-19 coverage

## U-PASS

Through building relationships with the city and continuous negotiations, USSU and the City of Saskatoon Transit Services have developed a contract that not only supports students' needs but also creates a sustainable travel option for our students. Through U-PASS, USSU is supporting sustainability goals.

**U-PASS costs one-fourth of the regular transit pass.**

## USSU Centres

The USSU operates various centres and services that provide support and resources to students. These include the Food Centre, which offers affordable and healthy food options to students, the Help Centre, which provides academic and financial assistance, and the Pride Centre, which offers support and advocacy for the LGBTQ2S+ community on campus.

## Incoming USSU Executive 2023-2024 & Transition

USSU also conducted its 2023-2024 USSU executive elections and the incoming executives are going through a transition phase with the current USSU executives. The Incoming executives are President- Ishita Mann, VP Operations and Finance - Nishtha Mehta, VP Students Affairs - Elisabeth Bauman, and VP Student Affairs - Gurbaz Singh.

The University of Saskatchewan Students' Union strives to be the recognized leader in enhancing the student experience.

USSU executives are always ready to learn from our community members that can help us grow and support our students. Please feel to reach out to us to give feedback.

Sincere regards, from the USSU team. Kindly reach out to Abhineet Goswami at [president@ussu.ca](mailto:president@ussu.ca) or (306) 966-6965 for any questions or suggestions.

With respect,

Abhineet Goswami, President  
Sharon Jacob, VP Academic Affairs  
Lia Storey-Gamble, VP Operations and Finance  
Punya Miglani, VP Student Affairs

# Projects, Initiatives and Advocacy Efforts

## USSU 2022-2023

#	Project Name	Description	Goals	USask's Contribution	USSU's Contribution
1.	<b>International Student Visa</b>	International Students continuously face challenges in visa processing through IRCC. But to support the international student USSU reached out to Minister Wyant's office, Minister of Advance Education, and requested they speak to the federal government regarding the issue. USSU also wrote a support letter to the federal government regarding this. the issue in collaboration with the UCRU. Through these continuous advocacy efforts, the USSU is looking to support our students.	1. Support incoming internal students on the USask campus	1. Not Relevant	1. USSU wrote a support letter to the federal government regarding this issue in collaboration with the UCRU.

<p><b>2.</b></p>	<p><b>Anti-Racism &amp; Anti-Oppression</b></p>	<p>The University of Saskatchewan Students' Union (USSU) works to dismantle institutional structures, policies and processes that contribute to inequalities faced by marginalized groups. This involves challenging oppressive and systemic racism at all levels across the University of Saskatchewan campuses as it affects our greater community.</p>	<p>1. Support the ARAO initiative on campus through a learning and relearning approach.</p>	<p>The President's office has provided \$5,000 towards the Anti-Racism and Anti-Oppression Initiative per the MOU.</p>	<p>USSU staff and USSU executives took Anti-Racism and Anti-Oppression, sexual violence and prevention and mental first aid certification. training in the summer of 2022.</p> <p>Changes are made in the hiring practices of employees within USSU. Including questions around the ARAO lens.</p> <p>USSU has allocated \$6,900 towards Anti-racism and Anti-Oppression initiatives for the upcoming year.</p>
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3.	<b>Equity, Diversity and Inclusion</b>	<p>The USSU recognizes the importance of promoting equity, diversity, and inclusion among its staff, volunteers, and members. It strives to create an inclusive and welcoming environment that respects and celebrates diversity and actively works toward eliminating discrimination, harassment, and systemic biases. This includes developing inclusive policies, programs, and initiatives, providing diversity and inclusion training, creating safe spaces for marginalized groups, and promoting representation and inclusivity in leadership positions.</p> <p>USSU is committed to fostering a campus culture that promotes equity, diversity, and inclusion and recognizes that these principles are essential for creating a vibrant, inclusive, and supportive community where everyone can thrive and succeed.</p>	<ol style="list-style-type: none"> <li>1. Engaging individuals from diverse backgrounds and making them feel welcome and included in all aspects of campus life, including decision-making processes, policies, and activities.</li> <li>2. Supporting the marginalized community with funding to enhance EDI programming.</li> </ol>	<ol style="list-style-type: none"> <li>1. USask's EDI strategy is in the development phase, and USSU has contributed to it by giving feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU has allocated \$10,000 towards EDI for the 2023-2024 budget year.</li> </ol>
4.	<b>Ramadan</b>	<p>Ramadan is the Arabic name for the ninth month of the Islamic calendar. It is considered one of the holiest months for Muslims and is marked by a fasting period, considered one of the Five Pillars of Islam. Students have requested the university to put forward a standard Ramadan accommodation procedure that allows students to request for exam accommodation during their fasting time. Additionally, temporary prayer spaces were requested to support the spiritual needs of students</p>	<ol style="list-style-type: none"> <li>1. Exam accommodations during Ramada.</li> <li>2. Temporary prayer spaces in different USask buildings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provost Office and Access &amp; Equity Services have worked with Muslim students on campus to develop a procedure for exam accommodation during Ramadan.</li> <li>2. Currently, there are <u>two permanent and eight temporary prayer spaces</u> for students across the campus, including</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU has worked with Provost's Office, and the Muslim Students' Association to address their needs.</li> </ol>

		during exams.		Engineering, Edwards, Murray, PAC, Health Sciences, Arts and WCVM.	
<b>5.</b>	<b>Indigenization efforts</b>	The University of Saskatchewan Students' Union (USSU) is dedicated to promoting indigenization efforts on the USask campus, recognizing the importance of incorporating Indigenous knowledge, culture, and perspectives into all aspects of university life. As the official representative body of undergraduate students at USask, the USSU works to ensure that Indigenous students feel supported and empowered within the campus community.	<ol style="list-style-type: none"> <li>1. Actively supports indigenization efforts through various initiatives and programs.</li> <li>2. Work towards building relationships with Indigenous organizations and communities to promote cultural exchange and understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Various events and projects are led by the office of the VP of Indigenous Engagement.</li> <li>2. All these projects are bringing transformative change to USask and student life.</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU has allocated \$5250 towards Oohpaahotaan Commitment Fund that will support different projects and initiatives across campus.</li> <li>2. During the week of Truth and Reconciliation, the USSU collaborated with the office of the Vice-Provost of Indigenous Engagement to screen Home from School: The Children of Carlisle (2021). They also participated in various events across campus during that week.</li> <li>3. President Goswami and VP Storey-Gamble worked with the office of Vice-Provost Indigenous Engagement, Kathy Walker, Elder Sharon O'Keeweehow, Racheal Fidler, Susan, and Darylen to organize a forum for "Walking with Domestic Violence Survivors: Stories, Prevention and Healing."</li> </ol>



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6.	<b>Provost Budget recommendations</b>	<p>Abhineet Goswami, President of the University of Saskatchewan Students' Union, writes to the Provost and Vice President Academic, Dr. Airini, on behalf of undergraduate students regarding the 2023-2024 USask Operating Budget. The report includes recommendations for student priorities in three main areas: Safety, Accessibility, and Affordability.</p> <p>Under Safety, the recommendations include conducting safety audits across campus over the next five years to address lighting, hedge heights, and blind spots, with specific attention to certain buildings. The letter also suggests expanding resources for protective services, including cameras in tunnels, increasing diversity among protective service staff, and including them in USask's Anti-racism and Anti-Oppression training.</p> <p>Under Accessibility, the recommendations include a budget allocation for exercise equipment for students with disabilities in the Physical Activity Centre (PAC), continuous funding for accessibility resources and audits on campus, investigating more collaborative learning spaces across campus with a focus on neurodiverse learners, and providing indigenous student housing with space for prayer and smudging.</p>	<p><b>A. Safety</b></p> <ol style="list-style-type: none"> <li>1. Safety audit to be conducted across campus over the next five years with a strategic budget allocation to address lighting, hedge heights and blindspots. We want you to give specific attention to the Education, Agriculture, and Engineering exits as these buildings are a bit distant from the core campus.</li> <li>2. We thank you for the 0.5 FTS increase in the protective service staff. But due to the past sexual violence case on our campus. We should investigate expanding the resources available for protective services. Looking into cameras in tunnels, specifically arts and science and open areas towards parking.</li> <li>3. Protective service is the backbone of campus security. But as we are more towards a more inclusive and diverse environment on campus, students want to see protective service staff having more diversity that can allow students</li> </ol>	<ol style="list-style-type: none"> <li>1. Currently, Arts and Science have conducted a safety audit. The university plans to conduct an audit to examine the lighting and other safety components.</li> <li>2. Protective hired 0.5 FTE. They also have hired indigenous staff. Protective Service offers diverse training to make its staff well-equipped.</li> <li>3. Training options are being explored.</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU conducts regular safety and accessibility audits within its physical spaces.</li> <li>2. USSU has allocated \$29,456 for Safewalk &amp; Student Crew. Safewalk volunteers walk people safely to their destination on or near campus from Sunday to Thursday, 8:30 pm to 11:30 pm.</li> <li>3. USSU Volunteers go through different pieces of training that include- Sexual violence prevention, LGBT2S+, and other training. More word is underway to address EDI and</li> </ol>

		<p>Under Affordability, the recommendation includes creating a committee to review student wages across campus to address wage discrepancies.</p> <p>USSU also expresses gratitude for the university's engagement with the Students' Union and acknowledges the university's support for students. The letter also highlights that these priorities are in conjugation with USask's strategic priorities, mission and values.</p> <p><i>"Together we can make a difference and make university education more accessible, affordable and equitable."</i></p>	<p>to feel connected with them. Additionally, we would like protective services staff is included in USask's Anti-racism and Anti-Oppression training.</p>		<p>ARAO training.</p>
		<p>Link to the letter:  <a href="https://ussu.ca/wp-content/uploads/2023/03/Provost-Budget-Recommendation-2023-2024.pdf">https://ussu.ca/wp-content/uploads/2023/03/Provost-Budget-Recommendation-2023-2024.pdf</a></p>	<p><b>B. Accessibility</b></p> <ol style="list-style-type: none"> <li>1. Budget allocation to fund Exercise equipment for students with disabilities in the Physical Activity Centre "PAC". Currently, PAC has very limited options to address the needs of students with disabilities. This funding allocation will not only support students' physical health but will also make the space inclusive. Currently, many students are left out due to a lack of accessible equipment.</li> </ol>	<ol style="list-style-type: none"> <li>1. PAC invested in diverse equipment to make the gym more inclusive and accessible for students with physical accessibility needs. <ol style="list-style-type: none"> <li>a. Accessible Strength Equipment – 2 @ \$8500 – Total \$17,000</li> <li>b. Treadmills – 2 @ \$15,000 Total \$30,000</li> <li>c. Stairmasters – 2@ \$8000 Total \$16,000</li> </ol> </li> </ol> <p>College of Kinesiology also has</p>	<ol style="list-style-type: none"> <li>1. Not relevant</li> </ol>

			<p>2. Continuous budget allocation for accessibility resources and audits on campus. Your funding of \$200,000 during 2022-2023 has laid the foundation to start the accessibility committee and some great projects. This continuous allocation of funds in the next few years will make the campus inclusive, safe and welcoming for all students.</p> <p>3. USask is home to 13 interdisciplinary colleges, three graduate schools and six affiliated or federated colleges with a student population of +26K. We also have six library locations across campus, with one learning space in the engineering building. Various research has shown that collaborative spaces positively impact students' education. We want to recommend investigating more collaborative learning spaces across campus, specifically in some of the bigger colleges like the College of Arts and Science. During the investigation, we also want you to focus on <u>neurodiverse learner spaces</u>.</p>	<p>formed an accessibility committee.</p> <p>2. Provost office has allocated \$200,000 towards accessibility for the 2023-2024 fiscal year.</p> <p>3. USask Library is currently developing Collaborative learning spaces - low sensory and neurodiverse learning space in the North wing, first floor of Murray Library.</p>	<p>2. Regular maintenance is conducted through USSU facilities.</p> <p>3. USSU has campus groups space located in Place Riel to bring campus groups together. USSU provides free space booking in Louis' and Louis' Loft to support campus life. USSU has \$49,622 towards in-kind for campus groups.</p>
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			<p>4. Indigenous Housing, smudging spaces in residence: Indigenous Housing functions as a home away from home for Indigenous students by providing a spacious and welcoming residence for undergraduate and graduate students (McGill, 2022). Providing indigenous students with a residence that allows them to live with other indigenous students creates a culturally sensitive and inclusive environment where students can build a strong support system rooted in common experiences. Indigenous student housing must include space and capacity for prayer and smudging. We see this model at McGill University, where they offered a 10-room residence specifically for indigenous students known as The First Peoples' House. The USSU proposes that one floor of the campus quarter could be converted into indigenous student housing.</p>	<p>4. Ongoing project, University is also updating the policy to include a smudging ceremony.</p>	<p>4. USSU has one smudging space in Place Riel to conduct ceremonies.</p>
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			<p><b>C. Affordability</b></p> <ol style="list-style-type: none"> <li>1. Student wages across campus: creating a committee to review wages to address the wage discrepancy.</li> <li>2. Scholarships and Bursaries: Scholarships are an incredible source of financial assistance for our university students. Unlike loans, scholarships are free money that helps students who would otherwise take out student loans, adding to their debt. Many of these student loans carry high-interest rates and create a severe financial burden for students when they graduate. In contrast, scholarship programs can help students afford post-secondary education. As a result, scholarship recipients can pay off loans more quickly and use their extra income to start saving for the future. The University of Saskatchewan continues to experience significant budget cuts. Generally, these costs are passed along to students. The</li> </ol>	<ol style="list-style-type: none"> <li>1. More information is available in the student wages project.</li> <li>2. There is a \$1M allocation towards scholarships for international students in the upcoming budget 2023-2024.</li> </ol> <p>Resource allocation for Student Financial Aid is \$ for the upcoming fiscal year 2023-2024</p>	<ol style="list-style-type: none"> <li>1. USSU provides competitive student wages on campus, with 4% to 7% higher wages than the province minimum wage. In addition, USSU offers various other benefits to keep its employees and help students develop their skills.</li> <li>2. Not Available</li> </ol>
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result is an increase in tuition fees and the rising cost of pursuing a post-secondary education that many students have noticed over the past few years. Increased scholarship opportunities can help fill the gap for students. More scholarship opportunities could address Indigenous and International students' vast financial challenges while seeking post-secondary education. While the challenges imposed on Indigenous and International students are distinct from one another, it is still essential to recognize that these challenges stem from institutional barriers to their identities.

3. Students contribute a significant amount towards their education. And in return, they expected the institution to be transparent with their money. After the conversation with several student leaders across campus, we heard, "Our institution needs to be more transparent with our money." We believe this transparency will help get more trust in the institute. We want to recommend that the number of bursaries and scholarships given specifically to international students,

3. University has provided data for undergraduate scholarships & Bursaries
  - International Students=\$1,005,593
  - Indigenous Students=\$2,587,83

3. All USSU Financials are available on the USSU website

			indigenous students, and other marginalized communities should be transparent with the dollar value.		
7.	<b>Prayer &amp; Wellness Spaces</b>	<p>The Muslim student community at the University of Saskatchewan (USask) and has significantly contributed to the institution's mission through academics and community-based initiatives. USask is seen as a place where Muslim students can work, study, and grow as they embark on a new chapter in their lives. Salah, or prayer, is a fundamental pillar of Islam and plays a crucial role in Muslim students' mental, spiritual, emotional, and physical well-being. Research has shown that religious beliefs, such as prayer, positively influence students' mental health. However, challenges in finding suitable spaces for prayer create barriers for Muslim students to excel in their studies. Although USask has allocated a Musallah for Muslim students, the current space in Saskatchewan Hall is inaccessible and does not meet the standards of other U15 universities. Additionally, there is a need for improved engagement and communication between the university and the Muslim Students' Association to address the needs of Muslim students and foster inclusivity. The university needs to establish a strong relationship with the Muslim Students' Association, engage in open dialogue, and find ways to support</p>	<ol style="list-style-type: none"> <li>1. Students require quiet, and private spaces to perform their daily prayers, and the current facility on campus is often inadequate, overcrowded, and inaccessible.</li> <li>2. This creates difficulties for students who have to leave their classes, offices or study spaces and travel to pray, causing stress and distractions from their studies and other activities.</li> <li>3. USask's standards to operate current prayer spaces on campus compared to other U15 Universities.</li> <li>4. The current Musallah is not well-furnished or equipped enough to handle the rapidly-growing Muslim population on campus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provost's office is creating an analysis of operations of wellness spaces across U-15 universities.</li> <li>2. Temporarily Provost's office has worked with other Colleges and Deans to accommodate students during Ramadan.</li> <li>3. A space analysis is conducted in the college to allocate wellness space.</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU has worked with the Muslim student association and their members to write the Prayer &amp; Wellness Spaces On Campus letter highlighting current challenges. The letter also recommends addressing the needs.</li> </ol> <p><i>Link of the letter:</i>  <a href="https://ussu.ca/wp-content/uploads/2023/03/Prayer-Wellness-Spaces-On-Campus.pdf">https://ussu.ca/wp-content/uploads/2023/03/Prayer-Wellness-Spaces-On-Campus.pdf</a></p>

		Muslim students in their spiritual needs.			
<b>8.</b>	<b>Federal lobby</b>	USSU is an active member of the Undergraduates of Canadian Research-Intensive Universities (UCRU).UCRU is an informal coalition of student associations whose mandate is to advocate the Canadian Federal Government for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research. We collectively represent over 225,000 university students across Canada.	<u>Student Financial Aid</u> <ol style="list-style-type: none"> <li>1. Invest in the Canada Student Grants such that the maximum receivable is permanently increased from \$3,000 to \$6,000.</li> <li>2. Increase the Repayment Assistance Plan threshold from \$40,000 to \$50,000.</li> </ol> <u>Student Employment</u> <ol style="list-style-type: none"> <li>1. Develop specialized skill categories for international students within the Youth Employment and Skills Strategy framework, the Student Work Placement Program, and the Canada Summer Jobs program.</li> <li>2. Amend the Canadian Experience Class (Express Entry) program such that international students are able to count part-time employment experience (while they are full-time students) towards fast-tracked permanent residency.</li> <li>3. Permanently lift the cap on working hours for international students.</li> </ol> <u>Mental Health</u> <ol style="list-style-type: none"> <li>1. Make targeted investments into digital mental health resources for students and young people by providing the provinces with</li> </ol>	Not Relevant	<p>Through USSU's advocacy with UCRU, and we supported the students with the following wins.</p> <ol style="list-style-type: none"> <li>1. Canada Student Loan limits increased to \$300/week from \$210</li> <li>2. Eligible students can now receive up to \$4,200 from their Canada Student Grant</li> <li>3. \$197.7M investment in Student Work Placement Program for more work-integrated opportunities</li> <li>4. Student grants increased by 40%</li> <li>5. Mature students (22+) no longer need credit screening for federal grants/loans</li> <li>6. Permanent removal of student loan interest from the Federal Government</li> <li>7. Expansion of repayment Assistance Plan. Students do not have to pay loans if they make \$40,000/year.</li> </ol>



			<p>matched investments.</p> <p>2. Invest in Canada's federal mental health transfer.</p> <p><u>Indigenous Student Education</u></p> <p>1. Increase the federal budgeted amount for Indigenous student education to 512 million a year.</p> <p>Lobby document link:  <a href="https://ussu.ca/wp-content/uploads/2023/03/UCRU-Lobby-Briefing-Package.pdf">https://ussu.ca/wp-content/uploads/2023/03/UCRU-Lobby-Briefing-Package.pdf</a></p>		<p>8. Temporary removal of limits to off-campus working hours for international students.</p>
9.	<b>Provincial Lobby</b>	<p>Saskatchewan's future is in the hands of post-secondary students. Supporting higher education in Saskatchewan is the greatest way to achieve impactful research, economic development, and dynamic employment sectors. All students in this province need a pathway to affordable and accessible education. We are presenting these recommendations to the Ministry of Advanced Education in order to encourage the prioritization of Advanced Education and for ongoing collaboration with Saskatchewan undergraduate students to address and alleviate systemic challenges. Investing in students means investing in Saskatchewan.</p>	<p>1. Eliminate Saskatchewan Student Loan Interests.</p> <p>2. One Year Student Loan Repayment Grace Period.</p> <p>3. Increase Scholarships, Grants and Bursaries for Indigenous and International Students.</p> <p>4. Policies to Expand Reviews of Sexual Violence Preventative Measures at Post-Secondary Institutions Every Three Years.</p> <p>5. Increased Support and Funding for Student Wellness and Mental Health Resources for Northern Communities.</p> <p>6. Career Development.</p> <p>Lobby document link:  <a href="https://ussu.ca/wp-content/uploads/2023/03/USSU-2022-23-Lobbying-Document.pdf">https://ussu.ca/wp-content/uploads/2023/03/USSU-2022-23-Lobbying-Document.pdf</a></p>	Not Relevant	<p>1. This budget includes \$764.8 million for the post-secondary education sector this year, an increase of \$24.5 million or 3.3 percent. It includes \$47 million for student support, a 24 percent increase from last year due to the growing use of the Student Aid Fund and the Saskatchewan Advantage Scholarship. Students.</p> <p>2. \$518 million into mental health and addictions programs and services</p>

<p><b>10.</b></p>	<p><b>Residence</b></p>	<p>The University of Saskatchewan Students' Union (USSU) expresses gratitude and appreciation for the collaboration with Residence in addressing various issues affecting students in residence. They highlight achievements in accessibility, mental health support, communication channels, and EDI training. They also offer recommendations for improvements, including Indigenous housing and wellness spaces. USSU is looking forward to this great collaboration this year, and we hope that our continuous work can support the students and make the residence the place that students choose as their first home and a home away from home.</p>	<ol style="list-style-type: none"> <li>1. Introduce Indigenous housing within the residence, including a designated floor or wing for Indigenous students to promote inclusivity and cultural diversity.</li> <li>2. Create smudging and wellness spaces for students to practice their spiritual beliefs and engage in wellness practices, promoting mental health and well-being.</li> <li>3. Establish a community engagement space for students to promote socialization and community building within the residence.</li> <li>4. Conduct a comparative analysis of residence assistance salaries to ensure fair compensation and attract qualified candidates.</li> <li>5. Conduct regular accessibility and safety audits in residence to ensure inclusivity and equality, including pathways from the residence to the university on Cumberland Ave.</li> <li>6. Build a culture and tradition in the residence through various activities throughout the year and merchandise specific to the residence, fostering a sense of community and pride.</li> </ol>	<ol style="list-style-type: none"> <li>1. Residence is working on reevaluating its infrastructure policy to allow smudging in residences.</li> <li>2. A team is investigating to understand the operations and resources required for indigenous housing.</li> <li>3. Residence office is creating a wellness space and theatre to enhance the student wellness and experience in residence.</li> <li>4. A comparative analysis is conducted that will be brought forward next year.</li> <li>5. Measures are taken to address the upcoming Accessibility challenges in residence through a continuous conversation with the student body.</li> <li>6. Residence is currently working on Residence specific merchandise to develop a culture on campus.</li> <li>7. New training is put in place for Residence Assistance for the 2023 and onward years to strengthen the</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU has strengthened the relationship with the residence office by creating a communication channel with USSU and regular follow-up meetings.</li> <li>2. USSU wrote the USask Residence letter in 2023.</li> <li>3. Link of the letter: <a href="https://ussu.ca/wp-content/uploads/2023/03/USask-Residence-Letter-2023.pdf">https://ussu.ca/wp-content/uploads/2023/03/USask-Residence-Letter-2023.pdf</a></li> </ol>
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				<p>understanding of EDI and Anti-Racism and Anti-Oppression amongst staff members.</p> <p>8. New mental health councillor (FTE) has been hired in residence.</p>	
<b>11.</b>	<b>IT services</b>	<p>USSU has expressed appreciation for the University of Saskatchewan's IT initiatives that have supported hybrid learning and student success. They make several recommendations to enhance the student experience, including introducing a student engagement portal within the IT infrastructure, standardization of portals across all colleges, investment in a more accessible scholarship portal, creation of a campus-wide Wi-Fi strength map, and strengthening Wi-Fi in student gathering places. And USSU believes these recommendations will improve the student experience and enhance the university's reputation.</p>	<ol style="list-style-type: none"> <li>1. Introduce a student engagement portal within the IT infrastructure called PAWS, which would enable students to engage in co-curricular activities, access academic resources, and connect with other students and faculty.</li> <li>2. Standardize the portal across all colleges to streamline enrollment, registration, degree work, and GPA calculations, providing students with a consistent experience and reducing confusion and errors.</li> <li>3. Invest in a more accessible and supportive scholarship portal to simplify the scholarship application process and enable more students to access financial aid opportunities.</li> <li>4. Create a campus-wide Wi-Fi strength map to identify areas with weak Wi-Fi signals and improve connectivity across campus.</li> </ol>	<ol style="list-style-type: none"> <li>1. USask IT department is planning to do an engagement session with students.</li> <li>2. IT steering committee is working on this, and USSU President is a member of this committee</li> <li>3. Currently, the work is under process to make a Wi-Fi strength map.</li> <li>4. New routers are being installed across the campus. The work is delayed due to a supply chain issue.</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU has written a letter about IT achievements and a recommendation letter for 2023.</li> </ol> <p><i>Link of the letter:</i>  <a href="https://ussu.ca/wp-content/uploads/2023/03/IT-Achievements-and-Recommendations-Letter-2023.pdf">https://ussu.ca/wp-content/uploads/2023/03/IT-Achievements-and-Recommendations-Letter-2023.pdf</a></p>

			<ol style="list-style-type: none"> <li>5. Strengthen Wi-Fi in student lounges and gathering places on campus to support studying, collaborating, and socializing.</li> </ol>		
12.	<b>Student Central</b>	<p>The University of Saskatchewan (USask) recognized the increased needs of students on campus after the COVID-19 pandemic and took proactive measures to address them. USask implemented a one-time resource allocation by hiring student employees to support its Student Central. This centralized hub assists with financial aid, scholarships, admission, and loans, making the process smoother and more efficient.</p>	<p>Student Central is the frontline for student support regarding class registration, finances, academic life, and referrals, and then we believe it should be easily accessible to students. With this in mind, we've included a list of priorities we want our university to consider.</p> <ol style="list-style-type: none"> <li>1. Student Central should be open for of drop-ins starting the Term (Spring, Summer, Fall, and Winter)</li> <li>2. Video resources to resolve concerns for frequently asked questions like how to apply for loans, USask student scholarships, and procedures for credit transfer</li> <li>3. Increase in financial support for Student Central in the next budget</li> <li>4. Increase in student support staff (student ambassador programs)</li> <li>5. Adequate staffing for peak times</li> </ol>	<ol style="list-style-type: none"> <li>1. Provost provided strategic funding \$40,000 for 2022-2023 to Student Central to hire student assistants.</li> <li>2. Repurposing the student Finance Awards staff to Student Finance Officer to support the Student Central.</li> <li>3. Student Central has changed its model based on appointments. This provides different service opportunities for Students to accommodate diverse needs (in-person, online and international).</li> </ol>	<p>USSU sent the recommendation letter to the Provost's Office to address this challenge.</p> <p>Lobby document link:</p>

13.	<b>Work bike station</b>	<p>The Bike workstations have been envisioned as a long-term project to enhance students' physical and mental well-being and serve as a new learning and de-stressing pathway. These workstations have received great numbers daily, and their usage has increased exponentially. The USSU has three work bike stations, and after conversations with the library, they are looking into purchasing some for the main floor.</p>	<ol style="list-style-type: none"> <li>1. Install work-bike stations across campus to enhance active learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. University Library has purchased three work bike stations. And these are installed on the first the the floor of Murray Library</li> </ol>	<ol style="list-style-type: none"> <li>1. USSU purchased 3 work bike stations, and they have been installed in Place Riel.</li> </ol>
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## **University of Saskatchewan Graduate Students' Association Report to University Council, April 2023**

Dear Council Members,

The Graduate Students' Association (GSA) welcomes all the members of the University Council. This is the last council report from the 2022-2023 executive committee. The GSA has organized many important events and participated in many advocacies works. The GSA leadership team of 2022-2023 started their activity in May 2022 with a list of advocacy and priority works. Over the last year, the GSA leadership team worked closely with the university administration to bring positive change to the University of Saskatchewan Graduate Students' life and well-being. The GSA team firmly believes that successfully implementing the advocacy works would positively change graduate students' life and well-being, which will help the University of Saskatchewan's academic excellence. Although the university administration morally supports GSA's advocacy priorities, the GSA found the university's limited interest in implementing advocacy priorities. The leadership team of 2022-2023 is pleased to inform the council members that the current committee expanded most of the GSA-lead student services, which they promised.

### **1. GSA Executive Election 2023-2024**

The GSA executive election 2023-2024 is completed. The graduate students have elected the following executives for the 2023-2024 fiscal year (May 1, 2023, to April 30, 2024).

President- Mostofa Kamal

Vice-President Finance and Operations - Ramin Mohammadi

Vice-President Academic and Student Affairs - Sristy Sumana Nath

Vice-President External Affairs - Abbas Fazel Anvari Yazdi

Vice-President Indigenous Engagement - Kayla Benoit

## **2. Health and Dental Plan Coverage Expansion:**

One of the principal election platforms of the current executive team was Health and Dental Plan coverage expansion. The GSA is pleased to inform the senate members that the current GSA team, in partnership with Studentcare, approved extended health and dental coverage starting in Fall 2023. The new plan will begin in Fall 2023 when graduate students receive a \$40 reimbursement per paramedical practitioner visit from the current \$20 (100% increment). The GSA is also enhancing the dental annual maximum coverage to \$1000 from \$750 (25% coverage expansion).

## **3. GSA-CGPS Need-Based Bursary**

The GSA awarded 32 need-based bursaries in winter 2023. During the 2022-2023 GSA Fiscal year, the GSA awarded 102 GSA-CGPS bursaries (split equally in three semesters). Each bursary is worth \$1000. Of the 102 bursaries, 68 bursaries are awarded from GSA's funding. The College of Graduate and Postdoctoral Studies (CGPS) funded 32 bursaries. The GSA has received approximately 300 bursary applications and was awarded 102 bursaries (~1/3 of the total applicants). Although graduate students comprise about 20% of the total student population, approximately 75% of the food bank assistance receiver belongs to the graduate student class. These statistics provide the dire financial need of University of Saskatchewan graduate students and offer need-based bursaries for graduate students each term.

## **4. GSA Annual Award**

The GSA recognizes outstanding graduate student researchers and faculty members through an annual award. The purpose of the GSA Awards is to celebrate graduate students as well as honor faculty that have generously supported graduate students in research, scholarly and artistic pursuits. The GSA award committee has received the highest number of applications in 2023. The GSA Annual Award Adjudication Committee (consisting of two GSA executives and five graduate students) selected the following faculty member and students for the 2023 GSA annual award.

- a) **Advising Excellence** Award Presented to Dr. Lori Bradford. Assistant Professor, Tier 2 Canada Research Chair, Ron and Jane Graham School of Professional Development in the College of Engineering, and the School of Environment and Sustainability.
- b) **Excellence in Community Service** Award Presented to Maryellen Gibson. Ph.D. Student, Department of Sociology
- c) **Mark Kroeker Exceptional Student Leadership Award** Presented to Debasish Chakroborti. Ph.D. Student, Department of Computer Sciences
- d) **Research Excellence in Humanities, Arts, Social Sciences, Law, or Education** Presented to Kayla Arisman, Master of Arts (MA) student, Department of Sociology.
- e) **Research Excellence in Interdisciplinary Studies** Presented to Harini Aiyer. PhD Candidate, Dept of Community Health and Epidemiology.
- f) **Research Excellence in Technology and Engineering** Presented to Shahabodin Afrasiabi. Ph.D. Student, Department of Electrical and Computer Engineering
- g) **Research Excellence in Natural Sciences** Presented to Bernd Steiger, PhD Student, Department of Chemistry
- h) **Research Excellence in Medical Science and Public Health** Presented to Paras Ahmed. PhD Student, College of Dentistry

## **5. GSA Annual Award Gala Night (April 29, 2023)**

The GSA 11th Annual Graduate Student Awards Gala will be held in the Remail Modern on Saturday, April 29, 2023. The GSA organizes an Annual Award Gala to recognize graduate students and faculty members for their outstanding research, scholarly works, and extraordinary voluntary activities. One of the event's main goals is to motivate University of Saskatchewan graduate students and faculty members to be exemplary personnel in their roles for the graduate student community and help the University of Saskatchewan become the University the World Needs. The Hon. Russell B. Mirasty, Lieutenant Governor of Saskatchewan, has agreed to attend as chief guest. Further, the minister of Advanced Education, Hon. Gordon S. Wyant K.C., also agreed to participate in the gala event. The GSA solicited sponsorship from colleges, schools, and external partners. The GSA received a limited



number of sponsorships from university colleges and schools; thus, the GSA started selling some tickets (found [HERE](#)) to raise some money to offset the event cost.

## **6. Saskatchewan Federation of Student**

A provincial chapter of the Canadian Federation of Students was formed and named the Saskatchewan Federation of Students. This regional student body aims to identify Saskatchewan's post-secondary students' issues and work together to bring positive changes to student life and well-being. There are currently three members of this student forum: the University of Saskatchewan, the University of Regina, and the First Nation University of Canada.

### **GSA Advocacy Priorities of the 2022-2023 Leadership Team:**

1. To advocate for a minimum guaranteed funding for all thesis-based graduate students not less than the equivalent of Saskatchewan's minimum wage salary.
2. To advocate to ensure a university-wide minimum guaranteed scholarship/stipend for thesis-based graduate students for a duration that is compatible with the median degree completion time of the University of Saskatchewan graduates.
3. Work with various colleges to help bring down the University of Saskatchewan's median graduation timeline under the U15 median.
4. Advocacy for the introduction of part-time study opportunities coupled with part-time tuition fee options for part-time students.
5. Advocacy for the reduction/removal of international tuition differential for master's students.
6. A mandatory graduate evaluation committee report following each meeting for all thesis-based programs.
7. Advocacy for service improvement at the Student Wellness Centre, including an introduction of walk-in clinic service for all University of Saskatchewan students.
8. Advocacy for broader and faster adoption of Equity, Diversity, and Inclusion (EDI) principles across the university. Expanding the anti-racism and anti-oppression training beyond top-level university leaders, especially for faculty members, managers, and directors of different university services.

9. Advocacy for the introduction of paid maternity leave for graduate students (currently, a limited number of colleges offer such benefits at USASK).
10. Advocacy for the introduction of a university-wide emergency graduate childcare bursary.
11. Advocacy for a seat on the University of Saskatchewan Board of Governors.

With regards,

Mostofa Kamal, President

Ehsan Moradi, Vice-President Finance and Operations

Sristy Sumana Nath, Vice-President Academic and Student Affairs

Ozra Mohammadi, Vice-President External Affairs

Avery Kewistep, Vice-President Indigenous Engagement



BE WHAT THE WORLD NEEDS

## Provost's Report to Council

**April 2023**

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hān. ǎdłanet'e? taanishi. aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Sauteaux]

### GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

#### **College of Medicine celebrates grand opening of new facilities in Regina**

The College of Medicine recently celebrated the expansion of its Regina-based undergraduate medical doctor (MD) program with the [grand opening of its new campus facilities](#). A ribbon-cutting ceremony officially marked the expansion of the MD program in Regina to the full four years and celebrated the MD program being based in two Saskatchewan cities.

A new classroom, study spaces, and an anatomy lab have been added to the campus' facilities to support the education and training requirements for all four years of the MD program. In August 2022, the campus welcomed its first cohort of Year 1 medical students. Years 2-4 of the program have been offered in Regina since 2012.

The anatomy lab is made possible through a partnership between the Hospitals of Regina Foundation and the College of Medicine. The lab will be outfitted with modern anatomy tools, equipment, and IT, and is an important part of the medical school experience.

#### **USask expanding biology program with new equipment at Prince Albert campus**

USask's Prince Albert campus is expanding its biology program with the [purchase of new laboratory equipment](#). The Department of Biology in the College of Arts and Science recently purchased new equipment for the course BIOL 224, which is offered at USask's Saskatoon campus—and now the Prince Albert campus as well. BIOL 224, "Animal Body Systems," is a course on basic physiology. The lab work in the course requires students to use equipment to monitor body responses to various activities, including exercise and a simulated diving experience.

The Department of Biology applied to and accessed the Tuition Bridge Funding Program to purchase the new equipment through the Office of the Provost and Vice-President Academic, with support from the College of Arts and Science. The biology department was also successful in obtaining a second round of funding to purchase molecular biology equipment to expand its lab-based programming in genetics.

#### **British Columbia continues expanded support of WCVM and student seats at USask**

The Government of British Columbia is permanently [doubling the number of subsidized seats for B.C. veterinary students](#) attending the Western College of Veterinary Medicine (WCVM) at USask. The

number of provincially subsidized seats in the college's Doctor of Veterinary Medicine (DVM) program will increase from 20 to 40 with the support of an initial investment of \$21.8 million over three years.

The province of B.C. first increased its investment to the WCVM for the 2022/23 academic year, which included support of the additional seats for B.C. students in the veterinary program. A dramatic uptick in pet ownership during the COVID-19 pandemic and other factors have led to an urgent shortage of veterinary professionals, not only in Western Canada but across North America. B.C.'s increased investment means that all 88 of the WCVM's annual seats—the college's maximum capacity for its DVM program—will be supported by all three of its partner provinces.

In September 2022, the Governments of Saskatchewan and Manitoba announced increased funding for the WCVM, enabling each province to boost its student seat quota by five. Saskatchewan now has 25 seats in the college's first-year class, while Manitoba has 20 students. One seat is annually allocated to a student from Canada's northern territories, while two seats are designated for Indigenous applicants.

The WCVM's Interprovincial Agreement with the three provinces helps to ensure that Western Canada has a steady supply of veterinarians with in-depth knowledge of animal health and public health, as well as an awareness of the standards and issues facing livestock, fowl and fisheries producers, and pet owners.

### **Report supports further work on equity, diversity, and inclusion at College of Medicine**

A report to help USask's College of Medicine better address issues of systemic inequity was jointly released on March 30, 2023, by the medical school and the Saskatchewan Human Rights Commission (SHRC). The SHRC conducted research and interviews to develop the report, [\*The Case for a Restorative Response to Perceptions of Systemic Inequity at the University of Saskatchewan College of Medicine: A Systemic Investigation Summary Report\*](#), using a systemic investigation and advocacy approach. The report provides an overview of systemic advocacy, summarizes the SHRC's investigation and findings, and identifies issues for the college to address.

Important advances took place in the college while the report was being developed. These include doubling the number of seats available for Indigenous people in the medical doctor program from 10 to 20 of 100 total seats, effective this year; increased resources focused on Indigenous health; and improvements in student-complaint processes. The college and the SHRC will continue to work together on next steps, including how the issues identified in the report will be addressed.

### **ohpahotân | oohpaahotaan Spring Symposium to be held on April 21**

On Friday, April 21, 2023, the ohpahotân | oohpaahotaan Spring Symposium will be held from 8:30 am – 1 pm at Marquis Hall. All USask faculty, staff, and students are welcome to attend the event, which is hosted by the Office of the Vice-Provost Indigenous Engagement. Attendees are asked to [register in advance online](#).

The ohpahotân | oohpaahotaan Spring Symposium will continue the discussion from the ohpahotân | oohpaahotaan Fall Symposium, which was held on Oct. 28, 2022. At that time, members of the USask community came together to connect, network, and share successes in implementing initiatives that champion Indigenousization.

The [ohpahotân | oohpaahotaan "Let's Fly Up Together"](#) strategy document was gifted to the USask community on Aug. 20, 2021, by Indigenous Elders, Traditional Knowledge Keepers, and Language Teachers. The gift represents the partnerships between USask and the communities it serves and is meant to be a living strategy that provides an Indigenous-led pathway to reconciliation.

Woven together with the goals built into the [University Plan 2025](#), the Indigenous Strategy outlines commitments, principles, and calls to action for all institutional bodies, offices, colleges, schools, and units to build into their everyday strategy and operations. It also provides distinct markers that serve as guideposts for the university community to measure implementation progress along the way. It is the first Indigenous Strategy that has been solely created by Indigenous people at a Canadian U15 research institution.

### **Annual māmowi āsohtētān Internal Truth and Reconciliation Forum to be held on April 28**

On Friday, April 28, 2023, USask will host the 6th annual māmowi āsohtētān Internal Truth and Reconciliation Forum (maah-ma-wih aah-soh-day-daan) from 8:30 am – 2:15 pm in Marquis Hall.

All members of the USask community are invited to attend the event, which is sponsored by the Office of the Vice-Provost Indigenous Engagement and facilitated by the Mistatimōk Committee. The forum will celebrate 50 years of success in USask's [Indian Teacher Education Program](#) (ITEP), through its roots in the Indian Control of Indian Education policy. Students, alumni, and leaders from ITEP will share their experiences leading, attending, and teaching within the program and how those experiences have impacted their lives today.

The day will focus on the Truth and Reconciliation Commission of Canada's Calls to Action as they relate to education, and how our university can continue moving forward to answer these calls to action in meaningful and impactful ways. Students, staff, and faculty can take part in this day of engaging and thoughtful discussion by [registering in advance online](#).

### **This month's appreciation:**

Thank you to the members of the USask community who attended the symposium for the Horizons Project, which was held on March 21 in Convocation Hall. The event focused on the projects supported by the Horizons Fund, a \$31-million investment by the Government of Saskatchewan that has been allocated to 26 initiatives at USask.

The symposium included an overview of the projects, presentations by specific project leaders, and a panel discussion on internal change projects. Thank you to project leader Dr. Vince Bruni-Bossio, interim associate provost, strategic priorities, and his team, for organizing and hosting this informative and inspiring event. Thank you also to the speakers, project leaders, and collaborators who shared important information with the USask community: Alix Hayden, Dr. Nancy Turner, Liz Kuley, Aditi Garg, Chantel Laventure, Wade Epp, Jennifer Drennan, Dr. Dawn Wallin, Dr. Terry Fonstad, and Dr. Adam Baxter-Jones.

The Horizons Fund has provided USask with an opportunity to strengthen its contributions to the province and to accelerate the university's financial sustainability. USask is focused on a future of excellence—to be a university that sets the standard in learning, research, scholarly, and artistic work, and community engagement. Through the Horizons Project, we are supporting our research and innovation enterprise and enhancing academic programming to provide students with the knowledge and skills needed for social, cultural, and economic development in Saskatchewan and the world.

### **This month's congratulations:**

Congratulations to the USask student-athletes who were recently announced as [winners of the 2022-23 Major 7 Awards](#), as well as to the nominees in each category. The awards were distributed at the Huskie Salute on March 31, 2023, at TCU Place.

The Major 7 Awards are given to student-athletes and coaches who have had outstanding seasons for the green and white. The student-athletes made major contributions on their field of play, in the classroom, and in the community as Huskies.

Huskie Athletics also honoured the Canada West All-Stars and Major Award Winners, U SPORTS All-Canadians and Major Award Winners, Trainer of the Year, and graduating Huskie student-athletes.

## UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

### nīkānītān manāchitowinihk / ni manachīhitoonaan



### Meaningful Impact

#### **Johnson Shoyama Graduate School of Public Policy: JSGS awarded \$1.75M for GSM project**

The Johnson Shoyama Graduate School of Public Policy (JSGS) has been awarded \$1.75 million by the Government of Canada's Future Skills Centre for the Governing Sustainable Municipalities (GSM) project, which aims to strengthen the capacity of Saskatchewan municipalities to advance sustainability. Municipal governments offer some of the highest-impact opportunities to achieve sustainability, from economic development and stewardship of water, roads, and waste infrastructure, to solving issues related to health and social development.

Through the GSM project, JSGS will identify obstacles and opportunities for developing actionable, practical, and innovative solutions to meet sustainability objectives at the municipal level. The project will identify the policy expertise and capacity needed to balance municipal priorities and accelerate sustainable transitions. Specific attention will be placed on key dimensions of equity, diversity, and inclusion, to ensure that sustainability efforts engage with under-served populations.

Project outputs include stakeholder roundtables, a Saskatchewan Municipalities Sustainability Index, a Saskatchewan Sustainable Municipalities Stakeholder Database, and short research publications for the general community. These tools will be valuable resources for municipal administrators looking for advice on how to set and reach their own sustainability goals, and for policymakers looking for information on innovative solutions happening in Saskatchewan communities. This work is an example of the interrelatedness of human communities and natural ecologies and how we must address environmental, social, and political challenges to meet sustainability development goals in Canada and the world.

### **College of Education: College holds National Congress on Rural Education in Canada**

On March 26, 2023, the College of Education held its 28th annual rural education congress. This year's theme was *Teaching, Leading and Learning: Lessons from the Field* and featured presentations on creating family-centric schools, teaching the mental wellness secondary curriculum, and decolonizing teacher education, as well as panel sessions from directors of education and the Saskatchewan Teachers' Federation. More than 75 attendees joined the event in person and online.

### **Productive Collaboration**

#### **College of Arts and Science: College Plan Celebration Day recognizes RSAW**

On March 22, 2023, the College of Arts and Science and the College Plan Advisory Committee (CPAC) held the annual [College Plan Celebration Day](#) to recognize progress on [Think Big – Be Bold](#), the college's plan to 2025. This year's celebration recognized the research, scholarly, and artistic work (RSAW) of more than 40 scientists, scholars, and artists from across the college. Researchers spoke about their projects through a series of videos that played on screens at locations across campus, while other projects were highlighted through words and still images. [Featured projects are available for viewing online.](#)

#### **College of Medicine: Funding helps researchers take aim at 'long COVID'**

USask researchers are part of a [Canada-wide consortium awarded \\$20 million by the Government of Canada](#) to pursue research into "long COVID," also known as post-COVID-19 condition (PCC). The funding, over five years, will support the Post COVID-19 Condition Research Network (called Long COVID Web), to create tools to diagnose, treat, and rehabilitate people with all forms of long COVID. Long COVID refers to a wide array of symptoms people experience three months or more after their initial SARS-CoV-2 infection.

The network is led by researchers and clinicians from the University Health Network, the University of Toronto, Université de Sherbrooke, and the University of British Columbia, and includes more than 250 researchers and collaborators. In Saskatchewan, the new funding will support ongoing research on Long COVID and the hiring of dozens of graduate students, post-doctoral fellows, and researchers, and will lead to direct health benefits for people in Saskatchewan.

### **Distinguished Learners**

#### **College of Agriculture and Bioresources: Students experience Ecuadorian agriculture**

The [PLSC 444 Ecuadorian Agricultural Field Tour](#) is offered by the College of Agriculture and Bioresources (AgBio), with the course led by Dr. Randy Kutcher, a professor in the college's Department of Plant Sciences and Ministry of Agriculture Strategic Research Program Chair in Cereal and Flax Crop Pathology.

Winter Term 2023 marked the fourth time the course has been held since its inception, and the first time since the pandemic. During the mid-term break, Kutcher and 10 AgBio undergraduate students headed to Ecuador for a life-changing experience. Throughout the 10-day trip, students toured research plots and commercial operations to learn about field and horticultural crop production in Ecuador. The students also interacted with Ecuadorian students and faculty at two universities: ESPOCH University and the Central University of Ecuador.

### **College of Arts and Science: Students mark milestones at pinning ceremonies**

Hundreds of students were recognized for their achievements during College of Arts and Science pinning ceremonies in March. Dean Peta Bonham-Smith and other members of the college's leadership team [presented undergraduate students with silver or gold college pins](#) at four ceremonies between March 6 and March 9, 2023.

Silver pins are given each year to students who have successfully reached their third year of studies and who have declared a major in the College of Arts and Science. Gold pins are presented at a special ceremony to students named to the Dean's Honour List for academic excellence. Students at this year's ceremonies heard messages from USask graduate Mackenzie Dawson (BSc'16, BFA'18), associate artistic director of Sum Theatre, and Zachary Digout, president of the Arts and Science Students Union.

### **Edwards School of Business: Finance students place first in ethics challenge**

Edwards School of Business students Clark Aylward, Hassan Mehdi, and Sarah Skoreyko, along with coach and faculty member Brian Lane, recently represented USask at the 2023 Canadian CFA Society Ethics Challenge (Prairie Regional Division). In this academic competition, student teams studied and evaluated a case before presenting their analysis and recommendations to a judging panel of CFA charterholders. The Edwards School of Business undergraduate finance students placed first and will now advance to the Canadian Ethics Challenge Finals on May 5, 2023.

### **Edwards School of Business: Enactus students highlight impact of community projects**

[Enactus University of Saskatchewan](#) students travelled to Calgary for the regional exposition in March to highlight the impact of their community projects. They presented the [Build-a-Business project](#), which teaches business skills to people with intellectual disabilities, and the [Re-Colour project](#), which has garnered attention for reducing waste and providing art supplies to children in need. The student team received Runner Up in the TD Entrepreneurship Challenge for the Build-a-Business project. They will attend the national expo in Montreal from May 1-3, 2023.

### **College of Engineering: Top capstone teams compete at design showcase**

Thirteen student teams from the College of Engineering competed for \$7,000 in prizes on March 29, 2023, at the college's [Undergraduate Design Showcase](#), which was presented by the Saskatoon Engineering Society. The groups highlighted at the showcase were judged as the top teams at earlier discipline-specific events, where all teams presented their capstone design projects. Students in the college are required to complete the capstone design class, in which they are assigned a design project from a real-world client with an engineering problem.

### **College of Education: College showcases student research, scholarly, and artistic work**

On April 1, 2023, the College of Education hosted its annual showcase of research undertaken by undergraduate and graduate students. Morning sessions featured presentations by more than 20 students, and the afternoon highlighted a research panel with teacher-candidate representatives of the Anti-Racist Education Mentorship (AEM) project led by Dr. Carmen Gillies. The event concluded with a keynote address by anti-racism and anti-oppression scholar and professor emerita Dr. Verna St. Denis.



### **College of Education: College hosts Student Pinning and Alumni Wall of Honour Ceremonies**

On April 3, 2023, the College of Education returned to hosting its annual Student Pinning Ceremony, during which third-year Bachelor of Education students committed to the Educator's Profession and received a pin from faculty members in front of fellow students and their guests. More than 600 people were in attendance.

This year's event also included the Alumni Wall of Honour ceremony, with the following alumni recognized for their commitment to education:

- Pete Chief (BE'd'03, ME'd'13): educator and principal of wâhkôhtowin School, who fosters a safe and inclusive environment for Indigenous students that respects and celebrates their language and culture;
- Lone Langlois (BE'd'82): retired educator and teacher librarian and founding director of the Waskesiu Heritage Museum;
- Judy Pelly (BE'd'85): Cultural Advisor, Knowledge Keeper, and retired dean of community and health studies with the Saskatchewan Indian Institute of Technologies; and
- Patti Rowley (BE'd'84, BSPE'83): retired educator with Saskatoon Public Schools, who started the first Gender and Sexuality Alliance club at a school in Saskatchewan in 2001 at Mount Royal Collegiate.

### **Transformative Decolonization Leading to Reconciliation**

#### **College of Education: ITEP Student Council hosts Round Dance**

The Indian Teacher Education Program (ITEP) Student Council hosted a Round Dance on March 31, 2023, at the Education Gym to kick off ITEP's 50th anniversary celebrations. The event was sponsored by the College of Education, the Gordon Oakes Red Bear Student Centre, the Office of the Vice-Provost Indigenous Engagement, St. Thomas More College, and the Federation of Sovereign Indigenous Nations. The MCs were Don Speidel and Howie Thompson, with Drummer Chief Marc Longjohn and Smudge Man Darrell Paskimin. The event began at 4 pm with a pipe ceremony and feast, followed by the Round Dance at 6 pm.

#### **College of Arts and Science: ISAP hosts the Fried Bannock Project during IAW**

From March 6-10, 2023, the Indigenous Student Achievement Pathways (ISAP) initiative hosted the [Fried Bannock Project: Reclaimed Poetry Masterpieces of the Found Variety](#), coinciding with Indigenous Achievement Week (IAW) at USask.

The Fried Bannock Project featured facilitated poetry write-ins prompted by a text provided by a special guest each day. Guests selected academic or literary/artistic texts written by, for, or about Indigenous Peoples in Canada. Participants were encouraged to rework the provided text to create found poetry by highlighting, reordering, or redacting words to reveal a significant message or to create new meaning. The idea of the project originated with ISAP programs officer Logan Martin-Arcand.

ISAP is an initiative within the College of Arts and Science that welcomes First Nations, Métis, and Inuit students to post-secondary studies with a small cohort learning community model, peer mentor program, and co-curricular programming. One ISAP's goals is to nurture a sense of community for Indigenous students as they attend classes at USask. Daily write-ins for the Fried Bannock Project were held at the top of the Arts ramp and in the Trish Monture Centre for Student Success.

## Global Recognition

### **Sustainability of high-mountain water sources focus of new UNESCO Chair**

Climate change is endangering critical mountain water sources, such as the Canadian Rockies snowpacks and glaciers, with the potential for dire implications. To address the challenges of sustaining and managing these mountain waters, UNESCO has announced [the creation of the UNESCO Chair in Mountain Water Sustainability](#). The chair will be hosted at the University of Calgary and co-held by six international world-class water researchers, including Dr. John Pomeroy and Dr. Corinne Schuster-Wallace from USask.

The chairholders will work collectively to improve how scientists forecast the impact of climate warming on water sources, develop new climate-change mitigation measures, and increase the resilience of communities reliant on mountain waters. They will use a holistic approach to address the complex and interconnected environmental, economic, and social issues of mountain-based systems. Vital to their plans are collaboration and co-creation of research with local water users and Indigenous knowledge-holders. Together, they will create networks that will observe water ecosystems and develop methods to ethically braid Indigenous and western science in the pursuit of high-mountain water sustainability.

### **USask records two top-100 placements in QS World University Rankings by Subject**

The Quacquarelli Symonds (QS) World University Rankings by Subject, released on March 24, 2023, showed [USask achieved two top-100 placements globally](#), with a 51-70 rank in veterinary science and a tie for 80 in agriculture and forestry.

USask also ranked 101-150 worldwide in environmental sciences, 151-200 in pharmacy and pharmacology, 201-230 in each of earth and marine sciences, geology, and geophysics, 301-350 in each of biological sciences, and education, 401-450 in medicine, 451-500 in computer science and information systems, and 501-550 in chemistry. Among Canada's U15 research universities, USask was tied for No. 3 in veterinary science, No. 4 in agriculture and forestry, tied for No. 5 in environmental sciences, and tied for No. 6 in pharmacy and pharmacology.

<b>Transformative decolonization leading to reconciliation</b>	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
<b>Productive collaboration</b>	A university in which research and innovation are inspired by and accountable to community partners.
<b>Meaningful impact</b>	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
<b>Distinguished Learners</b>	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
<b>Global recognition</b>	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

## REVIEWS, SEARCHES, APPOINTMENTS

### Searches:

- Vice-Provost, Indigenous Engagement (beginning winter 2023)
- Executive Director, School of Public Health (beginning winter 2023)
- Dean, College of Kinesiology (beginning winter 2023)
- Vice-Provost, Faculty Relations (beginning winter 2023)
- Dean, College of Arts and Science (beginning winter 2023)
- Dean, College of Engineering (beginning winter 2023)
- Dean, College of Medicine (spring 2023)

## 2023 AWARDS APPLICATIONS

### Students:

**Rhodes Scholarship:** If your students wish to apply for the Rhodes Scholarship, they will need to complete the 2022-2023 Rhodes Competition application in the Scholarships and Bursaries channel in PAWS by early August 2023. Information is available at the link above.

### Faculty:

**Royal Society of Canada Fellow:** All 2024 nominations must be received by the Royal Society of Canada Secretariat by Dec. 1, 2023. The RSC consists of Fellows elected in three Academies (Academy I, Arts and Humanities; Academy II, Social Sciences; and Academy III, Science), Members of the College of New Scholars, Artists and Scientists, and institutional members from across Canada. There are currently more than 2,500 RSC Fellows, more than 400 members of the College, and more than 60 institutional members. There are three pathways to Fellowship in the Royal Society of Canada, including:

- **Fellows** are those with exceptional and original publications, intellectual achievements, and creative activities. Their achievements are in the arts, the humanities, the social sciences, and the sciences. They are either Canadian citizens or permanent residents of Canada for at least three years at the time of their nomination.

**Distinguished professor:** The Distinguished Professorship Program was created to **honour and celebrate outstanding achievement in research, scholarly, or artistic work** by University of Saskatchewan faculty or emeriti. Professors emeriti or current members of the University of Saskatchewan faculty possessing academic qualifications corresponding with an appointment at the rank of full professor are eligible for appointment to the distinguished professor position. The nomination deadline is Oct. 15, 2023.

thank you

māsi / pidamaya / pināmaya miigwetch / marsee / hiy hiy



# PRESIDENT'S REPORT TO COUNCIL

## April 2023

### **General Academic Assembly 2023 State of the University Address *Taking Stock, Looking Forward: The 2023 University of Saskatchewan***

On Thursday, April 6, 2023, I delivered my eighth General Academic Assembly (GAA) address as President of USask. The GAA is an opportunity, legislated in the University of Saskatchewan Act, for the president to deliver a state-of-the-university address. Each of the previous seven I have given had a unique theme, including connectivity, diversity, creativity, visionary change, our role in meeting the COVID-19 challenge, and the post-pandemic university. In each I have tried as well to give a snapshot of the significant advances the university has made over the previous year.

To view the full address and watch the recording, please visit the following [link](#).

### **USask signals upward trend in QS world subject rankings**

The Quacquarelli Symonds (QS) World University Rankings by Subject released in April shows that USask was a strong performer among nearly 1,600 universities assessed by the British company specializing in analyzing higher education institutions globally.

Overall, the institutions were ranked in five broad subject areas as well as 54 separate disciplines. For the first time, USask received a ranking in three categories in a single year: a tie for 325 in life sciences and medicine, tie for 379 in natural sciences—a significant jump from the 451-500 tier last year—and placing 451-500 in engineering and technology. The five broad categories also include arts and humanities, and social sciences and management.

The rankings are based on five indicators: academic reputation; employer reputation; citations of research papers; H-index, which measures impact of papers; and International Research Network, an index that reflects the ability of schools to diversify their research collaborations internationally.

Of the 12 rankings USask received in individual disciplines, it recorded two top-100 placements globally with a 51-70 rank in veterinary science and a tie for 80 in agriculture and forestry.

USask ranked 101-150 worldwide in environmental sciences, 151-200 in pharmacy and pharmacology, 201-230 in each of earth and marine sciences, geology, and geophysics, 301-350 in each of biological sciences, and education, 401-450 in medicine, 451-500 in computer science and information systems, and 501-550 in chemistry.

Among Canada's U15 research universities, USask was tied for No. 3 in veterinary science, No. 4 in agriculture and forestry, tied for No. 5 in environmental sciences, and tied for No. 6 in pharmacy and pharmacology.

## **BMO \$2 million donation to USask to accelerate research critical to the future of food in Canada**

Critical research into regenerative and digital agriculture at USask will be accelerated thanks to a \$2 million donation from BMO. The donation will support two initiatives within the College of Agriculture and Bioresources: the BMO Soil Analytical Laboratory and the Jarislowsky and BMO Research Chair in Regenerative Agriculture<sup>1</sup>.

A multi-donor initiative, the new research chair position will focus on accelerating the science and adoption of regenerative agriculture, through detailed assessment of management practices aimed at preserving and restoring agroecosystem health while maximizing yield and profitability.

The soil analytical laboratory will help alleviate a critical bottleneck in digital agriculture research and providing key analytical capabilities for research in regenerative agriculture. The new laboratory will:

- Expand current capability for characterizing soil carbon and nitrogen dynamics, a cornerstone for quantifying regenerative agriculture impacts
- Build high-throughput spectroscopic capability for rapid assessment of a range of soil properties, including plant-available nutrients
- Facilitate rapid characterization of the soil and plant microbiome, an indicator of soil health and function
- Enable data integration across multiple analytical platforms, building a soil database that can be mined to better understand the interactions between soil function and above-ground crop performance
- Create world-leading training opportunities for students in some of the world's most advanced agriculture practices right here in Saskatchewan

## **Award-winning Indigenous artist donates bison artwork to USask**

Award-winning Siksika artist Adrian Stimson (MFA'06) has gifted the artwork, entitled *Manifest Buffalo: A Bison Dream Past 10*, to USask and will be stewarded by the University Art Galleries and Collection.

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<sup>1</sup> Name pending approval from USask Board of Governors.

The artwork depicts a bison standing in a winter landscape and is composed of oil, graphite, and charcoal on canvas.

The piece was inspired by the time Stimson spent in Saskatchewan while studying at USask. He graduated from the USask College of Arts and Science with a Master of Fine Arts degree in 2006.

Stimson is a member of the Siksika (Blackfoot) Nation in southern Alberta. He is an interdisciplinary artist, educator and curator who works with many media, including painting, photography, installation, video, and performance. His artwork involves themes of displacement of animals, including bison, and historical memory and commemoration of war. He creates art with a lens of humour and counter-memory, or a socio-political context that re-signifies colonial history.

Stimson was also one of three artists to create the Spirit of Alliance monument installation in 2014. The monument was donated to the City of Saskatoon by Whitecap Dakota First Nation and is currently featured at River Landing in Saskatoon.

Stimson's artwork is held in public and private collections, including The British Museum, London, Campbelltown Arts Centre, Montreal Museum of Fine Arts, Art Gallery of Ontario, Toronto, MacKenzie Art Gallery, Regina, and Remai Modern, Saskatoon. His work has also been recognized with several awards over the years, including the Governor General's Award in Visual and Media Arts, the College of Arts and Science Alumni of Influence Award, the REVEAL Indigenous Arts Award from the Hnatyshyn Foundation, the Blackfoot Visual Arts Award, the Alberta Centennial Medal, and the Queen Elizabeth Golden Jubilee Medal.

## **USask launches new University of Saskatchewan Insect Research Facility**

In April, USask launched the University of Saskatchewan Insect Research Facility (USIRF), the first insect research facility with quarantine capabilities in a western Canadian university. Research conducted in the new facility will boost Canadian agriculture, protect the environment, reduce risk to food security, and provide fundamental insight into insect ecology.

Located in the Agriculture Building on the USask Saskatoon campus, the 500-square-foot insect quarantine facility is designed to meet Canadian Food Inspection Agency Plant Protection Containment Level-2A requirements, allowing researchers to study non-native insects and pathogens that pose a potential threat to western Canadian crops.

The bio-secure insect-rearing and quarantine facility employs mechanical and operating safeguards to prevent accidental release and cross-contamination of harmful species. The USIRF contains climate-controlled chambers for sustaining insects and infested plants, and space for conducting experiments.

The USIRF supports collaborations between pest researchers and USask Crop Development Centre plant breeders. With the increased research capacity, USask researchers will be able to develop proactive methods of managing insects, resulting in new ways to predict pest outbreaks, decrease pesticide use, and develop new pest-resistant crop varieties.

Funding for the USIRF was provided by \$500,000 from the Western Grains Research Foundation (WGRF) as part of its \$32 million Capacity Initiative, \$285,000 from the Canada Foundation for Innovation, \$70,000 from the Saskatchewan Canola Development Commission, \$70,000 from Saskatchewan Pulse Growers, \$70,000 from the Saskatchewan Wheat Development Commission, and \$50,000 from USask.

## Researchers snap, share the beauty of USask research

From ecosystems in peril, to the intense gaze of an Arctic fox, to the illuminated neurons of a fruit fly, winners in the 2023 Images of Research competition celebrated the art and artistry of research, scholarly, and artistic work at USask.

The ninth edition of the annual competition concluded on April 6, with the winners being announced at an in-person reception, the first since the start of the COVID-19 pandemic. In total, faculty, staff, students, and alumni submitted 143 images from to the competition—more than in any previous year.

More than 2,250 voters from 23 countries around the world cast ballots for the Viewers' Choice award, and a total of 21 faculty, staff, and student judges decided the winning entries in each category. While each category was adjudicated separately and the submissions anonymized, photos focused on the fragility of Earth's ecosystems and animals dominated the roster of winning images.

The [2023 Images of Research](#) will be on public display on campus from April 24 to 28 in the North Concourse of Place Riel.