UNIVERSITY OF SASKATCHEWAN

UNIVERSITY COUNCIL
Agenda – June 15, 2023

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

Call to Order

1. **Agenda and Opening Remarks**
   1.1. Adoption of the Agenda
   1.2. Council Motions (attachment)

2. **Minutes**
   2.1. Approval of Minutes – May 18, 2023

3. **Business Arising**

4. **Planning & Priorities Committee (PPC)**
   4.1. Request for Decision: Merger of Departments of Art and Art History, Drama, and Music into New College-Level School
   4.2. Request for Decision: to endorse "A University for Everyone: Equity, Diversity and Inclusion Framework for Action"
   4.3. For Information: 2022/23 PPC Annual Report
   4.4. For Information: Provisional BRIDGE Centre in Edwards School of Business
   4.5. For Information: Annual Enrolment Report 2022/23 – presented by Dr. Airini, Provost & Vice-President Academic, and Russ Isinger, Interim Vice-Provost of Teaching, Learning and Student Experience, and University Registrar

5. **Governance Committee**
   5.1. Request for Decision: College of Nursing Faculty Council Bylaws Revisions
   5.2. Request for Decision: Nominations to the Nominations Committee
   5.3. Notice of Motion: College of Arts & Science Faculty Council - Revision to Bylaws
   5.4. For Information: 2022/23 Governance Annual Report

6. **Academic Programs Committee (APC)**
   6.1. Request for Decision: Revisions – Academic Courses Policy
   6.2. For Information: 2022/23 APC Annual Report
   6.3. For Information: Program Approval Form - New Academic Program and Change Proposal Form

7.   **Nominations Committee:**
    7.1. Request for Decision: Omnibus Committee Selections
    7.2. For Information: 2022/23 Nominations Committee Annual Report

8.   **Research, Scholarly and Artistic Works Committee (RSAW)**
    8.1. For Information: 2023/24 RSAW Annual Report
    8.2. For Information: CGPS Annual Report – presented by Dr. Debby Burshtyn, Dean, CGPS
    8.3. For Information: OVPR Annual Report – presented by Dr. Baljit Singh, Vice-President, Research

9.   **Teaching, Learning, and Academic Resources Committee (TLARC)**
    9.1. For Information: 2022/23 TLARC Annual Report

10. **Reports**
    10.1. President's
    10.2. Provost's
    10.3. GSA
    10.4. USSU

11. **Other Business**
12. **Question Period**
13. **Adjournment**

Zoom Link:

https://usask-ca.zoom.us/j/99329542158?pwd=ZG9YMmdBalVsODVpdlFldjRXR2hxUT09

Join by Video Conferencing Device (SIP):
99329542158@zoomcrc.com

Meeting ID: 993 2954 2158
Passcode: 30422848
Telephone Passcode: 30422848

University Council Agenda Motions
June 15, 2023

Planning and Priorities Committee

4.1 Merger of Departments of Art and Art History, Drama, and Music into New College-Level School

Motion: *The Planning and Priorities Committee recommends to University Council the establishment of a college-level interdisciplinary school in the College of Arts & Science temporarily called "the school" effective July 1, 2024. The school will consist of the amalgamated departments of Art & Art History, Drama, and Music; these departments will be disestablished once the school is established. The interdisciplinary school will be the new academic authority for the existing programs in the disestablished departments of Art & Art History, Drama, and Music.*
It is the expectation that a formal name for the school be brought forward to Council prior to July 1, 2024, as per the governing practices, policies, and Bylaws of University Council.

4.2 To Endorse "A University for Everyone: Equity, Diversity and Inclusion Framework for Action"

Motion: *The Planning and Priorities Committee recommends to University Council the endorsement of "A University for Everyone: Equity, Diversity and Inclusion Framework for Action" at the University of Saskatchewan.*

Governance Committee

5.1   College of Nursing Faculty Council Bylaws Revisions

(Motion: *That University Council approve revisions to the bylaws of Faculty Council of the College of Nursing as shown in attachment 1 and that Council's bylaws be amended accordingly, effective June 15, 2023.*

5.2   Nominations to the Nominations Committee

(Motion: *That the slate of nominations to the Nominations Committee of University Council for 2023-24 be approved effective July 1, 2023, as found on attachment.*

Academic Programs Committee

6.1   Revisions – Academic Courses Policy

Motion: *It is recommended that Council approve the changes to the Academic Courses Policy, effective September 1, 2023*

Nominations Committee

7.1   Omnibus – Committee of Council Selections

(Motion: *That the slate of nominations to the various committees of University Council for 2023-24 be approved effective July 1, 2023, as found on the attachment.*

Call to Order

The meeting was called to order at 2:34pm.

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

No members of the media identified themselves.

1.   Adoption of the agenda

The chair noted the late addition of item 6.5, noting that it previously came as a notice of motion at the April meeting

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

CARRIED.

2.   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 welcomed the new student members of Council and the new USSU President Ishita Mann.

3.   Minutes of the meeting of April 20, 2023

*(*Rayan*/*Bedard-Haughn*)*: *That the minutes of April 20, 2023 be approved.*

CARRIED.

4.   Business Arising

A member posed a question in follow up to the Provost's statement recorded in the April 20, 2023 minutes which states that there are currently 40 faculty positions posted and sought clarification on how many of those positions are tenure-track. Provost Airini committed to following up and providing more information.

5.   Research, Scholarly, and Artistic Work Committee (RSAW)

Dr. Steven Rayan, Chair of RSAW, introduced this item.

Dr. Dawn Wallin, Association Vice President, Research and Jennifer Drennan, University Rankings Strategist provided a presentation on University Rankings.

The PowerPoint presentation provided was shared in the May 18, 2023 meeting package.

A Council member asked about USask's placement within the Times Higher Education Ranking, noting that we were previously ranked 400-500 and now are between 500-600 and asked how the institution can increase its standing. In response, Dr. Wallin stated that there will be fluctuation in our placement annually. She noted that every year there are more institutions who submitting to be included in the rankings, therefore USask isn't always being compared against the same pool of institutions.

Dr. Wallin noted that as an institution, USask has to do better at understanding what should be submitted so that we are doing the best job telling our story. She cautioned that raising our standing in the rankings is a collective responsibility, not solely the responsibility of the administration.

A member expressed some concern about relying on our standing in Impact rankings as a substitute for academic ranking, noting that some of the institutions we are being compared against are not prestigious like Oxford or Harvard.

The Provost responded that there are high-ranking institutions outside of the English-speaking world and also looking outside the North American/European area. She implored members to reflect on our standing in a global context.

6. Planning and Priorities Committee (PPC)

Dr. Vicki Squires, Chair of PPC, presented the items.

6.1   Report for Information: USask Budget 2023/24
Provost Airini and Dr. Devan Mescall, Chief Financial Officer (CFO) presented this item.

The slides for the PowerPoint presentation were provided as part of the May council agenda package.

Questions were deferred to question period.

6.2   Notice of Motion: Endorsement of "A University for Everyone: Equity, Diversity, and Inclusion Framework for Action

President Peter Stoicheff and Kelly McInnes presented this item.

President Stoicheff reminded members that a policy on equity, diversity and inclusion was approved at Council a few years ago. This framework follows up on that approved policy to outline strategic priorities related to equity, diversity, and inclusion and goals under those priorities.

Dr. McInnes highlighted the extensive consultation that has occurred in developing the framework, from one-on-one consultation to workshops.

Questions were deferred to question period.

6.3   Notice of Motion: Proposal to Merge the Departments of Art and Art History, Drama, and Music into a new college-level School

Provost Airini and Dr. Peta Bonham Smith, Dean, College of Arts and Science, presented this item.

Dr. Bonham-Smith highlighted that the amalgamation of the three fine arts departments is with the aim of amplifying the voice of the fine arts, the increase the opportunities for funding, to best use resources, and to support student success.   She emphasized their important role within the institution, the city, and the province and noted that there will be no mandated changes to courses or programs and no reduction in operating resources.

A comment was want about ensuring that student feedback in included in decision-making and that it should be reflected in the report.

A question was posed about the impact that the disparate physical locations will have on the goals for interdisciplinarity. Also a question was posed about funding for additional faculty with an interdisciplinary focus and for the developing of interdisciplinary programs. Dr. Bonham-Smith noted that the College of Arts and Science is working to identify common space that will be available to bring together members of the disciplines for regular meetings, seminars and the like. She also noted that a number of aspects of the new School have been left purposefully unaddressed, including the development of interdisciplinary programming, as the intention is to have the faculty of the new School answer those questions together and not have decisions imposed by the Dean.

With respect to the query about funding for faculty with an interdisciplinary focus, Provost Airini noted the exemplary faculty complement planning process that exists within the College of Arts and Science and stated that the new School will engage in that wider planning within the College to bring a case forward for additional faculty positions.

Further questions deferred to question period or were to be directed to Dr. Squires by email.

6.4   **For Information: Tuition 2023/24**
Dr. Squires presented this item.

Provost Airini spoke to the tuition rates that were included as a report in the May Council package, and she expressed her appreciation to the members of the Tuition Advisory Group, which includes the Deputy Provost, the Dean of the College of Graduate and Postdoctoral Studies, and membership from the USSU and the GSA. Over 3,000 responses were received as part of the consultation process and the group is always looking for ways to further their consultation.

6.5   **Request for Decision: Name change of the Canadian Centre for Health and Safety in Agriculture to the Canadian Centre for Rural and Agricultural Health**
Dr. Squires presented this item and noted that no further feedback was received.

(Squires/Wotherspoon): *The Planning and Priorities Committee recommends approval for the proposed name change for the 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.*

CARRIED.

7. Governance Committee
Dr. Roy Dobson, chair of the Governance Committee presented these items.

7.1 **Request for Decision (joint with APC/PPC): Micro-credential Framework and Nomenclature Policy**

Dr. Dobson noted that a notice of motion was provided for this item at the April 20, 2023 meeting of University Council and that there have been no changes since that meeting.

Questions were posed on the following topics:
- Where do the fees that are charged for micro-credentials go?
- Are people who sign up for micro-credentials considered students?
- Who teaches micro-credentials?
- How do we ensure that newly created micro-credential programs do not take students away from existing degree programs?

Dr. Nancy Turner was present and responded, noting that revenue generated by micro-credentials will go to the unit or college offering the micro-credential. She noted that the central unit that will support the administration of micro-credentials will be cost-recovery. The unit developing the micro-credential will determine who is qualified to teach it, but that who is delivering the micro-credential will be included in the proposal that goes forward for approval. Proposals for micro-credentials will be reviewed by an advisory group to ensure alignment with establishment criteria, and part of that is ensuring there is a market for the new credential. This review will help ensure we aren't duplicating existing programs. It was clarified that those enrolled in micro-credentials are classified as "learners" and will not be counted towards USask enrolment numbers.

A follow-up question about accommodation was posed, and Dr. Turner responded that regardless of whether a participant is called a "student" or a "learner," the requirements for accommodation as outlined in the Saskatchewan Human Rights Code would apply.

(Squires/Yao): *That University Council adopted the Micro-Credentials guidelines.*

<div align="right">

CARRIED
5 opposed
0 abstentions

</div>

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

<div align="right">

CARRIED
3 abstentions

</div>

7.2 **Notice of Motion: College of Nursing Faculty Council Bylaws revisions**

This is presented in accordance with the requirements in the Council Bylaws of 30 days' notice of changes to the bylaws and will be coming forward for approval in June 2023.

Questions on this item were directed to Dr. Dobson by email.

7.3 **Summary Report on Student Appeals 2021-22 and 2022-23**

There were no questions on this item.

8. Academic Programs Committee (APC)

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

8.1 **Request for Decision: Graduate Degree-level Certificate in Substance Use Health and Wellbeing**

There were no questions about this item.

(Yao/Da Silva): *It is recommended that University Council approve the graduate degree-level Certificate in Substance Use Health and Wellbeing, effective September 2023.*

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

8.2 **Request for Decision: Master of Science in Precision Oral and Systematic Health**

There were no questions about this item.

(Yao/Dobson): *It is recommended that University Council approve the Master of Science in Precision Oral and Systematic Health program, effective September 2023.*

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

8.3 **Request for Decision: Master of Science and Doctor of Philosophy in Statistics**

There were no questions about this item.

(Yao/Da Silva): It is recommended that University Council approve the Master of Science and Doctor of Philosophy in Statistics, effective September 2023.

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

8.4 **Request for Decision: Admissions Qualification Changes – Master of Business Administration**

There were no questions about this item.

(Yao/Da Silva): It is recommended that University Council approve the changes to the admissions qualifications for the Master of Business Administration, effective the 2024-25 intake

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

8.5 **Request for Decision: Admissions Qualification Changes – Johnson Shoyama Graduate School of Public Policy programs**

There were no questions about this item.

(Yao/Da Silva): *It is recommended that University Council approve the changes to the admissions qualifications for graduate programs in the Johnson Shoyama Graduate School of Public Policy, effective the 2024-25 intake.*

CARRIED

    8.6   **Notice of Motion: Revisions - Academic Courses Policy**

Dr. Yao stated that this policy change is being presented as a notice of motion and that a request for decision will be presented at the June 15, 2023 meeting.

A member sought clarification about the continued role of colleges and departments in discussions regarding final examinations. The intention is to maintain the current roles of colleges, departments, and the Registrar in final examination scheduling; the proposed changes will be reviewed to ensure that is properly reflected.

    8.7   **For Information: Changes to Academic Calendar 2022/23 and 2023/24**

There were no questions about this item.

9.   Scholarship and Awards Committee
    9.1   **Information: Annual Report 2022/23**

Dr. Abdullah Mamun, Chair of the Scholarships and Awards Committee, presented the annual report of the committee.

10.   Reports:
    10.1 **Report of the President**
President Stoicheff presented his report.

President Stoicheff noted that Convocation ceremonies will occur the first week of June. He noted that importance of faculty representation on the stage during those ceremonies. This is a wonderfully celebratory time for our students, who come from around the world and it is important and exciting for graduands, their families, and their supporters to see our stage full with faculty in their academic regalia. President Stoicheff also discussed the upcoming honorary degree recipients.

There were no questions for the President.

    10.2 **Report of the Provost**
Provost Airini presented the Provost's report.

Provost Airini drew Council's attention to the upcoming award opportunities, including the Rhodes Scholarship, distinguish professorship, and Royal Society of Canada Fellowship.

Provost Airini echoed President Stoicheff's excitement regarding the upcoming convocation celebration. She also looked ahead to convocation celebration events that will be occurring in September 2024 alongside other Homecoming activities for our alumni who graduated during the pandemic and were not able to participate in the celebratory events due to the global pandemic

A question was posed about the Integrated Services Renewal project, specifically about the scale of the project, how University Council will maintain its oversight of how the project impacts academic affairs, and about the transparency of the project and decisions made as part of it.

Provost Airini explained that this project is to make our lives easier and is will be reviewing all aspects of our operation. The purpose is the ensure support services that we have are enhancing and supporting our academic mission. This is not a review of our academic programs. Provost Airini explained that that the project and decisions or initiatives coming from it will come through the Planning and Priorities Committee and possibly through other academic governance committees. She noted that they will be consulting and regularly sharing information with the whole campus community and will look for ways to be transparent through those consultations.

10.3 Report from the USSU

Ishita Mann, President of the USSU, presented the report.

President Mann was joined by vice-president, Academic Elisabeth Bauman.

President Mann outlined four main objectives that the incoming USSU executive had identified for the coming year:
- working towards enhancing in-person engagement and looking at how to support students feeling burnout
- redefining campus connections – recognizing the importance of social connections for students and ensuring they have a sense of belonging and seeing themselves here
- addressing health and safety issues and continuing education and advocacy around bullying, assault, sexual assault, and mental health
- strengthening relationships with university administration on effective policy development

There were no questions for the USSU representatives.

10.4 Report from the GSA

Mostafa Kamal, President of the GSA, presented the report.

President Kamal discussed the GSA event calendar for the forthcoming year, reflecting on successful events of the past year and highlighting some new additions to the event calendar.
There were no questions for the GSA president.

President Stoicheff took the opportunity to thank President Mostafa for serving again in the role of GSA president and to thank USSU President Mann and Vice-President Bauman for serving. He noted the importance of their leadership and service to the functioning of USask.

11.   Other business

There was no other business.

12.   Question period

Questions were posed/issues raised regarding the equity, diversity and inclusion framework:
- Can a description of the consultation process and feedback received be provided?
- Can a "Sensitivity Reader" be engaged to review the framework?
- Why are we the only U15 institution without an Office of Equity, Diversity and Inclusion?

With regard to the proposed amalgamation of the fine arts departments, a question was asked about the logic that the chair of the new School will have a more powerful voice to advocate for faculty than the current department heads, as there are currently three voices at the table, and with the new Chair there will be just one. Dr. Bonham-Smith responded that the new Chair will have a stronger voice as they will be representing more faculty. Additionally, the three disciplines will not be competing against each other, but will be working together.

There were no further questions.

13.   Adjournment

(Dobson): The meeting was properly adjourned at   4:30pm.

Attendance Summary - Voting Participants

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

Attendance Summary - Voting Participants

Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
Lanovaz	Joel	P	P	P	P	P		P	P	P	
Larre	Tamara	A	P	A	A	P		A	A	R	
Leidl	Don	P	P	A	A	A		P	A	P	
Lovick	Olga	P	P	P	P	R		P	P	P	
Luke	Iain	R	A	A	R	R		R	R	R	
Macfarlane	Cal	A	A	A	A	A		A	A	A	
Makarova	Veronika	P	R	P	P	A		P	A	A	
Mamun	Abdullah	P	P	P	R	P		A	P	P	
Manley-Tannis	Richard	R	R	R	R	R		A	R	R	R
Marche	Tammy	P	P	P	P	P		A	P	P	
Martin	Stephanie	A	R	P	P	P		R	A	P	
Martina-Koechl	Natasha	P	P	P	R	P		P	P	P	
McKeown-student rep	Shanleigh	A	P	P	A	P		A	A	A	
Meda	Venkatesh	P	A	P	A	P		P	A	A	
Mousseau	Darrell	A	P	P	P	P		P	P	R	
Muir	Gillian	P	R	R	A	A		P	A	A	
Murphy	JoAnn	P	P	P	P	P		P	A	P	R
Okoko	Janet	P	P	P	P	P		P	P	P	
Onasanya-student rep	Moyin	A	R	R	A	A		A	A	A	
Papp	Zsuzsa	NA	NA	P	P	P		P	non voting participant		
Paslawski	Teresa	P	A	P	P	A		P	P	P	
Peacock	Shelley	P	R	R	P	P		P	P	A	
Perrault-student rep	Levi	P	P	P	R	P		A	P	A	
Phillipson	Martin	A	P	P	P	A		A	A	A	
Pocha	Sheila	A	P	P	A	A		A	A	A	
Poettcker	Grant	A	A	A	A	A		A	A	A	
Pomazon	Alisha	A	A	A	P	A		A	A	P	
Rayan	Steven	P	P	P	P	P		P	P	P	
Richter	Solina	P	A	P	P	P		P	P	P	
Sakharkar	Meena	P	P	A	A	P		P	A	A	
Salsbury-student rep	Alexis	P	P	P	A	P		P	A	A	
Sarjeant-Jenkins	Rachel	P	P	P	P	P		P	P	R	
Sarty	Gordon	P	P	R	P	P		P	P	P	
Shevchuk	Yvonne	P	P	P	P	P		P	P	A	
Singh	Jaswant	P	R	R	R	P		P	P	P	R
Siqueira	Walter	P	R	A	P	P		A	P	P	
Smith	Preston	A	P	P	P	A		P	A	P	
Smyth	Stuart	A	P	A	A	P		A	A	A	
Squires	Vicki	R	P	P	P	P		P	P	P	R
Steele	Tom	A	P	P	R	P		A	P	R	
Stoicheff	Peter	R	P	P	P	P		R	P	P	
Szmigielski	Jacek	P	R	P	P	P		P	P	P	
Todd	Christopher	P	P	R	P	P		P	P	P	
Tomczak	Corey	P	P	P	P	A		R	P	P	
Urquhart	Stephen	P	P	R	P	P		R	P	P	R
Vassileva	Julita	P	P	P	P	P		P	P	P	
Wakefield-student rep	Shelby	A	A	A	A	A		A	A	A	
Waldner	Cheryl	P	P	P	P	P		A	P	P	
Walker	Keith	P	P	P	R	P		P	P	R	
Willenborg	Christian	R	P	P	A	P		P	A	P	

P-Present, R-Regrets, A-Absent

Attendance Summary - Voting Participants

Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
P-Present, R-Regrets, A-Absent											
Willoughby	Keith	P	R	P	P	P		P	P	R	
Woods	Phil	P	P	P	P	R		R	P	A	
Wotherspoon	Terry	P	R	P	P	P		P	P	P	
Wu	FangXiang	A	A	P	P	P		A	P	A	
Yao	Yansun	A	P	P	P	A		P	P	P	
Zello	Gordon	P	P	P	A	P		P	R	P	
Zhang	David	P	P	P	A	P		P	A	A	
Zhang	Lifeng	P	P	P	A	A		P	P	P	

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
Bauman - USSU VP Academic 2023-24	Elisabeth									P	
Demkiw	Julian	P	P	P	P	P		P	P	P	
Fowler	Greg	P	A	P	P	A		A	P	A	
Goswami-USSU President 2022-23	Abhineet	P	P	P	P	P		P	P	A	
Hamelin	Cheryl	R	P	P	P	R		R	P	P	
Isinger	Russell	P	P	P	P	P		P	P	P	
Jacob-USSU VP Academic 2022-23	Sharon	P	P	P	R	R		A	P	A	
Jamie	Angela	A	A	P	A	A		A	A	A	
Kamal-GSA President 2022-23	Mostofa	P	P	P	P	P		R	P	P	
Kaminski-Senate Rep 2022-23	Nicholas	A	A	A	A	A		A	A	A	
Mann -new USSU Pres 2023-24	Ishita									P	
Nath-GSA VP Academic 2022-23	Sristy Sumana	P	R	P	P	A		P	A	A	
Papp -Senate rep 2022-23	Zsuzsa				P	P		P	P	P	
Singh	Baljit	A	P	A	P	A		P	A	A	
Still	Carl	R	A	R	A	A		R	R	A	
Thomarat	Jacquie	P	P	P	P	P		P	P	R	R
Wagner-Senate Rep 2022-23	Larry	A	A	P	A	A		A	A	A	
Wilson	Jay	P	P	n/a	n/a	n/a		n/a	n/a	n/a	n/a

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Darrell Mousseau, Vice-Chair, Planning and Priorities Committee

DATE OF MEETING: June 15, 2023

SUBJECT: **Amalgamation of the Departments of Art and Art History, Drama, and Music into a College-Level School**

COUNCIL ACTION: **Request for Decision**

MOTION: *The Planning and Priorities Committee recommends to University Council the establishment of a college-level interdisciplinary school in the College of Arts & Science temporarily called "the school" effective July 1, 2024. The school will consist of the amalgamated departments of Art & Art History, Drama, and Music; these departments will be disestablished once the school is established. The interdisciplinary school will be the new academic authority for the existing programs in the disestablished departments of Art & Art History, Drama, and Music.*

It is the expectation that a formal name for the school be brought forward to Council prior to July 1, 2024, as per the governing practices, policies, and Bylaws of University Council.

PURPOSE: The purpose of this proposal is to ensure that the organizational structure of the Fine and Performing Arts at the University of Saskatchewan facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting research, scholarly and artistic (RSAW) interactions, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts, enabling them to thrive. This item came to University Council as a Notice of Motion on May 18, 2023. At that time there were some questions at the meeting and shortly after, which were addressed by the Dean, College of Arts and Science and the Chair, Planning and Priorities Committee.

SUMMARY: The value of the Fine and Performing Arts disciplines is implicit. Each of the three departments has a proud and storied history. Graduates of their programs have influenced every aspect of the Arts in Saskatchewan. The relationships these departments have with the larger Arts communities are exemplary and contribute greatly to the reputation and impact of the university, the city, and the province. The past successes of these units, coupled with the impressive talent of faculty, staff and students, provides a solid platform for future advancement and growth.

Each of the Fine and Performing Arts disciplines is distinctive in its origins, traditions and knowledge systems, and this distinctiveness has ongoing utility within the academy and in many places within the Arts community. By loosening the rigidity created by departmental boundaries, and gathering the distinct disciplines under one administrative umbrella, we will allow for the development of collective strategies and priorities for the Fine and Performing Arts as closely related fields. Disciplinary depth will be maintained, while opportunities for interdisciplinarity will be increased and simplified, as will greater ease of inclusion of diverse cultures.

The merger creates favourable conditions for maintenance and evolution of existing academic programs and to improve fine arts students' access to courses in other disciplines within the School; sustainable enrolment growth at both undergraduate and graduate levels; enhanced RSAW including Tri-Council funding and collaboration in signature areas; and inclusion of the worldviews of Indigenous peoples alongside Western traditions in the academic enterprise. Though excellent work is ongoing in each area, more is possible in the areas of: Indigenization, decolonization and reconciliation; shaping the student experience with collaborative learning opportunities; and contributing to building the culture of trust essential to collaboration.

Amalgamation into one School will enable the voice and influence of the Fine and Performing Arts to be magnified, more effectively represented, and have greater impact when and where decisions are made within the college and university. Appropriate metrics will be developed that reflect the distinctiveness of the ways in which scholarship is experienced and recognized. Rebranding within a comprehensive School will increase the range of opportunities for securing partnerships and gifts, continuing to encourage discipline and program specific partnerships and gifts while offering opportunities for gifts and partnerships at the intersection of disciplines and at the level of the entire family of Arts disciplines. The School will exercise leadership on behalf of the college and university in expanding and/or enhancing new and existing formal partnerships with larger community arts and culture organizations, creating an effective centre of responsibility for such partnerships within the university.

Amalgamation of the existing departments will allow for prioritization of budget among the disciplines to be determined in a more contextual way, considering the opportunities to make best use of resources across the full range of programs, rather than those in three separate competing departments. The amalgamation will mitigate the risks inherent with small departments, risks that include proportionally higher administrative costs, higher total administrative workload for faculty, difficulty securing department leadership from amongst a small group of faculty and difficulty populating collegial process committees.

The Arts must challenge the choice of competition over collaboration, fragmentation over resource-sharing, and growth at all costs over sustainable development. To achieve this, the sector must innovate. (Canada Council for the Arts, 2021)

The change in organizational structure proposed is one of four actions described in the project charter that taken together are intended to renew the vision for the Fine and Performing Arts at USask. The others are:

- **Vision**: We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.
- **Infrastructure**: We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.
- **Policy Environment**: We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts disciplines.

The outcomes articulated are ambitious and aspirational. It will be up to the School to establish priorities and create action plans. This proposal is consistent with priorities articulated in the University Plan 2025 and the college's "Think Big – Be Bold" Plan 2025. Without the likelihood of being able to return to past states and decades of time that contained greater funding for the Arts, we need to be collectively realistic and future oriented. The College holds that it is necessary at this point to embrace a bold new structure where the Fine and Performing Arts will be stronger together and determine essential implementation decisions after University Council vote.

ATTACHMENT: Proposal to Merge the Departments of Art and Art History, Drama, and Music into a New College-Level School

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

PROPOSAL
TO MERGE THE DEPARTMENTS OF
ART AND ART HISTORY
DRAMA
MUSIC
INTO A NEW COLLEGE-LEVEL SCHOOL

SUBMITTED FOR CONSIDERATION BY THE PLANNING AND PRIORITIES COMMITTEE

APRIL 5, 2023

DR. PETA BONHAM-SMITH, DEAN AND PROFESSOR

COLLEGE OF ARTS AND SCIENCE DEPARTMENT RESTRUCTURING

Request:

The College of Arts and Science requests that Council:

- *Approve the establishment of a new academic unit, The School, created by the merger of three existing academic units: the Departments of Art and Art History, Drama, and Music. The three named departments will be disestablished coincidentally with the establishment of the School.*
- *Amend Council Regulations to reflect this change to the departments in the College of Arts and Science.*

Prologue:

The change in organizational structure proposed herein is one of four actions that taken together are intended to renew the vision for the visual and performing arts at USask, and to ensure that the Arts are appropriately structured and supported to enable them to thrive. The four actions are described in the attached project charter (Appendix A):

- *Vision: We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.*
- *Infrastructure: We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.*
- *Policy Environment: We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts. disciplines.*
- *Organizational Change: We will create a new organizational structure for the Fine and Performing Arts which facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting interdisciplinarity, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts.[1]*

The value of the visual and performing arts disciplines is implicit. Each of the three departments has a proud and storied history. Graduates of their programs have influenced every aspect of the Arts in Saskatchewan. Many current and former faculty have earned recognition and prestigious awards for their scholarly and artistic work. The relationships these departments have with the larger Arts community are exemplary and contribute greatly to the reputation and impact of the university, the community, and the province. The past successes of these units, coupled with the impressive talent of faculty, staff and students, provides a solid platform for future advancement and growth.

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[1] The preferred language to describe the collection of disciplines to be housed in the School has been evolving throughout the project.

Each of the visual and performing arts disciplines is distinctive in its origins, traditions and knowledge systems, and this distinctiveness has ongoing utility within the academy and in many places within the Arts community. However, notwithstanding some existing initiatives such as the wîcêhtowin Theatre program and specific courses in Art History, there are ways in which other worldviews are not reflected in these mostly Western discipline-specific approaches. In alignment with university and college priorities, and in order to address the ever-changing needs of communities and learners, including those of Indigenous peoples, and the evolving demand to embrace interdisciplinary approaches to education and scholarship, it is reasonable to assume that an accessible way to increase interdisciplinarity is to loosen the rigidity created by department boundaries. Gathering the distinct disciplines under one administrative umbrella will allow for the development of collective strategies and priorities for the visual and performing arts as closely related fields. Disciplinary depth will be maintained, while opportunities for interdisciplinarity will be increased and simplified, as will greater ease of inclusion of diverse cultures.

Amalgamation will enable the voice and influence of the visual and performing arts to be magnified and more effectively represented when and where decisions are made within the college and university. One single voice will have more resonance and impact with university and community leaders, compared to three small departments, and one School contains the promise of a boon to reputation, enrolment and prestige, and for investments such as donations. Appropriate metrics will be developed that reflect the distinctiveness of the ways in which scholarship is experienced and recognized in the visual and performing arts. Rebranding within a comprehensive School for visual and performing arts will increase the range of opportunities for securing partnerships and gifts, continuing to encourage discipline and program specific partnerships and gifts while offering opportunities for gifts and partnerships at the intersection of disciplines and at the level of the entire family of Arts disciplines. The School will exercise leadership on behalf of the college and university in expanding and/or enhancing new and existing formal partnerships with larger community arts and culture organizations, creating an effective centre of responsibility for such partnerships within the university.

Amalgamation of the existing departments will allow for prioritization of budget among the visual and performing arts disciplines to be determined in a more contextual way, considering the opportunities to make best use of resources across the full range of programs, rather than those in a single department. The amalgamation does not introduce any new competition for resources, but increases the opportunity for individual program proponents to be better understood at the decision-making level. The merger of the departments will mitigate the risks inherent with small departments, risks that include proportionally higher administrative costs, higher total administrative workload for faculty, difficulty securing department leadership from amongst a small group of faculty and difficulty populating collegial process committees. Without the likelihood of being able to return to past states and decades of time that contained greater funding for the arts, we need to be collectively realistic and future oriented. The College holds that it is necessary at this point to embrace a bold new structure where the fine arts will be stronger together, and determine essential implementation decisions after University Council vote.

> *The Arts must challenge the choice of competition over collaboration, fragmentation over resource-sharing, and growth at all costs over sustainable development. To achieve this, the sector must innovate. (Canada Council for the Arts, 2021)*

1. **Departments to be Merged**

Department of Art and Art History
Department of Drama
Department of Music

2. **Proposed Name of New Department**

The new unit will use the designation "School" in its name. This *school* nomenclature is familiar to the Arts community, carries a gravitas that exceeds that of *department*, and is indicative of the diversity and breadth of disciplinary expertise and academic programs of the unit. This term also lends itself to adding a benefactor's name(s) or honorary name to the School, should external funding be achieved that could confer naming rights.

This use of *school* is consistent with university policy:
https://governance.usask.ca/governance/nomenclature.php#SectionIOrganizationalDefinitions

> ***School***
> *A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.*
>
> *The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Rehabilitation Science in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.*

The School will be a college-level school, within the College of Arts and Science. The visual and performing arts are very much part of College of Arts and Science, and will continue to contribute to, and benefit from, being a unit within this college.

The full name of the School is yet to be finalized. The name of the unit will ideally be consistent with these criteria:

- The name will authentically signal the scope of current academic programs and faculty's areas of RSAW. Whereas prospective students will be directed to descriptions of individual academic programs by the names of those programs, the name of the unit should make sense to the public as well as those who are very familiar with the fine and performing arts. The name should resonate with partners, collaborators and benefactors. The name should be indicative of the distinctive scope of disciplinary and cross-disciplinary expertise, people and programs contained within, when considered alongside the full set of USask academic units.

- The name will establish a platform for future expansion of the unit's scope, to include specific disciplinary areas not currently present at USask (e.g., architectural studies). The name must still work if a benefactor's name(s), or an honorary name(s) identified by a financial benefactor(s), is subsequently added.

- The name should be exciting, create a feeling of interest, and elicit a desire to find out more about the unit, its people and its programs. It should be contemporary, modern and inclusive of Indigenous and non-Indigenous ways of knowing.

- The name should be easy to say in conversation, to be a set of words that will not be shortened or replaced by an acronym in everyday conversation by students, faculty and staff, university senior leaders, and partners. Less is more – can the name be put on a sweatshirt?

- The name should not reduce to an acronym that is offensive or confusing in those instances where an acronym may be used or written.

- The name should be translatable into other relevant languages, such as Cree, Dakota, Dëne, French, Lakota, Michif, Nakota and Salteaux.

3. Academic Rationale

The merger creates favourable conditions for (a) evolution of academic programs to include cross-disciplinary programming while maintaining disciplinary-specific programs; (b) sustainable enrolment growth at both undergraduate and graduate levels; (c) enhanced research, scholarly and artistic work; and (d) inclusion of the worldviews of Indigenous peoples alongside Western traditions in the academic enterprise; and (e) enhanced collaborations. More specifically, the merger will:

- facilitate easier collaboration and interdisciplinary initiatives and place a premium on collaboration over competition;
- enable nimble responses to evolving needs and desires of learners, and increase enrolment;
- accelerate Indigenization, decolonization and reconciliation;
- reduce the administrative load per faculty member and thereby foster more favourable conditions for RSAW across the Arts. This could in turn increase ability to submit grant applications and success in securing RSAW funding for the Arts;
- amplify the voice and influence of the Arts internally and externally;
- enable Arts disciplines to compete more effectively for revenue and recognition, internally and externally; and
- reduce administrative costs through elimination of two department head positions and reduce faculty workload in administration through efficiencies of scale and streamlined processes.

These objectives are consistent with priorities articulated in the University Plan 2025 and the college's "Think Big – Be Bold" Plan 2025. Restructuring the visual and performing arts now will enable these disciplines to make an increasingly important contribution to priority initiatives and outcomes articulated in the College Plan 2025 and beyond, including:

- Demonstrating interdisciplinarity as a key to college identity

- Encouraging and supporting faculty to offer courses and programs that cross traditional departmental and disciplinary lines
- Increasing emphasis on recruitment of students into programs with capacity
- Lowering curricular, regulatory and administrative barriers to collaboration between programs and instructional units
- Enabling Indigenous student success
- Boosting Indigenous faculty and staff recruitment and success
- Improving Tri-Agency outcomes by increasing intensity of RSAW objectives and accelerating RSAW performance and success
- Developing strategies for external funding specifically for the Arts disciplines

The visual and performing arts already make measurable contributions towards achieving USask commitments, goals and aspirations as articulated in the University Plan 2025. Areas of strength and leadership include:

- community engagement, including supporting local practitioners, and direct contributions to overall community health and wellness, quality of life, and capacity to achieve social intents; and
- applied learning experiences for students, and preparation of students for productive careers and citizenship.

Though excellent work is ongoing in each area, more is possible in the areas of:

- Indigenization, decolonization and reconciliation;
- research, scholarly and artistic work, including Tri-Council funding and collaboration in signature areas;
- collaboration and interdisciplinarity, including in RSAW, shaping the student experience by collaborative learning opportunities, and contributing to building the culture of trust essential to collaboration; and
- strengthening alumni relations and the donor base for support of the University mission.

The outcomes articulated here are ambitious and aspirational. It will be up to the School to establish priorities and create action plans. Some of the objectives may require a longer timeframe and securing of additional resources.

4. Impact of the Changes:

The merger, through its design and implementation, will have no negative impacts on students, on the careers of the faculty and staff, or on internal and external relationships. To the contrary, desired outcomes of the restructuring, along with other initiatives that are part of the overall project, are forward looking and positive.

Impact on Students and Academic Programs: The restructuring in and of itself will have no immediate effect on academic programs or student services and will not affect individual programs of study of current students. There will be an early opportunity to build community among students in these closely related disciplines. Following the amalgamation, the faculty of the School will consider and where appropriate, implement changes in programs and course offerings that will adapt to changing needs of students and their careers and life aspirations. Faculty will consider the demand for both disciplinary

and interdisciplinary programs and pursue, as a priority, the continuing journey toward decolonization and fulfilling their role in answering the Calls to Action recorded by the Truth and Reconciliation Commission of Canada.

The programs now offered by the three departments and the headcounts and enrolments for each are shown in Appendix B. Enrolment across all programs has been stable or declining across all measures, while overall enrolment in the college has increased by one per cent over the same 10-year period. With rebranding as a School, and considering the diversity of expertise, opportunities exist to increase enrolment and to optimize the use of existing resources and to secure additional resources.

The academic programs in the three departments are currently being reviewed (Academic Program Review) and it is anticipated that insights gained in this process will be helpful for future program planning.

Impact on Faculty and Staff: All existing faculty and staff will be offered a transfer to the School, effective July 2024. Access to infrastructure for teaching, research, scholarly and artistic work is unchanged in the restructuring. The School structure is being designed to encourage collegiality and to reduce the time faculty as a whole expend on administrative functions. Some restructuring of the duties of staff may occur following establishment of the School and in anticipation that there may be some functions that are better realized across multiple disciplines. No faculty or staff positions will be deleted as a result of this merger.

Impact on Relationships with Other Departments: The merger will have no direct impacts on other departments within the college or elsewhere in the university. There are many established collaborations that are unaffected by the restructuring, including with, but not limited to, the Departments of Computer Science, English and Geography & Planning and the College of Education.

Impact on Research, Scholarly and Artistic Work: The restructuring creates new opportunities for collaboration as the faculty of the three departments become more familiar with each other and their scholarly interests. Current initiatives of the vice-president research and the college are casting attention to the administrative and other supports needed by faculty in the Arts to be successful in securing grants. The college will collaborate with the School to develop and adopt metrics and standards that more appropriately recognize the distinctive approaches and outcomes of scholarship and artistic work in these disciplines. The School will prioritize existing and new collaborations of faculty within the university signature area programs and initiatives; the collaboration that has recently been established at the intersection of Arts, health and well-being is one to be fully nurtured and used as an exemplar for how the visual and performing arts contribute to expansion of knowledge.

Impact on Outreach and International Activities: Faculty in the three departments have nurtured an extraordinary number of productive community collaborations and partnerships, and these will continue to be encouraged and facilitated. New relationships at the intersection of the current departments may be possible and will be more easily facilitated by the merger into an integrated School. A number of formal memoranda of understanding have been entered into, by the university, with some larger cultural institutions; the university's engagement with these agreements will be enhanced through the leadership of the School. Faculty relationships and collaborations with peers at other academic and professional institutions are unaffected by the restructuring. Development of a website for the School will be a priority and its design will ensure enhanced connectivity within and beyond the university.

5. Department Management

The School will function as a department within the College of Arts and Science and the Head of School (HoS) will report to the dean. The School will come into effect on July 1, 2024. An open search will be conducted for the head of the School, beginning in 2023. The dean will appoint an interim Head of School if the search and appointment of the Head of School is not completed by July 2024.

The departments of art and art history, drama and music will continue operations until June 30, 2024, at which time the departments will be disestablished. Until June 30, 2024, the department heads will continue their current leadership and administrative responsibilities.

The department heads have been serving together on the project steering committee since July 2022 and have used this experience as an opportunity to share information about their departments with each other. A full implementation plan will be developed collaboratively with the heads as soon as the merger is approved by University Council.

While details have yet to be finalized, an academic structure is anticipated in which existing program responsibilities will continue in a semi-autonomous manner and led by program chairs/leads, with ultimate accountability for academic programs residing with the faculty of the School. Internal department administrative, committee and staffing structure will be determined by the head of the School, with staffing structure approved by the dean.

The College Plan 2025 identified the development of architectural studies as a priority for expansion of academic programming, contingent on securing adequate new resources. The School is being designed in a way to make the future inclusion of architectural studies a possibility without any significant restructuring of the School.

Collegial processes at the department level are well defined in the faculty collective agreement and apply to the School. New faculty standards for salary review, tenure and promotion will be required. While some advance deliberations are possible and encouraged, the standards will not be finalized until after the School is established in July 2024 and following the established approval process at senior levels.

6. Resources and Budget

The School will retain the combined financial resources of the current three departments and all funds currently managed by the three departments will transfer to the School. The collective resources will include all operating fund balances, reserve funds, department discretionary funds and special purpose funds. The head will be responsible for evolving the fund structure to be appropriate to the School, including amalgamation of current funds where that will support academic goals and result in effective financial management. Donor supported funds will continue to be used for their identified purposes. Specific funds/activity codes will be retained where revenue/expenses need to be separately tracked, such as for Greystone Theatre, music ensembles, or gallery events unless it is agreed to, by the faculty of the School, to amalgamate these revenues/expenses.

All current faculty and staff positions of the three departments (Appendix C) will transfer to the School effective July 2024 and in accordance with the collective agreements. One new faculty position will be allocated to the School for the appointment of the Head of School of the School.

Financial stability during the transition period (2022-2026) will enable the new academic unit to focus on developing its operating procedures and nurturing collaboration among faculty and staff. Maintaining the number of faculty and staff positions at 2022 levels is contingent upon approval of the academic restructuring. Until the School comes into being in July 2024, it is expected that the three department heads will collaborate in making recommendations to the dean about recruiting into any vacant faculty positions and staff positions.

Revenue diversification to support the visual and performing arts will continue to be a necessity. The departments have already received generous donor support for undergraduate student awards and in the case of music, with financial support for an endowed faculty chair. Rebranding the three departments and their programs within a School, coupled with development of a renewed vision in collaboration with the Arts communities, will provide new opportunities to increase donor support for the School's mission.

7. **Space and Infrastructure Requirements**

The merger itself does not create a need for additional space, nor does it depend explicitly on having new spaces. However, the infrastructure currently available to the three departments and galleries is inadequate in some ways, particularly in quality and accessibility. Additionally and significant to the goal for greater collaboration among the visual and performing arts disciplines, the departments and the galleries are geographically dispersed (Education Building, Murray Building, John Mitchell Building, Anthropology and Archeology Building, Research Annex, Peter MacKinnon Building and Agriculture Building). An Infrastructure Development Team has begun engagement with Infrastructure Planning and Land Development (IPLD) in a systematic space review, to be followed by condition and sustainability assessments and ultimately to produce a framework for infrastructure improvement and renewal that will support the vision of the visual and performing arts. This will be a complex undertaking because of the varied and specialized student learning spaces, research spaces, and performance spaces. In its early years, the School will need to be imaginative about how it can create connectivity for students, faculty and staff, notwithstanding the infrastructure constraints. An early outcome of the space analysis will be to identify an appropriate location for the School's administrative head office, with the goal of having this ready for occupancy by July 2024.

8. **Consultation Undertaken and Letters of Support**

The mandate to merge the departments was initiated by the dean in 2021. The dean secured funding through the university's Horizons Fund to support the project, notably paying for start-up costs for the Head of School of the merged unit and contributing funds toward the costs of minor renovations to establish a head office for the School.

The project was designed to engage faculty, staff and stakeholders, both for the restructuring component as well as for the parallel initiatives around longer-term visioning, infrastructure review and renewal, and policy evolution. (See Appendix D).

The project lead, Dr. Ernie Barber, selected by the dean in consultation with the department heads, began engagement with the departments in January 2022. In addition to meetings of each department, approximately half of the faculty and staff also responded to an invitation for individual meetings with the project lead. A steering committee was created as a principal mechanism for the department heads to regularly advise the project lead and as an essential two-way communication link with the departments.

The project lead also consulted with:

- the President's Executive Committee and with these leaders individually;
- staff in key university administrative offices;
- the chairs, and then the entire membership, of the PPC and RSAW committees of University Council;
- the Dean's Executive Committee and with these leaders individually;
- the dean of the College of Education and the head of the Department of Indigenous Studies; and
- leaders of key community partners (Remai Modern, Saskatoon Symphony Orchestra and Wanuskewin Heritage Park).

Consultation with Indigenous faculty and leaders in the departments, college and university has been a priority. Given that there are only two Indigenous faculty in the three departments combined, it was important to amplify their voices. These two faculty were consulted at key decision points throughout the project. The project lead met, sometimes more than once, with university Indigenous leaders, including the vice-provost Indigenous, the vice-dean Indigenous, the head of the Department of Indigenous Studies, and the director of the Gordon Oakes Red Bear Student Centre. Notwithstanding intentions in place at the outset of this project, the extent and effectiveness of engagement with Indigenous faculty and communities could have been better, and will need to be better in development of the vision and priorities of the School, imagining interdisciplinary academic programming, establishment of revised metrics to recognize scholarship, and designing infrastructure. Finding effective ways to amplify the voice of underrepresented Indigenous faculty among the larger faculty complement within the School will be essential. A more formal Indigenous advisory circle was imagined for the project, but not yet realized; establishing this advisory body remains a high priority recommendation for the implementation phases of the project.

In May 2022, the dean published the project charter "Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan" (Appendix A). A project website was created and letters were sent from the dean to community partners and stakeholders, students, key alumni and benefactors. The charter document was distributed to faculty and staff of the departments and is an important record of intentions and commitments. The document was informed significantly by the conversations with the departments, individuals from the departments, and discussions with department heads on the steering committee. These discussions prompted the following changes in the project scope, timeline and financial support:

- The project scope was explicitly enlarged to include, parallel with the department restructuring, holistic engagement with the external communities, a review of infrastructure, and an examination of the college and university policy environment regarding faculty standards and RSAW metrics.
- The timeline for the merger was extended by one year, to allow more time for collaborative engagement with the departments and more opportunity for conversation with community partners and collaborators. A further pre-implementation year was added to enable preparations for the formal launch of the School. (See Appendix E for complete project timeline).
- The dean and provost agreed to hold the number of faculty and staff positions at 2022 levels for a transition period ending April 2026, to provide financial stability through the transition from three departments to a School.

In June 2022 the Dean communicated with all students in the three departments by email. These same students were also invited to two town-hall meetings in March/April 2023, where they were presented with information on the proposed amalgamation, followed by a robust discussion of the transition and it having little to no effect on students and their programs.

Following development of the project charter, faculty and staff of the three departments were identified by the department heads to serve on four teams focusing attention on parallel streams of the overall project:

- Visioning Team – This team surveyed department faculty and staff for feedback on the merger. The team also met with key community stakeholders and partners, and gathered information from peer universities where the visual and performing arts disciplines have been brought into a formal structural relationship with each other, in some way similar to what is proposed here.
- Infrastructure Team – This team toured all of the spaces used by the three departments and the galleries, in the company of the assigned strategic business advisor – space and officers from Integrated Planning and Land Development (IPLD). IPLD has initiated a comprehensive space review which ultimately will lead to a framework for infrastructure improvement and renewal. The Infrastructure Team will be a first line of engagement with IPLD during the space review and reporting out of that review.
- Policy Team – This team has begun a review of the faculty standards of the three departments. The team will participate with the vice-dean research and the OVPR in joint college-university level initiatives to improve existing metrics and/or add new metrics that define how productivity in these disciplines is understood, measured, reported and valued.
- Organizational Structure Team – This team engaged in deliberations on the name and internal organizational structure of the School.

The Visioning Team was very active, logging many hours in consultations and reporting out since beginning its work in August 2022. The other three teams were initiated slightly later, in September/October 2022, and have each met at least once. The work of these teams will continue, although the teams and their terms of reference may be restructured as the project evolves.

A penultimate draft of this proposal was distributed to the departments in February 2023 with an invitation to provide feedback that would improve the content or clarity of the proposal. The proposal

will stand alongside the previously published project charter as a record of expectations and commitments that have been made. Faculty were specifically invited to provide letters of support or concern for transmittal with this proposal to the planning and priorities committee.

The Faculty Council of the College of Arts and Science was informed of the merger proposal, and the full scope of the project, on various occasions, including at a special Faculty Council meeting in March 2023, ahead of submission of the final merger proposal.

Feedback from Faculty, Staff, Stakeholders and Partners

Especially early in the project, some faculty and staff, as well as some leaders of community organizations, expressed concerns about the project, specifically the intention to merge the three departments within a single academic unit. There is a very strong disciplinary attachment among faculty and staff, which is expressed as a desire to maintain autonomous departments. Many of those working in the Arts community are alumni of the programs of these three departments; alumni, as well as key community collaborators and partners, wanted to be certain that disciplinary visibility and distinctiveness would not be jeopardized, and that there would be no disinvestment by the university in the visual and performing arts. Preexisting issues such as underfunding of the Arts, as well as previous failed initiatives to invest in the Arts, contributed to misgivings of many when they first learned about the project.

While some remain opposed to the merger, others have been supportive. Many welcome the opportunities especially for cross-disciplinary and interdisciplinary programming, and for the expectation of collaboration among the visual and performing arts disciplines, which they see as having been lacking with the current structures.

Both positive and negative feedback have informed this restructuring proposal. Many of the concerns which were communicated to the project lead have been addressed in this proposal; other unresolved concerns will be resolved through the effective implementation of the restructuring, including appointing an experienced leader, supporting faculty and staff, and continuing engagement with the Arts community.

For completeness of the record, key concerns and responses are documented in Appendix F within four major categories of concern: (a) preservation of disciplinary identity and expertise, and acknowledgement of the distinctive culture of each discipline; (b) process, including how the project was initiated; (c) leadership and management; and (d) working within geographically dispersed infrastructure.

A report of the findings of the Visioning Team from its extensive stakeholder constituencies is appended (Appendix G). A key finding is that there is an inseparable and essential link between the Arts community, especially in Saskatoon, and the university. The community is a strong advocate for the visual and performing arts at USask and the university contributes in measurable ways to the vitality and completeness of the Arts community. Visioning for the visual and performing arts at USask must continue to be done with full engagement of the Arts community.

9. Timeline

The project timeline is outlined in Appendix E. Significant phases of the project and milestones include the following:

- The proposed change in structure for the departments of music, drama, and art and art history was initiated in 2021. The project lead and administrative lead were assigned to the project in January 2022.
- The goals and expected outcomes of the restructuring, as well as for a parallel set of initiatives designed to support the visual and performing arts, were published in June 2022 after extensive consultation with the departments and stakeholders.
- A period of intense engagement with internal and external stakeholders and partners ensued in the last half of 2022. Faculty and staff were engaged in conversations about infrastructure, policies and metrics, and structure of the School.
- A penultimate draft of this merger proposal document is being distributed to the departments in February 2023 for their further input, and to invite their written letters of support and/or concern.
- The dean will present the penultimate draft of the document to the College of Arts and Science Faculty Council for review and feedback in March 2023.
- Discussions will continue regarding a name for the School, and its internal administrative structure, until decisions are made that are satisfactory to the faculty and to the dean.
- Approval of the merger by University Council in the spring of 2023 will usher in a pre-implementation year. Key activities during this period include: (1) recruitment of the head of the School; (2) continuation of visioning with stakeholders; (3) continuing engagement with IPLD in review and analysis of infrastructure used by the departments and required to support the School; (4) completion of a headquarters space for the School; (5) development of a website and a plan for the launch of the School; and (6) engagement by the dean with all faculty and staff regarding the transfer of their appointments to the School.
- The existing departments will be disestablished and the School will formally be established effective July 1, 2024.
- The project includes a formal evaluation of progress toward expected outcomes, to be completed no later than October 2025, in time to inform 2026 college and university budgets.

APPENDIX
A

RENEW A VISION FOR THE FINE AND PERFORMING ARTS
AT THE UNIVERSITY OF SASKATCHEWAN

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

"Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan"

COLLEGE OF ARTS AND SCIENCE – PROJECT CHARTER

FOR INTERNAL AUDIENCES

APPROVED BY DR. PETA BONHAM-SMITH, DEAN AND PROFESSOR

JUNE 6, 2022

Opportunity / Context Statement

The Fine and Performing Arts have a key place in the history, values, and life of the College of Arts and Science, the University of Saskatchewan (USask) and the Province of Saskatchewan. These disciplines play a leading role in creating healthy and resilient communities and economies. Art and Art History, Drama and Music have and continue to enrich and advance the University's mission, vision, and goals, resulting in a deeper engagement with communities and an enhanced awareness and reputation of USask as a cultural institution. The College and University are proud of its Fine and Performing Arts programs and are especially proud of the graduates from these programs who lead the way in Saskatchewan and beyond, both in their own artistic and professional practice and in their citizenship and their contributions to the social, cultural, creative, and economic fabric of the country and beyond. The Fine and Performing Arts are playing a key role as we emerge as a post-pandemic community. While the Fine and Performing Arts already contribute to a realization of the five aspirations articulated in University Plan 2025, and the College's "Think Big – Be Bold" Plan 2025, we believe that more is possible.

The Fine and Performing Arts have an important place and role in a medical-doctoral research-intensive university, intersecting with other disciplines to co-create knowledge, channel community commentary, and interpret societal challenges. At this point in the University's history, the Fine and Performing Arts are preparing the way for their continued excellence and resiliency. Close engagement with Indigenization, decolonization, and reconciliation: *ohpahotân | oohpaahotaan*, the Indigenous Strategy for the University of Saskatchewan, and the Indigenization Plan within the College of Arts and Science, will be central to renewing a vision for the Fine and Performing Arts.

In the College of Arts and Science, a single, strong, and sustainable academic unit will be created by combining the departments of Art and Art History, Drama, and Music. By coming together under common leadership, the programs in each of these disciplines will continue building on their solid foundations of excellence. Building on strengths, the disciplines will be enabled to set more expansive goals for attracting students and faculty, research investment, alumni and donor support, and community partners and collaborators. The unit will reaffirm and celebrate the essential and distinctive role of the Fine and Performing Arts in connecting the University with the local community, as well as nationally and internationally. Opportunities to optimize and renew infrastructure will be pursued.

This is a strategic initiative of the College of Arts and Science, supported as a strategic initiative of the University, based on the mission-critical place of the Fine and Performing Arts at USask and to enable these disciplines to flourish within a research-intensive university. This initiative will maintain a strong and influential place within and further enrich the Fine and Performing Arts communities beyond the University and will engage our partners and collaborators as we imagine ways to future-proof and strengthen the College's programming.

Scope

VISION

We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.

INFRASTRUCTURE

We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.

POLICY ENVIRONMENT

We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts disciplines.

ORGANIZATIONAL CHANGE

We will create a new organizational structure for the Fine and Performing Arts which facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting interdisciplinarity, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts.

Key Performance Indicators

Aspirational goals for this project:

- Demonstrated responsiveness to foundational commitments and calls to action in the USask Indigenous Strategy and College Indigenization Strategy
- Increased enrolment in Fine and Performing Arts programs and courses (number, quality, diversity), including increased enrolment and retention of Indigenous students
- Recruitment and retention of Indigenous faculty to tenure track positions
- Further steps toward Indigenization of curricula
- Increased research, scholarly, and artistic work (RSAW) in the Fine and Performing Arts, especially external funding
- Increased inclusion of Fine and Performing Arts within USask research signature areas
- Enhanced collaborations with Fine and Performing Arts community organizations and professionals
- Enhanced number and total value of all gifts and sponsorships in support of Fine and Performing Arts
- Maintain disciplinary distinctiveness and increase visibility for art and art history, drama and music
- Expansion of interdisciplinarity in programs, teaching, RSAW, and community engagement
- Enhanced employee engagement within the Fine and Performing Arts
- Financial sustainability of new Fine and Performing Arts unit
- Successful recruitment of unit head

Determinants of Success

- Benchmarking with high performing peer university units in Fine and Performing Arts
- Institutional and College support for the project
    - Senior University leaders continuously apprised of the project and its goals
    - Support given for an initiative to assess infrastructure and develop a plan for infrastructure renewal and development
    - Explicit inclusion of Fine and Performing Arts among College priorities for philanthropic gifts
    - Commitment to examination of metrics defining world-class scholarship, and impacts from RSAW, to ensure the contributions of the Fine and Performing Arts are appropriately recognized in institutional reporting and internal resource allocation

- Full and meaningful involvement of the Fine and Performing Arts faculty and staff in all aspects of the project
    - Commitment to student success and learning outcomes
    - Respect for reasonable timelines while remaining action-oriented
    - Maintaining a collegial environment that provides safe spaces for the offering of dissenting views
    - A Steering Committee with Development Teams to allow for wide participation and consultation

- Collaboration within the University and with community partners
    - Extensive, meaningful, and ongoing engagement with Indigenous scholars, knowledge keepers, Indigenous students, and Indigenous communities
    - Full and meaningful engagement with external collaborators and partners
    - Effective engagement with private and public Fine and Performing Arts educators, especially those who influence students in their choice of post-secondary education provider

- Meaningful progress toward revised standards for tenure, promotion and salary review
    - Reflect measures of scholarly activity, productivity and impact that are appropriate for creative and performing arts
    - Reflect interdisciplinarity, collaboration, and community engaged scholarship
    - Value Indigenous peoples' ways of knowing, being and doing

- Continuity through leadership transitions
    - Project will continue, and commitments will be honored, despite changes in University or College leadership

- Institutional support for transition
    - Provision of project funding for planning and transition expenses (secured through Strategic Priorities Fund, "College of Arts and Science Amalgamation" initiative)
    - Financial stability during transition period (until April 2026) is assured, including no reduction in number of faculty or staff positions
    - Addition of one faculty FTE above 2021-22 level, to facilitate possible appointment of an external unit head
    Commitment to continual review during transition and establishment years and a full summative review five years after establishment of a new organizational structure

Principles

- Outcomes focused – explicitly contributing to aspirations within University Plan 2025 and the College's Think Big – Be Bold 2025 Plan
- Focus on growing and evolving from platform of existing strengths
- Financial sustainability
- Commitment to Indigenization, decolonization, reconciliation
- Student success
- Adherence to collective agreements
- Collegiality and consensus seeking
- Respect for academic disciplinary integrity
- Transparency and effective communications
- Widely consultative
- Reasonable timelines

Impacts and Outcomes

Non-financial:

- Explicit recognition of the distinctiveness of scholarship in the Fine and Performing Arts will future-proof the Fine and Performing Arts by defining a sustaining rationale for investment in these disciplines commensurate with the value they bring to the University and the province
- Visioning for the Fine and Performing Arts at this time, with community and in an integrated way, will accelerate actions toward the University's goals of Indigenization, decolonization and reconciliation
- An infrastructure renewal plan will guide the University in providing the Fine and Performing Arts with the infrastructure required to support the desired excellence and outcomes in education, research (RSAW), community engagement, and Indigenization
- An integrated academic unit that includes all of the Fine and Performing Arts will increase ongoing recognition, and elevate the status and influence, of these disciplines within the College and the University, the Province, nationally and internationally
- An organizational structure design will meet the needs of the current disciplines and invite future additional Fine and Performing Arts disciplines as may occur
- Collaborations in academic programs and collaborative use of infrastructure will be enhanced

- Combining smaller academic units will increase administrative efficiency and reduce the amount of faculty time and effort required for administrative functions and thereby maximize scholarly productivity, while continuing to ensure faculty responsibility for academic oversight

Financial:

- Financial sustainability by design
  - Provision of project funding for planning and transition expenses (secured through Strategic Priorities Fund, "College of Arts and Science Amalgamation" initiative)
  - Enhanced revenue generation through increased enrolment and incremental external research grants is anticipated
  - Promotion of the Fine and Performing Arts in an integrated manner will broaden the opportunities for sponsorships and philanthropic gifts and thereby continue to diversify revenue streams to support the Fine and Performing Arts
  - Possible savings in administrative costs will be shared and where possible redirected to academic enhancements
- Investment in short and longer term improvements in facilities will be guided by a vision for the Fine and Performing Arts as an interconnected set of distinct disciplines, thereby optimizing the necessary investments for infrastructure renewal and replacement

Milestones

- Define project objectives and outcomes (Mar 2022)
- Establish project governance and timelines (May 2022)
- Describe vision for the Fine and Performing Arts sufficient to inform policies, Indigenization, infrastructure planning, and design of organizational structure (Dec 2022)
- Validate vision and goals internally and externally, secure assurance of conditions for success; seek Council approval for organizational structure (Apr 2023)
- Implementation of new organizational structure, including recruitment of unit head, and alignment of faculty, students, staff and programs within the new structure (April 2024)

TIMELINE AND IMPLEMENTATION PLAN	ACTIVITY	2021-22	2022-23	2023-24
November 2021 - May 2024	Project Start	November 2021		
	Initiation			
	Planning and Design			
	Approval Process			
	Implementation			
	Project End			May 2024

Project Structure

PRESIDENT'S EXECUTIVE COMMITTEE SPONSOR
Dr. Airini, Provost and Vice-President Academic

EXECUTIVE SPONSOR
Dr. Peta Bonham-Smith, Dean of the College of Arts and Science

PROJECT LEAD
Dr. Ernie Barber, Professor Emeritus

ADMINISTRATIVE LEAD
Andrea Wasylow, Director of Planning and Communications, College of Arts and Science

STEERING COMMITTEE (ADVISORY TO PROJECT LEAD)
Fine Arts Department Heads (additional members TBA)

DEVELOPMENT TEAMS
TBD

APPENDIX
B

ENROLMENT IN UNDERGRADUATE AND
GRADUATE PROGRAMS AND COURSES

Reporting Level	Major Department	Major	Program	Fall Census Enrolment 2022-23 (10 year Academic Year average)	Qualifications Awarded in 2022 (10 year average)
Under-graduate	Art and Art History	Art History	B of Arts (Double Honours)	0 (0.3)	0 (0.4)
			Bachelor of Arts (3 Yr)	2 (3.7)	0 (0.9)
			Bachelor of Arts (4 Yr)	11 (11.2)	1 (2.1)
			Bachelor of Arts (Honours)	1 (2.3)	0 (1.1)
		Studio Art	B of Arts (Double Honours)	1 (1.5)	1 (0.4)
			Bachelor of Arts (3 Yr)	13 (20)	5 (6.3)
			Bachelor of Arts (4 Yr)	53 (10.4)	3 (5.3)
			Bachelor of Fine Arts(Honours)	23 (25.25)	9 (13)
		Art and Art History Total		**104**	**19 (29.5)**
	Drama	Drama	B of Arts (Double Honours)	1 (0.2)	0 (0)
			Bachelor of Arts (3 Yr)	3 (3.5)	0 (0.7)
			Bachelor of Arts (4 Yr)	23 (32.8)	0 (1.3)
			Bachelor of Fine Arts(Honours)	15 (30.6)	3 (10.5)
		wîcêhtowin Theatre	Certificate	0 (1.7*)	2 (1.5*)
		Drama Total		**42**	**5 (13.7)**
	Music	Music	Bachelor of Arts (3 Yr)	0 (2.6)	0 (0.8)
			Bachelor of Arts (4 Yr)	2 (6.2)	1 (0.6)
			Bachelor of Arts (Honours)	0 (1)	2 (1)
			Bachelor of Music	20 (24.5)	4 (2)
			Bachelor of Music (Honours)	4 (7.2)	2 (2.7)
		Music Education	Bachelor of Music	22 (25)	0 (0.1)
			Bachelor of Music (Honours)	2 (13.1*)	9 (7.8*)
		Jazz	Certificate in Jazz	1 (0.1*)	2 (2*)
		Music Total		**51**	**20 (14.8)**
		Undergraduate Total		**197**	**44 (58)**

Course subject	3 cue per subject in 2021-22 (10 year average)
ARTH	585 (636)
ART	1359 (1418)
Total	1943 (2055)
DRAM	712 (915)
Total	712 (915)
MUS	1802 (1534)
MUAP	146 (178)
EMUS	57 (84)
Total	2005 (1796)
UG Total	4660 (4766)

*average enrolment since inception

*average qualifications since inception

Reporting Level	Major Department	Major	Program	Fall Census Enrolment 2022-23 (10 year Academic Year average)	Qualifications Awarded in 2022 (10 year average)
Graduate Studies	Art and Art History	Special Case - Art History	Master of Arts-Thesis	0 (0.4)	0 (0.2)
		Studio Art	Master of Fine Arts-Thesis	10 (12.6)	7 (4.5)
			Art and Art History Total	**10**	**7 (4.7)**
	Drama	Drama	Master of Arts-Thesis	0 (.4)	0 (0)
			Drama Total	**0**	**0 (0)**
	Music	Composition	Master of Music-Thesis	0 (.1)	0 (0.1)
		Music Education	Master of Music-Course	3 ()	0 (0)
			Master of Music-Thesis	2 ()	0 (0)
		Music Theory	Master of Music-Thesis	3 (0.3)	0 (0)
		Musicology	Master of Arts-Thesis	4 (2)	1 (0.1)
		Performance	Master of Music-Project	3 (1.4)	1 (0.6)
			Music Total	**11**	**2 (0.8)**
			Graduate Studies Total	**21**	**9 (5.5)**
Grand Total				**218**	**53 (63.5)**

Course subject	3 cue per subject in 2021-22 (10 year average)
ARTH	9 (4.3)
ART	10 (21.95)
Total	**19 (26.25)**
DRAM	1 (1.6)
Total	**1 (1.6)**
EMUS	4 (0.4)
MUS	32 (9.75)
MUAP	1 (0.3)
Total	**37 (10.4)**
CGPS Total	**57 (38.3)**
Grand Total	**4717 (4805)**

APPENDIX
C

FACULTY AND STAFF POSITIONS BY DEPARTMENT

Fiscal Year FTE - Faculty, Staff and Students			Fiscal Year	
Department	Employee Category	Bargaining Unit	2012/2013	2021/2022 FTE (Number of individuals)
Art and Art History	Admin & Support	In Scope Admin (ASPA)	0.8	
		In Scope Support (CUPE 1975)	4.4	2.2
		Admin & Support Total	**5.2**	**2.2**
	Faculty & Instructional	In Scope Faculty (USFA)	11.6	10.1
		In Scope Sessional (CUPE 3287)	3.9	4.235 (13)
		Out of Scope General		
		Faculty & Instructional Total	**15.5**	**14.3**
	Student Employment	In Scope Grad Student (PSAC)		
		Out of Scope General	1.0	
		Res & Other General	0.0	
		Student Employment Total	**1.0**	
		Art and Art History Total	**21.7**	**16.5**
Drama	Admin & Support	In Scope Admin (ASPA)	1.3	1.9
		In Scope Support (CUPE 1975)	0.7	
		Admin & Support Total	**2.0**	**1.9**
	Faculty & Instructional	In Scope Faculty (USFA)	6.7	6.0
		In Scope Sessional (CUPE 3287)	1.2	2.059 (12)
		Faculty & Instructional Total	**7.8**	**8.1**
	Student Employment	Out of Scope General	0.2	
		Res & Other General		0.2
		Student Employment Total	**0.2**	**0.2**
		Drama Total	**10.1**	**10.1**
Music	Admin & Support	In Scope Admin (ASPA)	2.6	2.1
		In Scope Support (CUPE 1975)	1.4	
		Admin & Support Total	**4.0**	**2.1**
	Faculty & Instructional	In Scope Faculty (USFA)	10.3	7.3
		In Scope Sessional (CUPE 3287)	4.0	2.318 (22)
		Out of Scope Faculty		0.5
		Out of Scope Senior Admin		0.8
		Out of Scope Sessional		
		Faculty & Instructional Total	**14.3**	**11.0**
	Research Admin & Support	Res & Other Admin've Personnel		0.0
	Student Employment	Out of Scope General	0.7	0.2
		Res & Other General		
		Student Employment Total	**0.7**	**0.2**
		Music Total	**18.9**	**13.4**
Grand Total			**50.7**	**40.0**

APPENDIX
D

PROJECT STRUCTURE

Fine and Performing Arts Project Structure

Legend:
- Leadership
- Advisors
- Working Groups
- Decisions to be made

Resources
Dean's Office

Infrastructure
Board/PEC/SCIC

Dean's
Executive

Dean

Organizational
structure
University Council

Standards
College Faculty
Council/URC

Metrics
Provost/VPR

Faculty
Council

Project
Lead

Indigenous
Advisors

FPA
Faculty

Steering
Committee

Indigenous
Council

Organization
Design Team

Policy Team

FPA Personnel

Infrastructure
Team

Visioning
Team

- Students
- Community Partners
- Alumni

APPENDIX
E

PROJECT TIMELINE

2021   **2022**   **2023**   **2024**   **2025**   **2026**
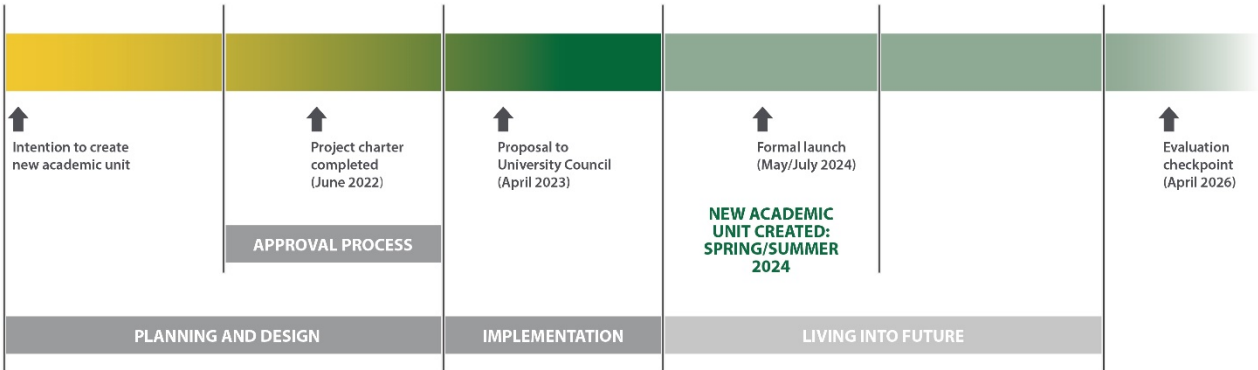
Intention to create
new academic unit

Project charter
completed
(June 2022)

Proposal to
University Council
(April 2023)

Formal launch
(May/July 2024)

Evaluation
checkpoint
(April 2026)

APPROVAL PROCESS

**NEW ACADEMIC
UNIT CREATED:
SPRING/SUMMER
2024**

PLANNING AND DESIGN

IMPLEMENTATION

LIVING INTO FUTURE

APPENDIX
F

FEEDBACK FROM CONSULTATIONS WITH THE
DEPARTMENTS AND STAKEHOLDERS

Disciplinary Identity*:*

> ➢ *A concern by faculty and some community leaders that the restructuring will cause a loss of disciplinary depth in academic programs.*

The three departments each are homes to what are generally understood to be distinctive Arts disciplines. It will be possible to maintain and support both disciplinary and interdisciplinary programs. The academic administrative structure will enable the continuance of disciplinary-based programs and the inclusion of interdisciplinary programs within a federation of semi-autonomous programs. Program chairs/leads will continue to serve as ambassadors within and beyond the university for specific disciplines and programs. Individual programs will continue to be recognized in nomenclature, student recruitment and student awards.

The merger of the three departments into a single academic unit will erase the rigidity of department boundaries in order to foster collaboration, evolution of interdisciplinary learning opportunities and improved administrative efficiency. The priorities given by the School to disciplinary and interdisciplinary programming, in extent and timing, will be determined by the School itself. Decisions should be informed by evolving needs and desires of prospective students, and by practices within the Arts community.

> ➢ *A concern/perception that there is a lack of understanding about, and appreciation for, the value of each discipline distinct from the value of the Arts more generally, and a sense of having unfairly been identified for merger from among a larger set of small departments.*

The visual and performing arts disciplines each has its own history, culture and distinctiveness. At the same time, there are many ways in which these disciplines are viewed appropriately as part of the same family, the family of the "Arts", a family within which there are many evolving expectations for collaboration among the disciplines. This is a logical grouping of disciplines—a creative academic federation—and not merely a convenient administrative coupling. While more academic restructuring within the college is not ruled out, this restructuring of the visual and performing arts was an obvious immediate choice for creation of a coalition that is expected to flourish together better than as autonomous departments.

> ➢ *A concern that relationships with MOU partners, collaborators, major donors, alumni and potential students might be damaged by the elimination of departments.*

There is no reason for these relationships to be hurt. In fact, the launch of a new School provides a rare opportunity for creating excitement, for renewing old relationships and creating new ones. Everyone who wants the School to be successful will do everything they can to ensure that partners and stakeholders know the truth: academic programs are not disappearing or being "watered down"—they are being augmented by new opportunities for interdisciplinary studies. There is no loss of student services—students will have more opportunities to get to know peers in related disciplines. There is no disinvestment by the university in the Arts—in fact there is a small incremental investment, and conditions are being improved for financial sustainability. Opportunities for partnerships and

collaborations are not diminished—every existing relationship is valued and supported. Donor wishes are not being ignored—conditions of preexisting gifts for specific uses will continue to be honoured, and new gifts may be focused to support specific disciplines and purposes if that is the wish of the donor. In general, stakeholders and collaborators tend not to be concerned about how the university is organized; rather, they want to know about programs, services and opportunities for engagement. The School will continue to give priority to community engagement and there is an expectation for collaborations at the level of individual faculty and programs as well as at a more collective level.

Project Initiation:

> ➢ *A concern that the departments were not involved in initiation of the merger proposal and felt they should have been consulted before the merger was announced.*

These kinds of academic restructuring more commonly emanate from institutional leaders than from the units themselves. Leaders have a perspective that transcends any one department and have a responsibility to take actions even when they may not be popular. These departments have experienced the administrative and collegial inefficiencies that come with being small units, with having few degrees of freedom for curricular innovation, with stagnant or declining resources and no effective way to increase their priority in either productivity-driven or strategic funding competitions. The college needs the visual and performing arts disciplines now more than ever. There is an urgency to stabilizing the investments in these disciplines and to putting in place the structures and supports that will enable them to thrive. There is no good alternative to restructuring. Having conveyed this decision to the departments, the dean engaged in conversation with the departments and a project lead was selected collaboratively with the heads. A commitment was made to a full and comprehensive engagement of the departments in developing details for the merger and its implementation. Early consultation led to an expansion of the scope of the project to include other elements that, along with restructuring, would enable the visual and performing arts to respond to changing needs and environments and to achieve their full potential.

> ➢ *A concern that the reasons for the merger are not understood, that there are other alternatives not considered, and that there is a suspicion of a hidden agenda for disinvestment.*

This project is a good example of an initiative that is motivated by a sense of greater potential and opportunity rather than by an intent to fix a specific shortcoming. No attempt has been made to "name and prove each problem." The objectives of the merger, and the goals for the visual and performing arts at USask, are outlined in the section on "Academic Rationale." These goals and objectives are consistent with the priorities and strategies articulated in the college and university strategic plans. Could these goals and objectives be achieved in ways that do not include a merger of departments? Perhaps, but not likely.

One major reason for restructuring is to reduce the financial and people costs of administration and to relieve the collegial process limitations that are inherent with small departments. The number of faculty positions in each department has declined slightly over the past decade, consistent with an overall reduction in faculty positions in the college, yet these never were large departments. Growing each department to a critical size would require resources that cannot rationally be assigned based on current productivity and productivity trends when compared across all the activities and units within the college. Much is expected of this college and we cannot solve all deficiencies and inefficiencies

through incremental investment. The School, by virtue of its increased size and diversity of disciplines, will be better positioned than each of the three departments separately to compete and thrive in the challenging fiscal environment of the university. The guaranteed financial stability through the transition period will give the School time to evaluate the current situation and make thoughtful changes in the academic enterprise.

A second major reason for restructuring is to achieve higher levels of collaboration and interdisciplinarity in academic programming and RSAW. Coupled with these are the imperative to move with a sense of urgency and common purpose toward Indigenization, decolonization and reconciliation. These have been priority goals of this college and university for many years, and progress must be accelerated, including in the visual and performing arts. Achieving these goals will result in higher and sustainable enrolment in courses and programs, and more funding available for RSAW, both of which are drivers of the college's share of operating funding. The current and historical lack of collaboration across the three departments, especially in academic programming, is a barrier that will be removed by restructuring. Any other alternative to increase collaboration would add layers of administration which would add cost and run counter to the previously described financial considerations.

Finally, it should be admitted that restructuring academic units is difficult in a university where departmentalization creates safe spaces for disciplinary identity and preservation. Pride of discipline, and an ever pressing desire to grow one's own discipline are strong forces in the academy. Restructuring, by merging the three departments, provides opportunities for interdisciplinarity that are built on a solid foundation of disciplinary expertise and excellence.

> *A concern that the pace of change foreshadowed by announcement of the project added significant stress at an already stressful time. The departments were particularly vulnerable to the impacts of the pandemic and people were exhausted.*

The timeline for the restructuring decision was extended by one year, to enable more deliberative engagement and involvement with the people of the three departments. A pre-implementation year was inserted between council approval of the restructuring and the beginning of operations as a new academic unit, to give sufficient time to recruit a head and to prepare for a successful launch.

There is an urgency to achieve the goals of this project.

- There is vigorous competition for the best students, faculty and staff, and evolving with the changing needs of students and stakeholders is critical for success;
- The college is determined to position the visual and performing arts to thrive in face of continuing revenue challenges at the university and within the college and in anticipation of potential changes in the ways in which the government may fund higher educational institutions;
- The arts and culture communities in Saskatoon and across Saskatchewan continue to look for collaborations and partnerships with USask in operations and infrastructure, including for example in the planning for new performance and cultural venues. The university must put itself in the best possible situation to engage with these other organizations on their time scales;
- The time to respond to the fundamental commitments and calls to action of the USask Indigenous Strategy is now, and the Arts have a central role in how the university will respond at its best.

Balanced against urgency is a need and desire to allow sufficient time for the three departments to grow together in trust and hope, to come together with their communities to arrive at a clear vision for the future expectations and roles of USask and to seek opportunities for both incremental and transformational change. The college and university have committed to financial stability during a reasonable transition period to enable the new unit to find its feet.

Leadership and Management:

➢ *A concern that elimination of three department head positions and replacement with only one head will lessen the voice of the visual and performing arts.*

A key outcome of restructuring is, in the words of one member of faculty, "to create equitable spaces for the Arts to represent themselves at the university." The ways in which this objective can be accomplished have yet to be explored fully, and they will be. At the very least, having a strong voice for the visual and performing arts, as a larger collective rather than for a smaller single disciplinary group, will lead to more impact at college and university-level deliberations. Faculty assignment to college and university administrative committees can be more strategic. The head of this School will be representing and speaking for a team of 26 faculty, one of the largest and most diverse departments in the college. Comparisons and issues discussed at college and university levels will be in reference to the visual and performing arts, in its entirety. Program leads will be important participants in the School's leadership team, standing beside and working in a collaborative fashion with each other and with the head of the School, to promote specific disciplines whenever separate disciplinary focus is appropriate.

➢ *Concern that the responsibilities of the head of the School may be too onerous for one leader.*

The complexity of the role of department head is most surely associated with factors such as size of the faculty complement and the student population, the diversity of the programs held within the department and the nature of community engagement. The School will require a seasoned leader as its head, and the head will require support from the college's leadership team. Assignment of administrative responsibilities to staff wherever appropriate is paramount. A team of program leads and a graduate chair(s) will lead the academic administration, with support from and in consultation with, the head. Faculty members and program leads will continue to have an important role in student recruitment and community engagement related to their discipline.

Provision has been made for an additional faculty position to be assigned to the School to accommodate the appointment of the head. In this way, no former departmental grouping will be disadvantaged at the time of implementing the new School by a loss of faculty complement for teaching, research, scholarly and artistic work.

➢ *Concern that the merger will create an additional layer of administration and thus increase the administrative workload of faculty.*

The internal structure of the School, for administration of collegial, academic and resource processes, will be designed in a way that affords an appropriate level of autonomy for discrete academic programs while not adding new layers of administration. As this level of structure is not prescribed by existing

policy, the School will be free to experiment and evolve the organizational design in ways that best support the vision of the School.

> ➢ *Concern that the restructuring will place the three pre-existing department groups in an adversarial relationship for resource allocation and collegial processes.*

The merger does not create new competition among the disciplines for resources; it only relocates the decision-making at a more local level where decisions may be more closely informed by the unit itself. The head of the School holds primary responsibility for connection and communication with the dean and other college and university leaders to ensure that the faculty have the resources necessary to sustain academic programs and RSAW. The head will coordinate with the program leads to set budget priorities.

Faculty collegial processes are informed by the collective agreement. Whereas the merger itself does not cause any changes in college-level collegial processes, the dean is committed to monitor for unintended consequences. For example, it may be necessary to revisit conflict of interest procedures that would disadvantage the faculty of the School now that they are all in one department rather than three. Similarly, there is a need to ensure that when faculty of the School collaborate with each other there is no lesser value ascribed to that collaboration than to inter-department collaborations.

Infrastructure:

> ➢ *Concern that a physical separation of the spaces used by the three departments will render collaboration ineffective or unlikely.*

An initiative is underway, with leadership of the facilities strategic business advisor and IPLD, to review and evaluate the space and infrastructure now used by the constituent departments. The university galleries are included in this initiative because of their close association with academic programming in art and art history. The space review, followed by analysis of the physical condition and sustainability of the spaces, will inform priorities for infrastructure renewal.

The college will collaborate with IPLD to identify and retrofit appropriate space for the School's administrative head office. The costs for creation of the administrative head office are the responsibility of the college.

Some faculty have called for a new co-located space (a "hub") which would draw the faculty, staff, and students into closer physical association with each other. That idea will be examined and prioritized alongside other desired infrastructure needs of the School. Whether or not such a "hub" is realized, the School will need to be creative about how to achieve connectivity while continuing to operate in their dispersed locations.

It is important to note that the spaces used by the visual and performing arts, many of which are used for hands-on learning and performances, are specialized, and opportunities for interdisciplinary collaboration in the use of most of the spaces are quite limited. Nevertheless, maximizing the use of all infrastructure must be a goal. The School, in cooperation with the college and the university, will continue to explore ways in which specialized infrastructure can optimally be used. Opportunities for collaborative use of infrastructure with community partners must also continue to be explored and captured wherever it makes sense.

APPENDIX
G

REPORT OF VISIONING TEAM FROM
COMMUNITY CONSULTATIONS

"Our city is made rich by the university arts"

In the Fall of 2022 the Visioning Committee from the Re-imagining a Vision for the Fine and Performing Arts at the University of Saskatchewan project met with the leaders of Saskatchewan arts organizations, and other closely aligned groups [see Appendix A for list of groups] for a structured conversation about their thoughts on the role of, and their relationship to, the U of S's visual and performing arts departments [see Appendix B for questions asked to participants]. In the report that follows we highlight findings from this process related to student engagement, faculty engagement, post-graduate and overall engagement, Indigenous engagement, new initiatives, and perceived risks and opportunities of bringing the three departments together.

Overall, our community collaborators believe that the U of S Music, Drama, and Art and Art History departments:

- Need to continue to provide exceptional education to the arts practitioners that enable arts culture in the city, the province, and beyond.

- Need to continue to work with our partners to build an arts community that enables graduates to stay in the province and encourages students and professionals to come here.

- Need to retain our disciplinary expertise and acknowledge the distinctive cultures of each discipline.

- Need our department and programs to reflect that these disciplinary boundaries are creations of Western institutions and that Indigenous cultures often work across, or ignore, these boundaries.

- Need to be supported in new interdisciplinary collaborations and programs, such as internships, arts administration training, research-creation methodologies, and other professionalization opportunities.

- Need to reduce, or at least not increase, administrative burdens for faculty, staff, and the community members that work with us.

STUDENT ENGAGEMENT

The conversations reinforced that the arts education of students provides one of the fundamental links between the university and the community. Our students are members of and contributors to these organizations, sit on their boards, and both attend and participate in their events. We need to continue to work together to increase mentorship possibilities to help "ladder" students throughout the early stages of their career, to enable pre-university students to imagine a path forward into the Arts programs, and to create further opportunities for university students to become involved in the organizations so that they gain valuable professional experience.

FACULTY ENGAGEMENT

For many of the organizations we talked to there is already a strong link to the university because of a connection between the organization and faculty members. As we move forward we need to ensure that this opportunity for individual connection is not jeopardized by over-bureaucratization or other administrative hurdles. We also need to enable the formation of new relationships between faculty, or entire departments, and these organizations. We heard from several organizations of their appreciation of the now-defunct Interdisciplinary Centre for Culture and Creativity (ICCC) as it provided a single point of contact for an organization to reach out to the university, as well as made funding available for joint projects between faculty and community groups. Further related to funding, the availability and use of funding programs such as SK Arts and Canada Council continues to be problematic as there is misunderstanding of how faculty use these funds as part of their own research.

POST-GRADUATE I OVERALL ENGAGEMENT

While the U of S has MOUs in place with a few of the larger organizations, most of the relationships are informal, and can be reliant on the personal connection of just a few people. Numerous organizations noted that the biggest impediment to increased collaboration, both between the university and the community, and between community groups, is that they simply are not aware of what the others are doing. It was suggested that any re-imagining of the Arts departments should put mechanisms and the personnel in place to help facilitate this communication.

However, even without these formal relationships and means of communication, the community groups were unanimous that the U of S's fine and performing arts departments are absolutely crucial to the culture of the city and the province, and to their own organization's ability to thrive. Our graduates are the artists in their galleries, the performers in their events, the members on their boards, the staff in their organizations, and their audiences. We heard from many organizations that without the university injecting "new blood" into the city and province, their organizations could not exist. Even the largest arts organizations are reliant on the university and its graduates; recruiting from further afield would increase costs, and this recruitment would be harder because of a diminishment in the cultural life of the city and other arts opportunities. A healthy arts ecosystem where our graduates can move from being students, to their first professional experiences, to making the Arts a career, begins with strong university departments.

INDIGENOUS ENGAGEMENT

The infusion of arts in everyday life is critical to Indigenous ways of knowing and being. The strength of Music, Drama, and Art and Art History for the Indigenous groups that we met with is that they are all fields that engage with telling of stories, and that one of our aims should be modeling to the rest of the university ways to incorporate storytelling methodologies in their own practices. We were also advised that while disciplinary expertise is important, the boundaries between the Arts are less important, and often absent, for Indigenous cultures. Similarly, in imaging the structure of the new school we should be careful not to simply replicate Western hierarchies if we are truly serious about Indigenization.

NEW INITIATIVES

Community members expressed concern that unfilled faculty retirements, such as in Art History, Composition, and Theatrical Direction, have created gaps in existing university programs much to the detriment of the university programs and therefore, community organizations, and they hoped that any renewal initiative would address these deficits. They also valued the possibility of new programming becoming available, but not at the expense of current faculty capacity and resources. These opportunities would need the injection of resources into departments. In particular there is a need for training in arts administration and cultural leadership, which will only be possible through university/community partnerships. There is also a demand for additional student training in technical production and the interdisciplinary area of digital media content creation. Research creation and other arts-based research methodologies are also a perceived area of further growth. Community organizations are eager to expand their partnering with us on internships and other professionalization opportunities such as bringing in high-profile professionals to speak to students and/or lead courses and workshops.

Beyond new programming opportunities there were other ideas for ways additional resources could strengthen the connections between the university and the community. The possibility of the sharing of space was commonly heard from organizations across the Arts. Some of these arrangements already exist and are a successful bridge between the university and the community, but additional resources could result in activities as simple as allowing the organization to access our construction shops, or our researchers to access their spaces and audiences, or as complex as a new shared performance space. We could also expand our sharing of resources beyond their current informal agreements. There was also a real interest in the university being able to serve as a catalyst to help bring the various arts organizations together; here again the ICCC was held up as an example of a positive force that is no longer available.

RISK AND OPPORTUNITIES OF AMALGAMATION

The greatest perceived risk of departmental amalgamation is that specialized disciplinary instruction will be sacrificed in order to offer a watered-down, "general Arts" experience. This model is already being enforced in the elementary and secondary school systems, and the university needs to resist it if they wish for the Art and Art History, Music, and Drama programs to be respected and continue to attract, and produce, skilled artists. Without this skilled local body of artists, many of the community arts organizations would be jeopardized. There is also a general concern that this is a cost-cutting exercise, that some disciplines will be privileged while others sacrificed, or that the voice of the Arts on campus will be diminished by having only one voice instead of three. Finally there is the worry that the

amalgamation will create additional layers of bureaucracy that will jeopardize our ability to collaborate with the community in a timely fashion.

Some community organizations recognized that there may be benefits to the departments coming together. In general there was the belief that the Arts are becoming more interdisciplinary and our programming could reflect that if financial and faculty resources were provided to make this happen. The idea of a common point of contact for someone off-campus to access all the Arts departments was also seen as a positive. Finally, if the proposed amalgamation truly results in a "louder" voice for the Arts on-campus, it was hoped that this increased profile could be used to benefit all of the Arts in the province.

Appendix A

Groups consulted:

AKA Gallery	Saskatchewan Choral Federation
City of Saskatoon	Saskatchewan Teachers Federation
Gordon Tootoosis NīkānīwinTheatre	Saskatoon Jazz Festival
Indigenous Studies Faculty, University of Saskatchewan	Saskatoon Jazz Orchestra
La Troupe	Saskatoon Jazz Society / The Basement
Live Five Theatre	Saskatoon Musicians' Association
Mann Art Gallery	Saskatoon Symphony Orchestra
Nuit Blanche Saskatoon	Sessional lecturers from Art and Art History, Drama and Music
On the Boards Staging Company	Shakespeare on the Saskatchewan
Paved Arts	SK Arts
Persephone Theatre	Sum Theatre
Remai Modern	25th Street Theatre

Appendix B

Questions for discussion:

1. How does your organization currently interact with the university?
2. How would a hypothetical disappearance of the Arts departments affect your organization?
3. How do our departments contribute to Arts and Culture in Saskatchewan?
4. If we had access to additional resources, how do you think the university could better assist your organization?
5. As we bring the departments together, do you see any opportunities or challenges or risks for your organization or the Arts in Saskatchewan?
6. What do you think your organization/community has to offer in partnership with the university?

APPENDIX
H

CONSULTATION ON THE PROPOSAL

The draft proposal was circulated to the departments on February 16, 2023. Faculty and staff were asked to submit their feedback by March 24, 2023 in order to have their comments or questions considered in the creation of the final proposal. The following is feedback received in this time period by three faculty members:

From: Blanchet, Shannon <shannon.blanchet@usask.ca>
Sent: Monday, March 6, 2023 2:37 PM
To: Dahl, Alexis <alexis.dahl@usask.ca>
Cc: Orosz, Carla <carla.orosz@usask.ca>
Subject: Feedback on FA Amalgamation proposal

Hi Alexis,

My considerable feedback and questions below.

Rationale

"However, there are ways in which other worldviews, especially those of Indigenous peoples, are not reflected in these mostly Western discipline-specific approaches. In order to address the ever-changing needs of communities and learners, and the evolving demand to embrace interdisciplinary approaches to education and scholarship, it has become apparent that it is time to loosen the rigidity created by department boundaries."

Based on this phrasing, Indigenization is the primary reason for this amalgamation. Is this the case? I am not arguing the importance of Indigenizing curriculum, but Indigenization has not been raised as a driving motive for initiating this process before, and this statement is misleading. It should be moved to somewhere else in the document or rephrased.

Key Performance indicators highlight the importance of Indigenization but do not include mention of an audit to assess current assonances in teaching, research and creative activity in the Fine and Performing Arts at USask with broader values of Equity, Diversity, Inclusivity and Anti-Oppression, including, but not limited to, the crucial mission of Indigenization**. Is there a commitment from the University of Saskatchewan and the College of Arts and Science to provide financial and human resources to support and assess performance measures that reflect teaching, learning and research processes/activities that employ/are informed by anti-oppression and inclusivity/accessibility frameworks and practices emerging from within the cultural sector including but not limited to Indigenization? If no additional resources are going to be provided. This should be explicitly stated in the proposal.**

At this time, there **are no appropriate metrics to measure the performance or impact of teaching and RSAW in the fine and performing arts**, or to adequately assess the quality of research projects put

forward for internal or external Tri-council funding. Further, there are no financial or human resources to support their development**. Is there a commitment by the University of Saskatchewan and the College of Arts and Science to provide financial and human resources to support the development of appropriate assessment tools and performance measures for the Fine and Performing Arts**? Is there a commitment to meaningful advocacy from Senior leadership at the University of Saskatchewan and the College of Arts and Science on behalf of the Fine and Performing Arts with provincial and federal funding organizations including Tri-council agencies, specifically SSHRC and members of Legislative Assembly/Parliament for the development of appropriate research funding models, assessment tools and performance measures for the Fine and Performing Arts? **If this commitment is not being made, it should be explicitly stated in the proposal.**

Administrative Workload

If, as this document states, the amalgamation "will reduce administrative costs and reduce faculty workload in administration", this document should provide credible evidence to support this claim. The stated goal of finding administrative savings means faculty workload will increase further, leaving even less time for faculty to commit to the advocacy and recruitment efforts needed to meaningfully grow the School, increase interdisciplinarity in our programming, and conduct research in for our respective disciplines. Reports from Universities where similar amalgamations have taken place, use words like 'nightmare' and 'cancer-causing' to describe the subsequent increase in administrative workloads**. An diagram that demonstrates a potential organizational structure, including the number and placement of administrative personnel, staff, faculty and sessionals; a list of existing administrative responsibilities in the three units, and a model of how these duties might be redistributed to reduce existing torque on faculty should be included in this document. If no model can be provided, is the College of Arts and Science and the University of Arts and Science committing to increased course release/sessional funding or faculty complement to compensate for increased workload flowing from this restructuring? If this commitment is not being made, it should be explicitly stated in the proposal.**

Enrollment

Despite repeated statements juxtaposing the cruciality of the Fine and Performing arts and stable or declining enrollment levels, there have been no additional financial or human resources devoted to recruitment efforts to increase enrollment levels. This has fallen on the shoulders of faculty already overburdened by workload as the result of shrinking resources over the past several years.This document further states that restructuring will result in "Increasing emphasis on recruitment of students into programs with capacity" **Is there a commitment by the University of Saskatchewan and the College of Arts and Science to provide additional funding and human resources, to support the development of recruitment programs/initiatives specifically for the fine and performing arts, similar to those already in place for the sciences such as The Sciences Ambassador program? If there is not, this should explicitly stated in the proposal.**

Rebranding and Unit Identity

"Rebranding the three departments and their programs within a School, coupled with development of a renewed vision in collaboration with the Arts communities, will provide new opportunities to increase donor support for the School's mission."

Is the College of Arts and Science committed to budget and media production resource allocations to support the significant rebranding needed? Is the College of Arts and Sciene and the University of Saskatchewan willing to let Faculty participate in the conceptualization and creation of new branding/media materials in collaboration with Media Production and Communications? Will the College of Arts and Science permit the School to have a visual identity and logo to promote the new School, mark its uniqueness among departments and attract new students and donations?

Infrastructure

 "the merger itself does not create a need for additional space, nor does it depend explicitly on having new spaces. However, the infrastructure currently available to the three departments and galleries is inadequate in some ways". This is demonstrably false. Significant funds have been allocated to furnish a new administrative office for the new unit head, but not to address sorely needed updates to inadequate teaching and research spaces. **The amalgamation, if it is to be successful, absolutely creates the need for new updated spaces for teaching, exhibition and performance that are accessible and of industry standard quality.** Currently, none of the facilities on campus meet these standards, contributing to decreases in enrollment as students head west to institutions such as Grant MacEwan University where new facilities have increased student enrollment. **Recent provincial investments in Saskatchewan's film and television industry represent an opportunity for the Fine and Performing Arts to develop programs and curricula that directly align with the government's strategic priorities, essentially becoming the talent pipeline for a growing industry in the province**. It would strengthen the argument to tie increased interdisciplinarity to industry, acknowledge that existing facilities are inadequate to support growth and innovation, and identify this as an opportunity for targeted fundraising to support new facilities for the unit.

Thank you,

Shannon

Shannon Blanchet, **BFA MFA**
she/her
Assistant Professor

University of Saskatchewan
Department of Drama
Ph: 306-966-5180

From: Koechl, Natasha <natasha.martina@usask.ca>
Sent: Wednesday, March 1, 2023 9:11 AM
To: Dahl, Alexis <alexis.dahl@usask.ca>
Cc: Orosz, Carla <carla.orosz@usask.ca>; Brenna, Dwayne <dwayne.brenna@usask.ca>; Blanchet, Shannon <shannon.blanchet@usask.ca>; MacKenzie, Kenneth <ken.mackenzie@usask.ca>; Thompson, Deneh'Cho <dpt161@mail.usask.ca>; Bath, Jon <jon.bath@usask.ca>; McNeill, Dean

<dean.mcneill@usask.ca>
Subject: My response to the Dean's proposed document

Hello Alexis:

I have read through the merger document and as a faculty member I would like some more clarification around the following declarations made in said document.

"…imagined interdisciplinarity, inclusion of Indigenous cultures, and increased collaborations across the disciplines."

Previous to this statement it is mentioned disciplinary depth will be maintained, yet how will it be possible to create interdisciplinary connections when we are below capacity in faculty numbers and currently have a high rate of sessionals teaching our upper-level classes? What plan of action is in place to make this a reality? It is easy to make a statement, but I suggest more planning goes into place to show viable routes of success.

For example: Would the College consider mandating three new positions (1 in each department) over the next 6 years (every 2 years a new position is added) with the aim to hire candidates with an interdisciplinary focus?

Would the college consider bringing in someone like Dylan Robinson (Canada Research Chair in Indigenous Arts) to lead and external committee to help the Fine Arts work towards achieving the goal of Indigenization being at the center of this path towards growth and renewal.

"Rebranding within a comprehensive School for visual and performing arts will increase the range of opportunities for securing partnerships and gifts."

Could we have more detailed specifics around how this will be approached, and will we have dedicated individual in the office of Advancement to secure such funding? Could the college consider the departments taking some onus to seek out their own funding rather than having to rely on the college to do so? Such as seeking Greystone Theatre sponsorships?

"…foster more favorable conditions for RSAW across the Arts and increase RSAW funding for the arts"

Could you please explain what you anticipate putting in place prior to the amalgamation so that statement bears weight and actuality? Perhaps could something like the ICCC be developed to nurture the wish for interdisciplinarity or community partnerships?

"…reduce administrative costs and reduce faculty workload."

If you plan to reduce administration how is this going to reduce faculty workload? I hope you are not considering going back to the days of "admin commons" which was a disaster for Drama and increased our workload tenfold. Could an administrative structure be presented to the arts faculty to help us visualize this plan of action?

"Enrolment across the programs has been stable or declining across all measures, while overall enrolment in the college has increased by 1 percent over the same 10-year period."

I struggle with this statement since nowhere is it mentioned that over the last ten years our budget envelope has been decreased each year, which subsequently impacts how many sessionals we can hire to teach our first-year classes, which then has later repercussions on our enrollment in the upper year classes. Also, a pandemic happened and as a result high schools cut all their drama and music classes (in the past two years), which yet again is now having a huge impact on students moving forward into those programs.

The School is being designed in a way to make the future of architectural studies a possibility without any significant restructuring of the school."

Can someone explain why this statement is in here and why alarm bells just rung for me reading that statement? Didn't Art and Art History originally vouch for this program and wish to see a link between the two programs? If so, how will this not impact the school, and will our resources be pulled to fund this?

The school will retain the combined financial resources of the current three departments and all funds currently managed by the three departments will transfer to the school. The collective resources will include all operating fund balances, reserve funds, department discretionary funds and special purposes funds.

Do I understand from this statement that the three departments will lose having any agency over the funds they bring into the department concerning things like Greystone Theatre, music ensembles, choral concerts, gallery events etc.? What about donations to the individual departments or things like summer camps?

Sincerely,

Natasha Martina Koechl

Professor in Drama

Natasha Martina (she, her)
Professor
Drama Department
University of Saskatchewan
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UNIVERSITY OF SASKATCHEWAN
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March 19, 2023

To Whom It May Concern:

I will start by saying that I support the idea of the amalgamation because I believe that when we work together we strengthen the learning outcomes of the students.   I say this with some reservation and concern because for this to happen there are actions we need to take to make this amalgamation successful and I would like to address those concerns here.

1. **Investment in people.** We need more faculty and more support staff. Yes, every single department will ask for this but I ask because in Drama there is no wiggle room in the courses we can offer because there are not enough people to teach them and we can only offer the bare minimum as we rely heavily on sessional support staff. You might respond with 'change your program to allow this to happen'? This would mean lessening the quality of students that we graduate from the programs. Many have completed a drama degree and put this education directly into the arts and culture in this city and province while others have taken it abroad. If we water down the programs because we only have a handful of instructors, we are essentially watering down the arts and culture that is feeding our province. I am not willing to do this. This also does not allow us to easily have a faculty member take on other duties such as leadership or committee work and it raises concern when a leave (sabbatical, parental, personal, etc) needs to take place. Putting three distinct disciplines together does not immediately solve these issues.

2. **Adequate training facilities.** The Department of Drama is located in the John Mitchell Building, its temporary location for the past 32 years, and we were first established in 1945 producing plays in Convocation Hall and later (1949) in the Hangar Building. After all these years I no longer think of this as a temporary location but as an inadequate facility. With age comes depreciation and necessary upgrades. Unfortunately, the department has not been substantially invested in since the temporary move in 1991 and it is showing. In fact, in that move we only completed Phase 1 of the development which was to build a scenic carpentry shop. We need support in resources and a proper facility to properly educate students in the performing arts. We also need this to create recruitment and keep our students here in the province. It does not matter how established we are or who we have as alumni if we cannot provide the student body with basic facilities and equipment. In fact, most high schools are better equipment than we are and it is embarrassing.

3. **Support for Indigenization.** Throughout the proposal you will see that this amalgamation is asking us to 'enable Indigenous student success' and to 'boost Indigenous faculty and staff recruitment and success'. We are not equipped to do this on our own and we need an Indigenous leader to work with us for this to be successful.

UNIVERSITY OF SASKATCHEWAN

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The wîcêhtowin theatre program started in 2016 has yet to see the support necessary to be truly impactful to the Indigenous people in our community and beyond.

4. **Recruitment Strategy.** There needs to be a dedicated position for a recruitment officer in the Fine Arts. It is unacceptable to ask faculty members to take this on when they are already overworked between teaching, research and administrative duties.

5. **Chair / Lead in each program unit.** For there to be success in each program the Director of the 'School' needs representation from each program unit. This person should be elected by the people they represent (just as a department head is elected). This role should be acknowledged for the amount of time commitment that it requires and teaching release should be granted in compensation for it.

6. **Program Development.** We need to see this through the lens of a student in relation to the professional industry. Our programs need to be evaluated in areas where we can overlap in the disciplines and bolster our students' learning outcomes so that they are even more successful when they leave the University of Saskatchewan.

The world is changing and becoming more competitive and we need to equip our students for the work force they are entering. We need to continue to foster an environment of creativity, collaboration and critical discourse. By taking the right steps forward in building this amalgamation it can happen. Other universities have taken this approach and not succeeded as they thought they would. Let us learn from them, listen to the artistic community, listen to the faculty members this affects most, and make choices that move us forward in way for success.

Sincerely,

Carla Orosz
Associate Professor, Drama

The draft proposal was shared with the College of Arts & Science on February 13, 2023, for discussion and feedback at a Special Meeting of Faculty Council on March 20, 2023. The following are the draft minutes of that meeting (motion for approval will be made at the next meeting, scheduled in May), and a more detailed summary of the discussion of the merger:

Meeting of the Faculty Council of the College of Arts and Science
March 20, 2022   2:15 – 4:00 pm, Zoom
Minutes

Voting Members:
Carin Holroyd (Chair); Alec Aitken; Leonzo Barreno; Jon Bath (DHead); Scott Bell; Lisa Birke;
Jill Blakley (Vice-Dean); Peta Bonham-Smith (Dean); Ron Borowsky; Dwayne Brenna; Joel Bruneau (DHead);
Sam Butler (DHead); Chantale Cenerini; Valery Chirkov; Krys Chutko; Jennifer Crane; Michael Cuggy;
Jorden Cummings; Dirk de Boer; Rainer Dick; Pam Downe; Chris Dutchyn; Carlos Egydio de Carvalho;
Lorin Elias (Vice-Dean); Gerry Farthing (Assoc. Dean, STM); Martin Gaal; Gary Gable; Jan Gelech;
Allyson Glenn; Peter Grant; Neil Hibbert (DHead); Jenna Hunnef; Mobinul Huq; Shahedul Khan;
Beverly Kobelsky; Martin Kohlberger; Amanda Lalonde; Simon Lambert; Jennifer Lang;
Keiran Leggo-Henderson; Zhi Li; Angela Lieverse; Yin Liu; Janeen Loehr; Rachel Loewen-Walker;
Enrique Lukong; Tammy Marche (Dean STM); Greg Marion; Ann Martin; Veronique Mathieu;
Dean McNeill (DHead); Debajyoti Mondal; jake Moore; Brent Nelson (DHead); Bram Noble (Vice-Dean);
Allison Norlen; Darrin Oehlerking (Assoc. Dean); Ella Ophir; Carla Orosz (DHead); Dave Palmer; Pete Pioli;
Steven Rayan; Bill Roesler; Gordon Sarty; Susan Shantz; Kathleen Solose; Chris Soteros; Artur Sowa (DHead);
Colin Sproat; Ian Stavness; Allyson Stevenson; Heather Szabo-Rogers; Deneh'Cho Thompson;
Christopher Todd (DHead); Megan Vandendriessche; Jim Waldram; Anne-Marie Wheeler; Yansun Yao

Non-voting member or designates:
Rachel Seargent-Jenkins (Assoc. Dean Libraries);

Staff and guests:
Ernie Barber, Jacquie Thomarat;

Joseph Anderson; Shawn Anderson; Dorothy Austen; Sandy Bonny; Jess Brown; Patrick Bulas;
Jenelle Butler; Robyn Corcoran; Alexis Dahl; Sharla Daviduik; Kieran Foss; Amy Gerein; Tara Hackl;
Peter Krebs; Renée Lipitzki; Cree Longjohn; Gail McKenzie; Sofia Mycyk; Banjo Olaleye; Wendy Quinton;
Spencer Smit; Amanda Terry; Lavina Watts; Kate Wilson; Larissa Wudrick; Sara Wurst

1. **Chair's Remarks –** Carin Holroyd, Chair of Faculty Council

    Faculty Council chair Carin Holroyd welcomed the meeting participants with the *Treaty Land Acknowledgement* and expressed her appreciation for a good turnout at the meeting.

    Chair Holroyd reminded the assembly that the primary purpose of the Special Meeting is to hear an update on the proposed amalgamation off the Fine Arts departments.

2. **Approval of the Agenda**

    Chair Holroyd asked for suggestions for agenda items. No additions to the agenda were proposed.

    MOTION (Brenna/Norlen) *that the agenda be approved as presented.*

    The assembly voted and **APPROVED** the motion.

3. **Approval of the Minutes: February 13, 2023**

    Chair Holroyd mentioned that the minutes were slightly edited a few days ago to clarify certain parts of the meeting record. The edited version was available four days before the Faculty Council meeting.

MOTION (Sarty/Bath): *That the minutes of the February 13, 2023 meeting of the Faculty Council be approved.*

The assembly voted and **APPROVED** the motion.

4. Business Arising from the Minutes

No Business Arising was discussed.

Attendance Poll

Chair Holroyd requested that the meeting participants respond to an attendance poll to establish the number of voting and non-voting meeting participants. The poll identified that 65 **voters** were present at this time.

5. Report of the Academic Programs Committees – Maggie Fitzgerald, Chair APC (BA, BFA, BMus); Jerry White, Chair APC (BSc); Kirsten Fisher, Chair APC (B.Sc. [BMSC]); Pierre-Francois Noppen, Chair APC (BA&Sc)

- **Decision Items**

  MOTION (FitzGerald/Elias): *That Faculty Council authorize the submission of the proposed Degree Level Certificate in Labour Studies to the Academic Programs Committee of Council.*

  The assembly voted and **APPROVED** the motion.

6. Proposed Amalgamation of Fine Arts Departments: presentation and Q&A

Dean Bonham-Smith presented PowerPoint slides about the amalgamation project. The slides addressed certain parameters of the proposed amalgamation:

- Project scope – infrastructure, policy, organizational structure,
- Project timeline to 2026
- Project implementation structure

Following the presentation, the discussions and questions focused on a number of aspects:

- Dean Bonham-Smith outlined a number of envisioned benefits of the proposed amalgamated entity regarding:
  - Broader faculty and staff complement
  - Combined financial resources
  - Efficiencies in departmental (School) administration
  - Faculty participation in college governance
  - Opportunities for student recruitment
  - Donor-eligible branding of the School

- Indigenization efforts are **not** the primary reason for the creation of the School. However, the School will participate in the Indigenization of college spaces, curriculum and personnel.
- Key performance indicators regarding teaching and RSAW outcomes will be determined by the School, and are expected to emerge from the current departmental standards.
- The new School will accommodate any future inclusion of Architectural Studies programs into its core structure.

- College Review Committee: a Fine and Performing Arts faculty representative should always be a member of the HumFa CRC constituent members and have input into the deliberations regarding Fine and Performing Arts faculty members.
- The University has the authority to determine the name of the amalgamated entity, but the amalgamated departments will be called upon to suggest their preferred name.
- The process for appointing an interim director will be established by the three affected departments after the amalgamation will be approved by University Council. The departments could create a search committee for this task. If the departments cannot suggest a suitable director candidate, the Dean can make an interim appointment for a six-month duration.
- The new School will have a combined total of 25.5 FTE faculty members. The School will operate like a large department with a future appointed director who will function like a department head of one of the larger Arts&Science departments. The three departments will be asked to determine the office location of the School director.
- The amalgamation is a College administrative matter. The Arts & Science Faculty Council will **not** have a vote to approve or reject the proposed amalgamation.
- An amalgamated School may create sufficient critical mass in terms of programming and student outcomes that the value of the Fine and Performing Arts. This could increase the visibility and perceived value and impact of the new School in an environment of Provincial grant funding outcome targets that discount the role of separate, small, fine arts departments.
- The School will operate under special provisions for budget allocations and faculty complements until 2026. Until that year, if the amalgamation goes ahead, faculty replacements will be made on a "one for one" basis, i.e. tenure track positions will replace tenure track positions.
- Approval of the amalgamation will be sought in May – June of 2023. If the approval is given, there will be a transitional year until June 30 2024 during which the organizational and administrative parameters of the School will be determined by the three departments.
- There is a probability that the School can attract donor funds for the enhancement of programs, scholarships or infrastructure in any one or all School programming streams. However, the disciplinary groups of Music, Drama, Art&Art History can also continue to pursue their specialized donor resources.
- The prospects of having a dedicated fine and visual arts building are low if the three departments remain separate. A school of Fine and Performing Arts however might attract sufficient donor funds that over time could help achieve the vision of a dedicated fine and visual arts facility.

7. Adjournment

MOTION (**Sarty**): *that the Faculty Council meeting be adjourned.*

The assembly voted and **APPROVED** the motion.

Next meeting: May 16, 2023 on Zoom

Special Meeting of Faculty Council
20 March 2023 at 1:30 pm
Arts 206 & Zoom

Summary of discussion of the proposal to amalgamate the departments of Art and Art History, Drama and Music:

Dean Peta Bonham-Smith noted that the full proposal had been circulated in advance of the meeting, and that she would not go through that proposal but instead give a short presentation and then focus on questions and feedback. The presentation included the project scope, committees which have been struck to study different aspects of the amalgamation (including their roles and status/activities), project timeline, and a summary of the goals and limitations of the amalgamation project. She reiterated her belief that the departments will have greater opportunity to attract new resources and to thrive as a single unit, relative to the same measures as three small departments.

Dean Bonham-Smith provided answers to some questions which had been submitted prior to the meeting:

1. Is Indigenization the primary reason for this amalgamation?
   No, it is not. However, as with all that we do as a college, Indigenization of our college spaces, curriculum, and personnel is a priority. Resourcing priorities of the college, including Indigenization, is an ongoing process and where deemed a priority to the college funding will be allocated accordingly. It is hoped that the Arts would be a leader in Indigenization on campus and in our external community.

2. What will be used as Key Performance Indicators and metrics to measure impact or teaching and RSAW in the fine and performing arts.
   The mandate of the Vice Deans Academic and RSAW includes supporting all faculty in their teaching and RWAW activities, including helping to find funding and support for interdisciplinary/collaborative RSAW as well as personnel support for all SSHRC and other agency funding opportunities. Support for teaching abroad as well as course development for in person or online course delivery is provided. Key performance indicators will be determined by the new, collective School – many are already identified in the current departmental standards.

3. How does amalgamation reduce administrative costs and reduce faculty administrative workload? It seems that faculty workload will actually increase.
   In a larger department, there should be less administrative load per faculty member. However, this depends on the administrative structure that the faculty of the School choose to create. The School can choose to have a single undergraduate committee with one chair and one rep from each program. They can also choose to have a single graduate committee with similar representation. The School can choose to have general meetings only once per month, rather than once per week.

   One concrete example of work that will decrease is the need to recruit faculty members from other departments to participate in career decisions/collegial processes for department faculty. The increased size of the School should be sufficient to populate these committees from within.

In addition, staff positions can be reworked to allow staff to specialize in particular areas, while still being cross-trained to provide backup support for vacation/leaves.

The School will need to carefully design internal governance structures which allow for appropriate delegation of authority and duties, so that each faculty member has more freedom to focus on the core mission of teaching and RSAW.

4. Could there be support for recruitment/enrolment in the fine arts similar to the Science Ambassador program?
   The Science Ambassador program primarily operates through sponsorships and donations, and stemmed from the NSERC WISE initiative by one of our female science faculty members. The members of the fine arts departments may want to investigate whether there are similar funding opportunities through SSHRC or other arts funding agencies.

   The college recently received funding from central to support two-year appointments for one Indigenous and one international recruitment specialist. These recruiters will seek to recruit students to all programs in the college.

   The fine arts are encouraged to recruit students in the best manner for their discipline, which may include interviews, auditions, portfolios, etc., and to provide a proposal to the Dean on how the college can support such activities.

5. A question was raised about "branding" of the School.
   The college has the expertise to support the branding of the new School. What will be need are the suggestions and input from faculty, staff and students. We will have to stay within the "physical branding" guidelines of the university regarding visual identity and logo as they pertain to schools, but looking forward to further discussion.

6. A question was raised highlighting the inadequacy of the current fine arts facilities.
   Agreed. While there is funding provided for renovation of a space(s) for the new director of the School and a meeting room for the School, there are no new funds to upgrade the current Arts Infrastructure. However, with one much larger School, rather thank three smaller individual departments, there will be more support within the funding/donor world for one state of the art building to house a School of the Arts (however it is named). Working together, I see a bright future for the arts on campus, which I do not see for the independent departments competing with each other for resourcing and individual funding.

7. A question was raised concerning whether the School would have some autonomy for seeking their own funding for activities such as Greystone Theatre sponsorships.
   Departments and hence the School are encouraged to seek out sponsorship opportunities and the College Advancement office and staff are here to support such opportunities, using their expertise to support such efforts.

8. A question was raised regarding the possible future inclusion of Architectural Studies and if this would impact current resources for the School.
   Any future addition of Architectural Studies would be an addition made in consultation with the members of the School, and would not impact the resources currently allotted to the

departments. At this time there is no indication from central that USask will be adding Architectural Studies in the near future.

Q: Jennifer Lang, Department of Music: We are hearing the message that the amalgamated unit will have a stronger voice, but there is a concern that this will remove all fine arts voices on some committees at key moments. On CRC, when a proposal from a member's home department is brought forward, that member needs to leave the room. Currently, members from other fine arts departments can advocate for members of the other fine arts departments. If all fine arts faculty are in one unit, will there be no one from a related discipline who can speak in these cases?

A: Not necessarily. The USFA Collective Agreement prohibits one individual from making a decision on a case file more than once (at both the department and college levels); rather than having the member recuse themself from the college-level discussion, that member could recuse themself from the department-level discussion so that they could remain present for the former.

Q: Greg Marion, Department of Music: Who has authority to name the new School?

A: Authority for naming resides at the university-level, though suggestions from the departments' faculty are welcome. No decision has been made, but work is ongoing to determine a thoughtful, future-looking name.

Q: Greg Marion: Is it correct to assume that there will need to be an Interim Director for the first few months after the School is created, and if so, how will appoint that director? Or, will the advertisement for a director happen before the School is created?

A: If there is an Interim Director appointed, the usual procedure in the USFA Collective Agreement will be followed; the Dean may appoint a Director for up to six months. But, if a search committee may be comprised of members of the three existing departments, it is possible that a search can happen in time to have a new Director in place for July 1, 2024.

Q: Gordon Sarty, Department of Psychology and Health Studies: How many faculty members will be in the School formed by the amalgamation? What is the difference between a department, a school, and a centre? Is it expected that other departments will be amalgamated?

A: There is a total of 25.5 faculty positions in the three departments. A "centre" is not an academic unit; both a department and a school are academic units. Schools are expected to be interdisciplinary, and there is a belief that there are unique branding opportunities for a school. There are no plans in place at this time to amalgamate other departments; no prediction for the direction of subsequent deans.

Q: Chris Soteros, Department of Mathematics and Statistics: As no motion has been brought forward, does that mean that approval of Faculty Council is not required? Would having a vote from the college not strengthen the proposal at University Council?

A: No motion is required, and none is sought at this time. Anyone wishing to support or oppose amalgamation will be free to do so at University Council when the motion is brought forward for decision. This meeting of Faculty Council has been called to receive feedback, and to provide an opportunity for people to have questions answered.

Q: Dwayne Brenna, Department of Drama: We have been told that there are no financial impacts of this change – is anything being done to ensure better funding for the fine arts?

A: The fine arts are not mentioned in the *Saskatchewan Growth Plan*, and the university does not yet know how it will be funded after 2024. Generally, senior administration references our university as a "U15 medical doctoral institution" and the arts are not mentioned. But, I am happy to note that the President recently mentioned the Department of Drama at a donor event in Palm Springs. The University has to align, to some degree, with what the provincial government sees as the future for the province; concern is that when there is a focus on graduating more doctors and nurses, it is not clear how the financially support the arts. Feel strongly that a larger unit will have a bigger voice to speak out, and that this is the only way to thrive in this province at this time and in this climate. The larger unit will have a better opportunity to raise profile of these programs, and the role of graduates in the arts community in Saskatoon.

Q: Dwayne Brenna: How does the amalgamation save money?

A: It does not, but it allows for better optimization of existing funds.

Q: Dwayne Brenna: I am concerned that we are not buying new ships, but rearranging the deck chairs.

A: I can only speak to the current climate, but I don't anticipate a change in the provincial government anytime soon. An amalgamated group will be better off than three departments continuing to compete with each other.

Q: Pamela Downe, Department of Archaeology and Anthropology: Is the expectation that the Director of the School will take on the work of the three current Heads?

A: The role of the Director will be the same as that of a department head, encompassing the same activities as those undertaken by a department head of any large department in Arts & Science. The School will be the third largest unit in the college. The Director will chair some meetings, but everyone can participate.

Q: Pamela Downe: I'm not sure that the breadth of activities in the School will be the same as in other large departments?

A: The department will choose an internal governance structure for themselves that will address the breadth of the work. Undergraduate and graduate committees can be structures to ensure appropriate representation.

Q: Alison Norlen, Department of Art and Art History: The timeline notes an "evaluation checkpoint" in 2026. What will the process be, and what will be looked at? Will there be an external team?

A: 2026 is the end of the period for which the new School will be "held harmless" in terms of positions (one for one replacement for faculty and staff), providing time for the new unit to be fully operational. It will be up to the faculty and/or dean at the time to determine if that is the appropriate time for an evaluation. There is a recognition that the ongoing program reviews are meant to be cyclical - 2026 may/may not be time to repeat such a review.

Q: Alison Norlen: Will the replacement positions be tenure-track positions?

A: Yes, if that is the type of position being replaced, and if the amalgamation is approved.

Q: Dwayne Brenna: Concerned that the Director and staff may be in a different location than faculty of the different departments, and that past experience with the Admin Commons showed that this did not work for faculty or students. How will the past problems be prevented?

A: There will be no staff losses. The unit will determine where best to place staff members to serve the amalgamated unit. The Director needs to be in a space that is best for all of the different locations of faculty, staff and students. If the amalgamated unit believe that additional resources are necessary to organize themselves, they will need to make their case to the incoming Dean. Agreed that the Admin Commons model did not work, which is why it was changed.

Q: Greg Marion: It sounds as though the decisions about how the School will be run will be made after it is already running (like building a plane when it is already in the air). How much of the structure, procedures, policies, etc. will be in place on day one?

A: Many decisions cannot be made until after approval of the amalgamation, and for that reason a pre-implementation year was built into the timeline. The members of the departments are encouraged to work together during that year to plan the governance/structure/operations for after the amalgamation. If we think back a few years ago when the college moved from having Divisions to not having them, the work to reorganize college operations all want on behind the scenes in the year before the change. A few things still needed to be changed after the implementation, but after a few months everything was running well. The departments will need to work as a team to get as much in place as possible for July 1, 2024.

Q: Sofia Mycyk, Sessional Lecturer, Department of Music: Though it was mentioned that it might be easier to get donations as an amalgamated unit, my experience has been that philanthropists often want to direct their funds to a specific area. Will donors still be able to do this?

A: Yes, donors will be able to direct their funds, with our guidance. It is easier to get donations for a unit if there is a building for that unit.

Q: Jorden Cummings, Department of Psychology and Health Studies: Will the transition year be accompanied by an increased workload for faculty? Will support be provided?

A: It is possible that there is be additional work in the pre-implementation year, but no every faculty member has to be on every committee. Ernie Barber will continue to provide support for the project. Once the School is running, if there is a willingness to delegate and spread the load across more people, the individual workload should be reduced relative to now.

Additional written submissions received after the proposal was completed:

UNIVERSITY OF SASKATCHEWAN

➤ College of Arts and Science
9 Campus Drive   Saskatoon SK   S7N 5A5   Canada
Telephone: (306) 966-4232   Facsimile: (306) 966-8839

April 4, 2023

To the Members of the Planning and Priorities Committee,

The following comments are informed by my experiences as the Department Head of Art and Art History but are my individual opinion and should not be considered as the consensus of the department. I have encouraged all of my faculty to individually submit their comments to you rather than attempting to write a single departmental statement.

I am voicing very cautious support for the proposed amalgamation, but do want to raise some serious concerns. The process in which this amalgamation was announced without any consultation with the departments was highly damaging for morale in the departments and immediately made many faculty and staff suspicious of the process. The reasons for the amalgamation have also shifted over time, and the Dean was never able to articulate exactly why this process was being undertaken or why the departments were not consulted before the amalgamation was announced. I also have some serious personal concerns that this process will increase administrative burdens on faculty, rather than its stated goal of reducing them, as we will need to add a variety of subcommittee meetings. Finally I do believe that the amalgamation stems from a fundamental misunderstanding about what we "do" in the Arts; my faculty's practices have very little in common with those in Music or Drama, and we collaborate more closely with other departments. We may all apply to the same funding bodies and grant BFA degrees, but by that logic all the Science departments should be lumped together. Finally, the geographic separation of the three departments on campus makes it hard to see this as anything but an amalgamation in name only.

However, I am still writing in support of the amalgamation. If the motives were truly nefarious, senior administrators could have continued to do what they had been doing previously with the Arts: ignoring us and letting our programs slowly wither in our crumbling facilities. I am hopeful that the stated goal of using this amalgamation to bring new attention to the Arts on campus will actually happen, and that the process will help correct some of the misunderstanding of others on campus of the value of having strong Arts programs. I am also hopeful that this increased profile will bring to light the weaknesses of many university metrics for resource allocation when it comes to the Arts. Finally, the commitment by the Dean of Arts and Science and the Provost for faculty replacement until 2026 is crucial as otherwise we could lose up to 30% of our faculty complement over those years, which would damage the department far more than this amalgamation. So I support the amalgamation and place trust in our senior leaders that they will follow through on the commitments laid out in the amalgamation document.

Sincerely,

Jon Bath
Associate Professor and Department Head
Art and Art History

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Peter Stoicheff, President and Vice Chancellor
	Kelly McInnes, Director Human Resources
	Darrell Mousseau, Vice-Chair, Planning and Priorities Committee
DATE OF MEETING:	June 15, 2023
SUBJECT:	**"A University for Everyone: Equity, Diversity and Inclusion Framework for Action" Endorsement**
COUNCIL ACTION:	Request for Decision

MOTION: *The Planning and Priorities Committee recommends to University Council the endorsement of "A University for Everyone: Equity, Diversity and Inclusion Framework for Action" at the University of Saskatchewan.*

BACKGROUND AND SUMMARY:

The Equity, Diversity, and Inclusion (EDI) policy was approved in October 2020. This document, the EDI Framework for Action has been developed as a guide to implement the policy.

CONTEXT AND BACKGROUND:

This was brought as a Notice of Motion to the May 18, 2023 University Council meeting and received feedback and questions at that time. Responses have been sent directly to the proponents.

ATTACHMENTS:
1.   USask Equity, Diversity and Inclusion (EDI) Framework for Action

A UNIVERSITY FOR EVERYONE
EQUITY, DIVERSITY AND INCLUSION FRAMEWORK FOR ACTION

UNIVERSITY OF SASKATCHEWAN

TABLE OF CONTENTS

A UNIVERSITY FOR EVERYONE

Dear Colleagues,

If a strategy is both a description of a desired future and an expression of a moment in time, the University of Saskatchewan's equity, diversity and inclusion (EDI) Framework for Action could not have arrived at a more decisive moment for our shared future.

Consistent with our University Plan: **nīkānītān manācihitowinihk | ni manachīhitoonaan,** this strategy underpins our aspiration to be the University the World Needs, because we cannot be that place unless we are a place for everyone.

This framework binds us ever more tightly to our **four guiding principles:**

▶ to the **diversity** of journeys that bring us closer to an enlightened understanding of the world

▶ to the **sustainability** of our relations with each other and with the land

▶ to the **creativity** that is sparked by a tapestry of experiences and journeys

▶ to the **connectivity** that energizes us and makes us resilient

A University for Everyone is not a static blueprint for the future; rather it is a living document requiring constant questioning, validation and refinement. It invites us to engage and to learn. We are advancing this framework in a dynamic environment, shaped by the changing needs of the University of Saskatchewan's many communities, by the EDI initiatives we are leading and will lead, and by an evolving understanding of EDI standards and practices.

This framework does not tick a box – it shows us the way. This framework will guide our university community in realizing our goal of an equitable, diverse and inclusive future for everyone.

The University of Saskatchewan is rooted in a commitment to building community by investing in a shared future. We aspire to be recognized for our warmth, collaboration and enduring capacity to pull together for the common good. We therefore have a shared responsibility to respond to this strategy with urgency. When each of us feels that we belong, we are respected, accepted and supported within our community, and we will create a better university, a better Saskatchewan and a better world with, by and for everyone.

Thank you,

Peter Stoicheff
President and Vice-Chancellor

INTRODUCTION

A university for everyone. The University of Saskatchewan aspires to be the university the world needs. This aspiration is borne of our bold optimism, our welcoming community and, our belief that together, we have the courage and determination to tackle humanity's greatest challenges. It is an outward-looking aspiration nourished by our strong Saskatchewan roots and relationship with the land. It is an aspiration irrevocably tied to the gifted Indigenous name of our University Plan 2025: **nīkānītān manācihitowinihk | ni manachīhitoonaan** ("Let us lead with respect").

It is also an aspiration that critically depends on action toward equity, diversity and inclusion (EDI). Through EDI we will help activate the **principles that are core to our University Plan:**

> ▶ we will achieve greater diversity, welcoming people on different journeys and pursuing a deeper understanding of humanity
>
> ▶ we will enhance sustainability, bringing mindfulness, respect and reverence to all our relations including with each other and with the land
>
> ▶ we will power creativity, open to the possibilities for growth and change that inspire imagination and invention
>
> ▶ we will strengthen connectivity, tied to each other by shared values, intentions and ambition

We took the first step by codifying our commitment to the principles of equity, diversity, human dignity and manacihitowin in our EDI Policy. We convened a Working Group and Advisory Committee embodying the perspectives of individuals across the gender spectrum, people with differing abilities, individuals who identify with the LGBTQ2S+ community, individuals who identify with Indigenous communities, individuals who identify as persons of color, and individuals with a wide range of spiritual beliefs. We consulted extensively with students, staff, faculty and leaders across our campus community to create our EDI Policy and subsequent Framework for Action. We listened and we learned.

This framework embodies the voices, experiences and expectations of marginalized and underrepresented communities. It is an expression of hope and courage – one that must be met by the courage and determination of a university community committed to becoming the university the world needs.

WHAT EQUITY, DIVERSITY AND INCLUSION MEAN TO US

As we continue our journey to create an equitable, diverse and inclusive university we must recognize that equity, diversity and inclusion mean different things for different people and that people come to this strategy with different degrees of understanding of the principles it aspires to advance. Therefore, to lay the foundation for this EDI framework, we hope to build a shared understanding of and appreciation for what the following EDI concepts mean to all of us.

	Definitions[1]	What it Means to the University of Saskatchewan & Our EDI Framework
Equity	Taking the range of human attributes and qualities into account and providing each individual with what they need to be successful.	We know that people at our university come from different countries, cultures and circumstances that can provide advantages or disadvantages—be it when applying for admission, gaining employment, being rewarded or realizing success. We must do everything we can do to ensure that each person has access to the opportunities and supports needed to have a fair chance of reaching their full potential in their academic and professional pursuits.
Equality	Providing each individual with the same or similar opportunities and ensuring fairness in processes and outcomes so that each individual has an equal opportunity to make the most of their abilities.	We acknowledge that current systems and structures can propagate inequities, racism and oppression across the university and we are committed to rebuilding these structures to ensure that we treat our students, faculty, staff and leaders in a way that is fair, just and free of bias, discrimination and prejudice.
Diversity	The range of human differences, including diverse talents, perspectives, backgrounds, worldviews, ways of knowing, skills, and abilities.	We are committed to building a diverse community of students, faculty and staff. Not only is this the right thing to do that reflects the communities that we serve but, when complemented by a commitment to equity and inclusion, it is the way to unlock the full potential of the curiosity, creativity and innovation that will drive academic, teaching and professional excellence across our university.
Manācihitowin	A Cree/Michif phrase that translates to 'let us respect each other'.	
Inclusion	Ongoing practice of embracing equity, diversity, and manācihitowin and taking action to create a supportive and welcoming environment.	We will foster a welcoming, engaging and respectful environment that ensures we are all able to freely express who we are, our opinions and our points of view. We will bring focus to the need to engage, integrate and empower greater diversity among our university's leaders and decision-makers.
Belonging	When each individual is supported, respected, and valued for their identity and unique traits that make them different from each other. Belonging is feeling part of a collective that is co-created by diverse individuals in the university community.	We want all students, faculty members, staff members and leaders to see themselves reflected in our EDI Framework and to feel that they are respected, accepted and supported within our university community.
Human Dignity	The right to be safe, valued, respected, and treated ethically.	Through our EDI Framework we will hold our staff, faculty, students and leaders accountable to upholding the fundamental and universal right of every human to be treated with a level of respect.

[1] The definitions for Equity, Equality, Diversity, and Intersectionality are from the Center for the Study of Social Policy's Key Equity Terms & Concepts document; the definition for Inclusion is adapted from this source.
The definitions for Belonging, Human Dignity and Manācihitowin are from the University of Saskatchewan's EDI Policy.

OUR STRATEGIC PRIORITIES

Our ambition is to be a university for everyone, one where we all belong and can flourish. To realize this ambition we will concentrate our efforts on advancing **six strategic priorities:**

1

Student Experience

Enrich the student experience by enhancing the diversity of our student body, appreciating this diversity, and creating environments that foster belonging for all students

2

Teaching and Learning

Integrate EDI concepts into our teaching and learning programming, services and activities and evolve our learning environments to be inclusive, accessible and supportive

3

Research, Scholarly and Artistic Work

Enhance our research excellence by integrating EDI concepts into research programs, activities and environments and encouraging those with diverse perspectives, worldviews and contributions

4

Employee Experience

Evolve our working environment and workplace culture by integrating EDI concepts into human resources and talent management processes, decisions and activities

5

Systems

Be intentional and proactive in challenging the status quo and changing our structures, systems, policies, procedures and processes to include EDI concepts

6

Physical Space

Create inclusive, supportive, accessible and safe spaces where everyone has the opportunity to participate meaningfully and experience a sense of belonging

Each strategic priority will be advanced by goals that will guide our efforts to embed and reflect EDI across our university. We recognize the needs of our community, the success of our strategies and understanding of EDI will change over the coming years. Therefore, we will leverage data, feedback, stakeholder engagement and continuous learning to inform the evolution of our actions to achieve impact.

Strategic Priority 1: **Student Experience**

To enhance the student experience in learning environments and campus life, we need a student body with a variety of perspectives and worldviews – supported by a community and an environment responsive to their diverse social and academic needs. This requires an authentic appreciation for the complex values, abilities, worldviews and aspirations of our student body and the creation of welcoming and safe environments that foster a sense of belonging.

Goals

▶ Enrich the student experience with a diversity of perspectives and worldviews among our student body

▶ Support and enhance academic and social programming, services, extracurricular activities and events that build inclusion and meet the unique needs of our students

▶ Engage with our student body to understand their diversity and address barriers to learning and participating meaningfully in all aspects of campus life

Strategic Priority 2: **Teaching and Learning**

We all need to be educators and learners in the EDI conversation in order to have the greatest impact. Building capacity to engage and advance EDI through taking responsibility for our own learning, and coming together to deepen our collective understanding and move to action, is key. We must create and sustain environments that support the many ways our educators and learners implement EDI.

Goals

▶ Ensure we implement the commitments and goals of our Learning Charter (2018) to create and foster inclusive learning environments

▶ Review and evolve teaching and learning programming, services and activities to reflect cross-cultural knowledges and experiences and foster inclusivity and intercultural understandings

▶ Create learning environments that are inclusive, accessible and supportive for our educators and learners

Strategic Priority 3: **Research, Scholarly and Artistic Work**

We must build a research community that includes a diversity of perspectives and worldviews that recognize EDI as key to enhanced excellence in innovation, learning, creativity and discovery. This requires a thoughtful approach to redefining what excellence in research means to the university, integrating the concepts of EDI throughout the research enterprise and uplifting those who offer diverse contributions.

Goals

▶ Enrich our research community with diverse perspectives and worldviews among our researchers and research teams

▶ Create and foster research environments and opportunities that are inclusive, accessible, supportive and responsive to the diverse needs of educators and learners

▶ Integrate EDI concepts into research structures, systems, policies, procedures and processes

Strategic Priority 4: **Employee Experience**

To enhance the experience of leaders, faculty and staff in our university community we require equitable and inclusive work environments that acknowledge EDI as key to enhanced excellence, innovation and creativity. The university's commitment to EDI must be reflected in our employment strategies (i.e., talent management), collective bargaining mandates, safety and wellness resources and our terms and conditions of employment.

Goals

▶ Enrich our environments by welcoming diversity of thought, perspectives and worldviews from our colleagues

▶ Integrate EDI concepts into employment strategies, collective bargaining mandates, safety and wellness resources and terms and conditions of employment

▶ Review and evolve our employment structures, systems, policies, procedures and processes to create a culture of belonging

Strategic Priority 5: **Systems**

Systems and culture are inextricably linked. Our systems include structures, policies, procedures and processes that contribute to creating and maintaining our culture, beliefs and values. To build an inclusive culture where we live, work, learn and discover we must intentionally challenge those systems that do not advance EDI and replace them. Creating systems that embrace EDI concepts will reinforce a culture of inclusion and belonging.

Goals

▶ Engage in an ongoing dialogue to promote understanding of EDI concepts, how to embody them and how to enact them individually and collectively

▶ Collect, apply and share quantitative and qualitative data, including stories and experiences, as a basis for understanding and informing change

▶ Critically reflect on and align our structures, policies, procedures and processes so that they support a culture of inclusion and belonging

Strategic priority 6: **Physical Space**

Ensure our physical space visibly reflects the diversity of our students, faculty and staff. To create and sustain an inclusive work and learning environment and enhance a sense of belonging we require physical and virtual spaces that are accessible and responsive to the diverse needs of students, faculty and staff.

Goals

▶ Reflect diverse identities in our visual icons, signage, artwork and ceremonies

▶ Enhance accessibility of our physical spaces

▶ Ensure dedicated and safe spaces for spiritual, social and wellness needs

FRAMEWORK FOR ACTION

This Framework defines our vision for a more equitable, diverse and inclusive university that will be advanced through our strategies and goals. Yet turning our vision into a reality will require us to be concrete and intentional about what needs to be done and how we need to do it. We will invest in people and resources to spearhead activities and efforts that will drive meaningful change across our university community. We will establish appropriate governance structures and ensure roles and responsibilities are clear to hold people – our leaders, in particular – accountable for leading the EDI Framework and implementation. We will commit to action to deliver on our EDI Strategy thereby creating a university for everyone.

We recognize that colleges, schools, departments, research centres, units and university groups are all starting at different points in their EDI journey and will need to chart their own path forward for success. Our approach will ensure that we gather around a shared vision for our future and that we integrate equity, diversity and inclusion across our university in a meaningful, collaborative and sustained way.

The framework for action is intended to provide a high-level blueprint to support implementation and defines a broad set of actions that will underpin the foundation for our moving forward. While the majority of identified activities or actions are unique to each stage of implementation, there are a core set of cross-sectional enablers that will be critical to realizing the objectives among all stages of implementation. An overview of the stages of implementation and activities that will help turn our EDI Framework into action are presented as follows.

Stage 1: Setting the Foundation for our EDI Framework

A critical first step in our EDI journey will be to take stock of where our university, colleges, schools, departments, research centres, units and university groups stand when it comes to equity, diversity and inclusion. This will require self-reflection/assessment to identify our current status, while identifying gaps and opportunities within our strategy. Engagement with our community is also key to understanding the many needs and barriers, as well as to supporting education and awareness-building around EDI.

Key activities defining Stage 1 include:

► Establishing appropriate governance and accountability structures for the EDI Framework, both at the university level and within individual colleges, schools, departments, research centres, units and university groups

► Investing in people, infrastructure (e.g., data/analytical capabilities) and resources (e.g., educational materials) to support implementation of the EDI Framework

► Forming diverse, tailored committees to lead reviews of policies, processes, systems and decision-making frameworks across all facets of the university

► Engaging in comprehensive reviews and taking an inventory of existing policies, processes, systems and decision-making frameworks

► Building awareness of EDI across the university community and encouraging participation and dialogue through outreach and education activities (e.g., seminars, workshops)

► Updating foundational policies at the university to reflect the university's EDI commitment

Stage 2: **Creating Change through Action**

Once we have set the foundation for the strategic priorities and goals in our EDI Framework, the next stage will be to develop, refine and implement new processes, systems and frameworks to help us achieve our EDI goals and, importantly, move toward a more equitable, diverse and inclusive university and community.

Key activities defining Stage 2 include:

► Updating and/or creating new systems, processes and frameworks based on the outputs of the reviews and assessments conducted in Stage 1

► Facilitating the creation of communities of practice (i.e., groups of people who share a common concern, interest or passion for equity, diversity and inclusion) with diverse representation and diversity of thought for knowledge-sharing and learning

► Creating and providing access to knowledge, resources and training opportunities to empower diverse groups and embed EDI principles

► Facilitating events, workshops and Town Halls that bring together the university community to build capacity and exchange knowledge around EDI best practices

► Revisiting people, infrastructure and resource needs and ensuring adequate investments to support and uplift the university's commitment to EDI

Stage 3: **Sustaining Progress**

In the long term, sustaining the impact of our EDI Framework will be predicated upon investing in an ongoing process of assessment, refinement and engagement in order to ensure that we are continuing to meet – and exceed – our EDI goals.

Key activities defining Stage 3 include:

► Assessing the impact and effectiveness of new policies, processes, systems and decision-making frameworks, and developing/refining these mechanisms and approaches as needed

► Continuing to invest in training, resource development and engagement efforts to sustain EDI across the university community (and beyond)

CROSS-CUTTING ENABLERS

In addition to the specific activities indicated across each stage of implementation, several additional activities are relevant to and will enable progress toward the goals of each stage of implementation. **Key cross-cutting activities and enablers include:**

► Collecting and sharing quantitative and qualitative data and monitor and report on the status of strategic priorities and markers metrics of EDI on a regular basis (e.g., semi-annually, annually)

► Reviewing resources dedicated to uplifting and supporting the EDI Strategy and its implementation, and making investments/commitments where needed to support this effort

► Recognizing and celebrating the achievements of traditionally underrepresented groups/people, individuals that lead EDI efforts across our university and broader community, and special occasions and events that are important to our community

► Strengthening existing and fostering new, meaningful partnerships with EDI champions at regional, provincial and national levels to support the university's EDI efforts

► Keeping our key guides at the forefront (e.g., UPlan, Living our Values Policy, EDI Policy and Indigenous Strategy)

IMPACT

Through our EDI Framework, we aspire to bring equity, diversity and inclusion to the core of the university and, in doing so, become a university for everyone – unleashing untapped potential for excellence in teaching, research and outreach. This work will lead to a bright future; but to get there we must be ready to do the difficult work. We will need to confront difficult truths, address complex problems and transform existing ways of thinking. This work will require flexibility and openness, but it will also demand clarity of purpose. Our knowledge and awareness are constantly expanding as we discover new ways of expressing ourselves and push the boundaries of human creativity and experiences. This work is urgent, but it will take time. We are on a journey that isn't leading to a fixed destination; rather it is revealing the complexity and beauty of human identity that is central to who we are and who we aspire to become.

UNIVERSITY OF SASKATCHEWAN

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UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Vicki Squires, chair, Planning and Priorities Committee

DATE OF MEETING: June 15, 2022

SUBJECT: **Annual Report to Council**

COUNCIL ACTION: **For Information Only**

The Planning and Priorities Committee (PPC) met on 15 occasions throughout 2022-23. The chair and some members of the committee also served on subcommittees of PPC (*e.g.*, the Centres Subcommittee) as well as on other University Council committees, including the Coordinating (*now* Executive) Committee, the Governance Committee, the Information Systems Steering Committee, and the Strategic Priority Steering Committee.

COUNCIL ITEMS

The PPC presented the following items to University Council:
- For Decision
    - Name Change – Department of Anthropology and Archaeology to Department of Anthropology
    - Name Change -Indigenous Land Management Institute to the kihci-okâwîmâw askiy Knowledge Centre and five-year renewal
    - Establishment – Department of Indigenous Health and Wellness in the College of Medicine
    - Change of reporting of the Toxicology Centre from the Office of the Vice-President Research to the School of Environment and Sustainability
    - Name change – Canadian Centre for Health and Safety in Agriculture to the Canadian Centre for Rural and Agricultural Health
    - Equity, Diversity and Inclusion Framework for Action
    - Proposal to Merge Departments of Art and Art History, Drama, and Music into new College-level School

STRATEGIC AND INTEGRATED PLANNING
The PPC received presentations and provided feedback on the following university-level initiatives and plans:

- Enrolment reports and enrolment planning;
- Resource allocation process
- Tuition rate setting
- University Plan 2023

UNIVERSITY POLICIES, FINANCES and CAPITAL
The committee considered the following:

- Microcredentials Development Framework and Pilot Programs
- Planning & Budgeting
- RCM Refresh
- USask Indigenous Strategy
- Strategic Priorities Government Funding Report
- Tuition and Fees 2023-24
- Resource Allocation 2023-24
- Uniforum
- Arts & Science project to combine the fine arts departments
- USask Senior Leadership Consultation with Indigenous Faculty and Staff
- University of Saskatchewan Budget
- Provincial and Federal Budgets
- USask Performance Framework
- Procurement Policy
- Capital Priorities
- Enrolment update
-

ACKNOWLEDGMENTS
I thank my Vice-Chair, Darrell Mousseau, and all the members of PPC who made time to read the supporting documentation and provided the biweekly meetings of the PPC with insightful and constructive commentary. The level of engagement in our discussions ensured that multiple perspectives from across campus were heard as part of our deliberations on items that came forward to PPC.

I again want to thank the PPC Executive for finding that additional hour in their busy schedules to meet and plan for agenda items that, in several cases, were challenged by rapid internal and/or external deadlines, and required the feedback from PPC to move forward in a healthy and timely manner. I offer special thanks to Jacquie Thomarat for her support of the committee and finally, I thank all of the outgoing members of PPC and wish them the very best.

Respectfully Submitted,
Vicki Squires, Chair, Planning and Priorities

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Darrell Mousseau, Vice-Chair, Planning and Priorities Committee (PPC)

DATE OF MEETING: June 15, 2023

SUBJECT: Provisional BRIDGE Centre in Edwards School of Business

COUNCIL ACTION: For Information Only

(Mousseau/Dick): *That PPC approve the provisional status BRIDGE Centre in the Edwards School of Business. This provisional status will see costs and expenses absorbed by the college, and is in place for a period of up to two years effective June 15, 2023.*

SUMMARY:
On May 31, 2023, Dr. Marjorie Delbaere, Associate Dean, Research, Graduate Programs, and Faculty Relations, Edwards School of Business, gave a presentation to the Planning and Priorities Committee (PPC) regarding a proposal for the BRIDGE (Business Research Integration and Development Group at Edwards) provisional centre. Due to the timing of meetings, her presentation to the PPC Centres Subcommittee meeting took place on June 1, 2023.

As stated in their application, the mission for the BRIDGE Knowledge Centre at the Edwards School of Business is to strengthen connections between researchers, industries, businesses, and community partners. Obtaining provisional status will allow the school to continue discussions with potential donors who might be interested in providing longer-term funding for the centre operations. After consultation with both the PPC Centres Subcommittee and the PPC, the above motion was put forward to the PPC, which was voted on and carried on June 7, 2023.

ATTACHMENTS:
1. Application for the Establishment of the BRIDGE Provisional Centre in Edwards
2. BRIDGE Centre Letter of Support

APPLICATION FOR THE ESTABLISHMENT OF A PROVISIONAL CENTRE

PROPOSED CENTRE NAME

The Edwards School of Business proposes to formally create a new knowledge centre. The name of the proposed centre will be ***BRIDGE: Business Research Integration and Development Group at Edwards***

NAME OF INTERIM DIRECTOR

Dr. Marjorie Delbaere, Associate Dean of Research, Graduate Programs, and Faculty Relations will act as the director of the centre until an interim director is appointed. The interim director will be a faculty member from the Edwards School of Business.

OBJECTIVES AND GOALS OF THE NEW CENTRE

The mission for the BRIDGE Knowledge Centre at the Edwards School of Business is to **strengthen connections** between researchers, industries, businesses, and community partners. We do this by conducting research that BRIDGEs the gap between theory and practice; fostering impactful research and knowledge co-creation that focuses on the role that research can play in advancing practice; developing relevant research and providing knowledge exchange through industry and community forums aligned with our school's core research areas; providing research support; and engaging in meaningful collaboration with communities. We envision that this mission will require achieving a balance between basic and applied research, while expanding efforts to translate, synthesize, and communicate the relevance of research results and findings for practitioners, communities, and stakeholder groups. Ongoing activities are proposed including a Research Network Hub, knowledge translation through various events and forums to engage industry and community and graduate student and post-doctoral mentorship.

Our vision is to be the first knowledge centre in Saskatchewan that is recognized nationally and internationally as a leader in responsible, relevant business research that connects researchers, businesses, and communities.

RATIONALE/NECESSITY FOR SEEKING PROVISIONAL STATUS

In formalizing the BRDGE centre, we would be better able to serve our professional, community and industry partners, to tackle real world problems that are relevant and meaningful for our key stakeholders. In turn, the centre would advance our position amongst business schools in the U15 group to be able to respond to challenges. At present, the Edwards School of Business does not have a formal research and knowledge creation arm within its current administrative and organizational structure to undertake the level of facilitation and coordination necessary to achieve the goals that the centre sets out to accomplish. To enable our success in strengthening connections with our industry and community partners, and enhance our knowledge through relevant research outputs, there is an urgency to launch a formal centre to support this work with a governance structure and support system in place.

Granting provisional status to the BRIDGE centre would allow the Edwards School of Business to pilot the concept of a knowledge centre and to judge interest in the business community for connecting and collaborating with faculty and students. Based on our preliminary consultations, the concept has been well received and appears to be attractive and beneficial to all groups involved, but we cannot yet say what the actual demand will be. Obtaining provisional status would also allow us to continue discussions with potential donors who might be interested in providing longer-term funding for the centre operations.

PRELIMINARY MEMBERSHIPS

Research Center Members:
- Associates: faculty members from Edwards (preliminary suggestions)
    - Dr. Joe Schmidt, Department of Human Resources & Organizational Behaviour (HROB)
    - Dr. Dionne Pohler, Department of HROB
    - Dr. Maureen Bourassa, Department of Management & Marketing (M&M)
    - Mr. Tyler Case, Department of M&M
    - Dr. Craig Wilson, Department of Finance & Management Science (FMS)
    - Dr. Shan Wang, Department of FMS
    - Dr. Regan Schmidt, Department of Accounting
    - Dr. Mark Klassen, Department of Accounting
- Affiliates: faculty members from other USask units (TBD)

EXTERNAL PARTNERS

Advisory Board Members:
- Internal: Managing Director, Associate Dean of Research, Director of Advancement
- External: 5 – 10 industry and community representatives drawn from among the following list of professional associations:
    - Saskatchewan Chamber of Commerce
    - Saskatoon Chamber of Commerce
    - Indigenous Chamber of Commerce Saskatchewan
    - North Saskatoon Business Association
    - Saskatchewan Professional Marketing Association
    - Chartered Professionals in Human Resources in Saskatchewan
    - Certified Professional Accountants of Saskatchewan
    - Chartered Financial Analysts Association Society Saskatchewan
    - Supply Chain Canada Saskatchewan

PROPOSED GOVERNANCE MODEL

The Centre will initially have a Managing Director who will hold a faculty appointment at the Edwards School of Business. The Managing Director will report to the Dean of the Edwards School of Business. The Centre will also have a Managing Committee and an Advisory Board.

The Managing Director will be responsible for managing the operations of the centre, including but not limited to overseeing the research centre's operations and managing its budget; supervising staff members; managing the research plan effectively and efficiently, ensuring that accepted standards of

research ethics are met; managing the space needs of the centre; establishing working groups or committees to provide appropriate guidance and advice in support of their responsibilities; preparing an Annual Report for the Dean. The management of the centre will be a part of the assigned duties for the Managing Director and their teaching load will be reduced accordingly, as approved by their respective Department Head and the Dean. The Managing Director will be appointed by the Dean, normally for a term of five years.

The Managing Committee will guide decision-making around key functions and core activities of the centre including research areas, technology support, and development, knowledge transfer, events and communications, center membership and project requests. The managing committee will be comprised of the following members:

- three faculty members;
- the chair of the Accounting Centre;
- the Managing Director;
- the Associate Dean of Research at Edwards.

The chair of the Accounting Centre will coordinate the communication with accounting firms and the accounting profession.

The Advisory Board will represent our external partners and will provide guidance on research focus areas and themes. The board will be comprised of between 5 and 10 industry and community partners. Members will be drawn from regional business associations, industry associations, professional associations, and community associations.

Once granted provisional status, the feasibility of the proposed governance structure will be examined to determine whether adequate oversight and support are in place. For example, is the proposed governance structure adequate in terms of quality control and relationship management? The governance structure for the full centre proposal will include these considerations.

ANTICIPATED AND SECURED FINANCIAL AND OTHER RESOURCES

- Secured funding
    - The Dean has committed to financing the managing director from operating funds. This cost will be approximately $150,000 per year.
- Anticipated funding
    - We anticipate receiving donor funds to assist with aspects of the centre, these include but are not limited to:
        - Research and Events Coordinator
        - Graduate students working in casual appointments
        - Faculty chair positions
        - Visiting professorships
        - Named conferences, lectures, and speaker events

o The BRIDGE centre includes the possibility of fee-for-service projects. If the centre's provisional status is approved, this avenue of revenue generation will be explored. Any fees received would be used to support payment to graduate students working on projects for the centre. We anticipate leveraging partner cash and in-kind contributions for external and Tri-Agency grants that would also aim to support student mentorship.

PROPOSED TIMELINE FOR OBTAINING FORMAL APPROVAL

The full proposal will be completed within the next year and is anticipated to be submitted to the Planning and Priorities Committee of University Council by fall 2024. During this time, consultations with internal and external stakeholders will continue. We will also use this time to reach out to potential donors to gauge interest in providing long-term funding to support the operations of the centre.

EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

April 17, 2023

Centre Subcommittee of Priorities and Planning Committee
University of Saskatchewan
Saskatoon SK

I am pleased to provide a letter of support for the *"Bridge: Business Research Integration and Development Group at Edwards"* centre.

This new knowledge centre will strengthen connections between researchers, industries, businesses, and community partners. It will enable individuals and teams to conduct research that bridges the gap between theory and practice. Moreover, it will develop relevant research and provide knowledge exchange through industry and community forums aligned with our school's core research areas.

The Edwards School of Business guarantees financial support to enable the development of this centre.

Best regards,

Keith A. Willoughby, Ph.D.
Dean
Professor, Department of Finance and Management Science
Edwards School of Business, University of Saskatchewan
Saskatoon, SK S7N 5A7
Phone: (306) 966-2128
E-mail: willoughby@edwards.usask.ca

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Darrell Mousseau, Vice-Chair, PPC
                            Airini, Provost and Vice-President Academic

DATE OF MEETING: June 15, 2023

SUBJECT: Annual Enrolment Update

COUNCIL ACTION: **For Information Only**

SUMMARY:

- The University Plan 2025 approved by Council in 2018 includes enrolment through:
    (a) Aspirations, towards which we are to track our progress:
        - *Distinguished Learners.* The world needs a university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
        - *Global Recognition.* The world needs a university that sets the standard in learning, …
    (b) Guideposts, which are enablers for the Aspirations:
        - Success in attracting the best students… across the globe;
        - amplified Indigenous student…recruitment and retention efforts; and
        - Growth in the recruitment of global … students to all disciplines

- The university's academic values (USask Vision, University Plan 2025) lead strategic enrolment management.
- The university's approved maximum enrolment is outlined in the Enrolment 2025 plan (See Appendix A of the LTSE Plan). USask goals include increasing our total student population, reaching a desired student mix between undergraduate, graduate and non-degree students, objectives pertaining to student diversity (International, Indigenous) and attracting students to our various academic programs.
- This past year USask maintained its record enrolment from 2021-2022. In the spring, summer and fall terms of 2022, the institution experienced transition-related impact particularly with continuing undergraduate students. Enrolment patterns stabilized and looked more predictable in the winter term.
- From an intake perspective, USask saw significant growth particularly with new incoming cohorts at the undergraduate level (+4.9%) and strong recovery and growth in international

student enrolment. These are positive trends considering future enrolment.

- Undergraduate enrolment remained stable overall with a small decline in current student retention. Cost of living factors may have impacted some students more than others this past year.
- Graduate student enrolment increased (+1.1%) for the third year in a row. Retention was very strong at the graduate level.
- Retention remained stable among all USask students. Compared to 2021-2022, retention improved with international students, and it declined slightly with Indigenous students.
- In the past year, enrolment of Saskatchewan-based students declined slightly and the number of out of province and out of country students increased. This was to be expected as many students stayed close to home during the pandemic.
- USask saw record international student enrolment this past year, 3634 students in total, which is 13.9% of our current total student population. Some of this can be explained with the lifting of travel restrictions and pent-up demand caused by the pandemic. However, current admission funnel trends indicate that enrolment growth in this area is likely to continue in the 2023-2024 academic year as well.
- India has now become the main country of origin of undergraduate international students, counting for 21% of all international students at this level. Other large source countries include Nigeria, China, Bangladesh and Vietnam. Our recruitment strategy continues to focus on diversification to mitigate enrolment risks related to international markets.
- At the graduate level, 19% of all graduate international students are currently coming from Iran. China, India, Nigeria and Bangladesh are the other four largest source countries. Political uncertainties are having an impact on international students more at the graduate level considering where our students are coming from.
- In 2022-2023 USask had 3241 self-declared Indigenous students, who make up 12.4% of our total student population. Indigenous student enrolment declined by 132 students and this was primarily due to continuing student attrition at the undergraduate level. At the graduate level, Indigenous student enrolment grew by 49 students.
- Teaching activity (3CUE) has come down slightly from the pandemic years. Reasons for this may include the return to primarily in-person studies, increased non-study commitments such as paid and unpaid work and a smaller number of online offerings.

ATTACHMENTS:
1. 2022-23 Preliminary Academic Year Dashboard (draft until the end of June, 2023)

ENROLMENT SNAPSHOT

TOTAL ENROLMENT

26,156

- 2018: 25,683
- 2019: 25,699
- 2020: 25,942
- 2021: 26,159
- 2022: 26,156
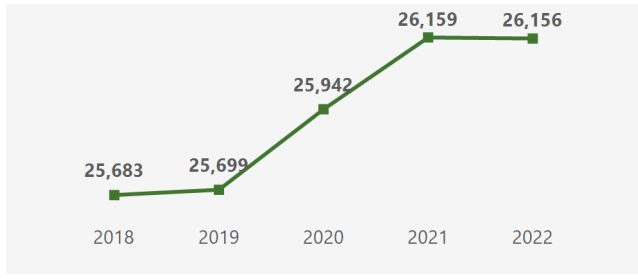
Undergrad	20,469	↓ -89	Grad Students	4,365	↑ 11
Non-degree	255	↓ -35	Med Residents	605	↑ 18
Undergrad VRS	301	↑ 53	Grad VRS	161	↑ 39

ENROLMENT BY COLLEGE/SCHOOL

	Undergrad		Grad Students	
Arts & Science	9,354	↓ 1.1%	967	↓ 0.9%
Education	2,206	↑ 1.1%	651	↑ 0.6%
Edwards School of Business	2,587	↓ 0.2%	241	↓ 1.2%
Engineering	1,671	↑ 1.0%	454	↓ 4.6%
Agriculture & Bioresources	1,379	↓ 1.4%	348	↑ 3.0%
Nursing	1,053	↑ 2.0%	268	↑ 11.2%
Kinesiology	748	↑ 1.5%	46	↓ 6.1%
Medicine	413	↓ 1.0%	364	↑ 6.4%
Veterinary Medicine	364	↑ 4.3%	191	↑ 4.9%
Pharmacy & Nutrition	462	↑ 1.8%	76	↑ 7.0%
Law	383	↓ 2.0%	26	→ 0.0%
Public Policy	<5		277	↑ 0.4%
Environment & Sustainability	5		218	↑ 1.9%
Interdisciplinary/Grad Other	-		210	↓ 1.4%
Public Health	-		180	↑ 3.4%
Dentistry	144	↑ 0.7%	9	↑ 28.6%

RETENTION — 84.2% UofS

Indigenous	69%	UofS
International	85.8%	UofS

Retention rate for first to second year students in direct entry programs.

TEACHING ACTIVITY ↓ 1.8%
(3 Credit Unit Equivalent)
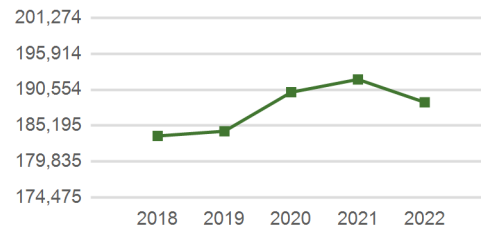
CONVOCATION 2022

4,423 ↓ 132

- Indigenous 11%
- International 13%

Doctorate	166
Master	792
Bachelor	2,969
Cert/Diploma	496

STUDENT ORIGIN

- SK Urban 69%
- SK Rural 31%

- Saskatchewan 65%
- Out of Province 18%
- International Origin 17%
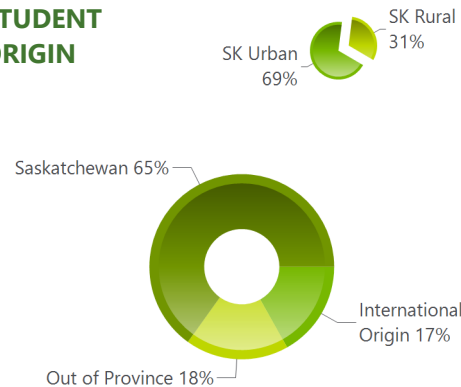
INDIGENOUS STUDENTS — 3,241 ↓ 132

- Undergrad 14%
- Grad 8%
- Inuit <1%
- Metis 44%
- First Nations 55%

- 2018: 3,318
- 2019: 3,444
- 2020: 3,479
- 2021: 3,373
- 2022: 3,241
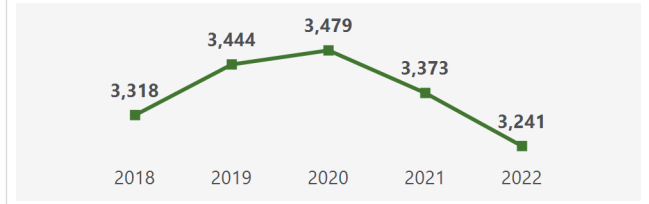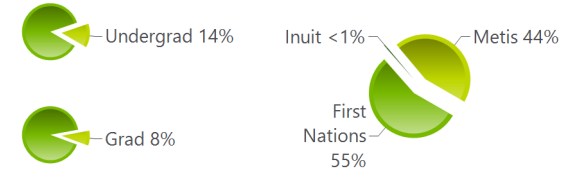
Undergrad	2,808	↓ 180	Grad Students	381	↑ 49
Non-degree	25	↓ <5	Med Residents	27	↑ <5

INTERNATIONAL STUDENTS — 3,634 ↑ 301

- Undergrad 9%
- Grad Students 35%

- 2018: 3,386
- 2019: 3,343
- 2020: 3,103
- 2021: 3,333
- 2022: 3,634
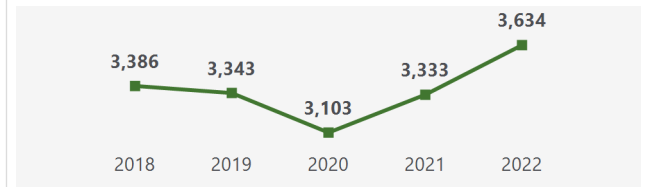
Undergrad	1,765	↑ 197	Grad Students	1,488	↓ 6
Non-degree	49	↓ <5	Med Residents	13	↑ 12
Undergrad VRS	207	↑ 62	Grad VRS	112	↑ 38

TOP FIVE COUNTRIES

Undergraduate			Graduate Students		
India	423	21%	Iran	306	19%
Nigeria	351	18%	China	185	12%
China	300	15%	India	152	10%
Bangladesh	144	7%	Nigeria	137	9%
Vietnam	82	4%	Bangladesh	102	6%

Total Enrolment

Description   A headcount metric that measures the distinct number of students registered in at least one class in the academic year.

Purpose   To inform on the levels and trends of enrolment in the academic year.

Academic Year   The time period from May 1 through April 31 in which student enrolment is reported. This includes spring, summer, fall and winter terms.

Enrolment By College/School

Description   Headcount broken out by colleges and schools for undergraduate and graduate students. The percentage measures the change of enrolment from the previous year to current year.

Purpose   To inform on enrolment headcounts and trends for colleges and schools.

Retention

Description   First to second academic year retention measures the percentage of full time, direct entry, undergraduate students who were enrolled in the previous academic year in any term, and are still enrolled in the following academic year in any term.

Purpose   This metric measures the university's success in retaining students from one academic year to the next.

Teaching Activity

Description   Teaching activity measures the number of students in classes in the academic year. Students who withdraw from class after the last day to drop are included in the count. The percentage shown measures the change of teaching activity from the previous year to the current year.

Purpose   To inform on teaching activity trends as an indicator of sustainability. The pie chart shows teaching activity across the four terms to inform on capacity.

Convocation

Description   The number of credentials awarded in a calendar year for the successful completion of an approved University of Saskatchewan degree or non-degree level program. The number of credentials awarded is higher than the distinct number of students who graduate because students can be awarded multiple credentials in the calendar year.

Purpose   Demonstrates student outcomes.

Calendar Year   The time period from Jan 1 for Dec 31 in which student qualifications are reported. This includes the spring and fall convocations.

Student Origin

Description   Student origin shows the percentage of students who came from Saskatchewan, other Canadian provinces or international countries based on students' high school, post-secondary, or admissions address.

Purpose   To inform on the diversity of the student population based on origin.

Indigenous Students

Description   The information on Indigenous students was developed using voluntary student self-declaration data. Self-declaration data is based on an individual's own determination of Indigenous membership to their Indigenous community which has not been verified as part of the self-declaration process. A university policy is in process for approval and will address Indigenous verification of membership/citizenship with documentation in fall 2022.

Purpose   To inform on the enrolment trends of Indigenous students and the diversity of the student population.

International Students

Description   International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students. The pie charts show the percentage of international students out of total students.

Purpose   To inform on the enrolment trends of international students and the diversity of the student population.

Top Five Countries

Description   A list of nations having the highest undergraduate and graduate international student enrolment as determined by the student's citizenship. The percentage shown measures the number of students from a particular nation as compared to the total number of international students.

Purpose   To inform on the diversity of the international student population.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Tamara Larre, Vice-Chair, Governance Committee

DATE OF MEETING: June 15, 2023

SUBJECT: **College of Nursing Faculty Council Bylaws Revisions**

COUNCIL ACTION: **MOTION**

That Council approve revisions to the bylaws of Faculty Council of the College of Nursing as shown in Attachment 2 and that Council's bylaws be amended accordingly, effective June 15, 2023.

SUMMARY:

The revisions to the College of Nursing Faculty Council were brought forward and approved in April 2023 within the college, as seen in the attachments provided. The Governance Committee met with Dr. Louise Racine, Associate Dean Research and Graduate Studies & Janet Luimes, NP Program, Academic Lead, on May 2, 2023, to discuss revisions approved by the College of Nursing Faculty Council to its Bylaws, and to ensure the revised bylaws remained in accordance with the bylaws of University Council.

Revisions to Faculty Council bylaws require approval by University Council at the recommendation of the Governance Committee of Council. A notice of motion to approve the revisions to College of Nursing Faculty Council Bylaws was brought to University Council on May 18, 2023.

ATTACHMENTS:
1. Summary of College of Nursing Bylaws Revisions
2. University of Saskatchewan College of Nursing Faculty Council Bylaws

Summary of College of Nursing Bylaws Revisions

PART ONE: FACULTY COUNCIL REGULATIONS

- **A. Constitutional Powers and Duties:** Addition of Roles and Responsibilities of Faculty Council as laid out in University Council bylaws to enhance clarity on roles/responsibilities without needing to refer back to University Council Bylaws
- **B. Membership:**
    - Part A of the membership (USask Executive Leadership) is established in University Council Bylaws and is consistent for all Faculty Council's at USask. All are non-voting except for the Dean of the College of Nursing and the Dean of the College of Graduate and Postdoctoral Studies
    - CON Specific Membership updated to include only those with direct relation to College (e.g., faculty, instructors, associate deans of CON, students; representatives from other schools may be invited/appointed as non-voting members)
    - Clarification that members on leave retain right to participate and are counted in quorum if they exercise this right and notify Chair
    - Addition that changes to membership require 2/3 majority vote (no number previously specified)
- **C. Appointment and Election of Members**
    - Removal of information about Deans/representatives from other College and Schools being appointed for 3-year term as they are no longer members of council but maybe invited as guests
- **D. Duties, Terms of Office, and Election of Officers**
    - Updated: Term "Secretary" replaced with "Recorder"
- **E. Procedures for Election of the Chair and Vice-Chair**
    - Greater clarity on procedures for electing Chair and Vice-Chair; rather than doing this at a FC meeting, Governance recommended it be done online to increase participation
- **F. Meetings**
    - Update that meetings occur 4 or more times per year; typically 2 times per term
- **G. Procedures and Voting**
    - Reorganized/arranged (e.g., That meetings run as per King and Kerr put first)
    - Only members of CGPS can vote on those matters moved here from section F.
    - Update that Voting done electronically (not by show of hands)
    - Update on procedures for voting outside regular FC meeting
- **I. Committees**
    - Removed Ad-Hoc Committees; rearranged order; Bylaws and Governance Committee (vs Bylaws)
    - Updated to include terms common to all committees such as recording of minutes and quorum
- **J. Records – no major updates**
- **K. Conflict of Interest – from University Council Bylaws** (note we cannot supersede what Council has determined to be process for Conflict of Interest)

PART TWO: STANDING COMMITTEES TERMS OF REFERENCE

- update that ***changes to committee TORs will be conducted once a year***, unless there is reason requiring differently.
- ***Bylaws and Governance Committee*** – change in name it "Bylaws and Governance" (previously Bylaws); addition of the Faculty Council Vice-Chair as per the recommendation of University Governance
- **Nominations Committee** – clarity that these members will be nominated by Bylaws & Governance Committee and elected by members of FC (as they can't nominate themselves); this is process recommended by University Governance office
- Removed reporting and quorum from each TOR as these are now captured in I. Committee which outlines common procedures for all standing committees of Council

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: June 15, 2023

SUBJECT: Nominations to the Nominations Committee 2023-24

DECISION REQUESTED:

> *That the slate of nominations to the Nominations Committee of University Council for 2023-24 be approved effective July 1, 2023, as attached.*

SUMMARY:

The Governance Committee is responsible for nominating members of Council to the Nominations Committee, as well as the Nominations Committee Chair.

The Governance Committee uses the same parameters as the Nominations Committee in the nomination of candidates to Council committees, per the Council Bylaws. The list of volunteers is also considered first, based on the annual call-for-interest. The Governance Committee met on May 31, 2023 to decide on nominees.

Nominees were contacted and all expressed an interest in serving.

ATTACHED: 2023-24 Nominations Committee List of Nominations

NOMINATIONS COMMITTEE

- Recommends nominations for Council committees and panels, search and review committees, some collective agreement committees and panels, and other vacancies.
- Membership restricted to members of Council (9 members), with no more than 3 members from the College of Arts and Science and no more than 2 members from any other college.

Name

Jill Bally	Nursing	2022- 2025
Eric Lamb (chair) - Exec	Ag/Bio (Plant Sciences)	NEED TO REPLACE
Scott Bell (vice-chair)-Exec	A&S (Geography & Planning)	2024
Veronika Makarova	A&S (Linguistics)	2024
Teresa Paslawski	Medicine (Rehabilitation Sciences)	NEED TO REPLACE
Yvonne Shevchuk	Pharmacy & Nutrition	NEED TO REPLACE
Jaswant Singh	WCVM	2021-2024 (extended)
Tom Steele	A&S (Physics)	NEED TO REPLACE
Keith Walker	Education (Ed. Administration)	2024

Appointments

Appoint Veronika Makarova as Chair for a period of one year starting July 1, 2023;

Appoint the following Council members to the committee for a term of 3 years starting July 1, 2023 OR until their term on Council concludes:

- Rachel Engler-Stringer – Medicine (Community Health and Epidemiology)
- Reza Fotouhi – Engineering (Mechanical Engineering)
- Pierre-Francois Noppen – Arts & Science (Philosophy)
- David Zhang – Edwards School of Business (Management & Marketing)

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Tamara Larre, Vice-Chair, Governance Committee
DATE OF MEETING:	June 15, 2023
SUBJECT:	**College of Arts and Science Faculty Council Bylaws Revisions**
COUNCIL ACTION:	**Notice of Motion**
	That Council approve revisions to the Bylaws of Faculty Council of the College of Arts and Science as shown in Attachment 1 and that Council's Bylaws be amended accordingly.

PURPOSE:
Revisions to Faculty Council bylaws require approval by University Council (Council) at the recommendation of the Governance Committee of Council. This is a notice of motion to Council to approve revisions to College of Arts and Science Faculty Council Bylaws in accordance with the requirement for a 30-day notice of any University Council Bylaws amendments. A request for decision on the proposed revisions to these bylaws will be presented to Council in the Fall of 2023.

SUMMARY:
The revisions to the College of Arts and Science Faculty Council were brought forward and approved in May 2023 within the college, as seen in the attachments provided. The Governance Committee met with Prof. Maxym Chaban, Chair of the Bylaws Committee, College of Arts and Science, on May 30, 2023, to discuss revisions approved by the College of Arts and Science Faculty Council to its Bylaws, and to ensure the revised Bylaws remained in accordance with the Bylaws of University Council.

ATTACHMENTS:
  1. Summary of College of Arts and Science Bylaws Revisions

MOTION : *That the Faculty Council approves the changes to the College of Arts and Science Faculty Council Bylaws in Part ONE, III 1 (b)., in Part ONE, III 5 and in Part ONE, III 6 as identified in clauses 1 to 4 of the circulated change details.*

 Purpose: (1 and 2) To define the group identity of potential A&S Faculty Council voting members from external academic entities. (3 and 4) To define the substantive subject matters and motions under consideration at A&S Faculty Council meetings on which members from external academic entities can cast a vote.

	Current version	Proposed
	Bylaws PART ONE, III, 1 (b)	
Clause 1	All full-time faculty, instructors and special lecturers from STM teaching courses recognized for the B.A., B.Sc. or B.A.&Sc. degrees (voting rights to be limited to matters set out in Part One, Section II. 2. of these Bylaws and all academic matters that affect B.A., B.Sc. or B.A.& Sc. programs in which STM offers courses)	All full-time Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers from St. Thomas More (voting rights are limited as per College of Arts and Science Bylaws PART ONE, III, 5).
Clause 2	All full-time faculty from Biomedical Sciences departments of the College of Medicine that offer B.Sc. (BMSC) degree programs through the College of Arts and Science (voting rights to be limited to matters set out in Part One, Section II. 2. of these Bylaws)	All full-time Professors, Associate Professors, Assistant Professors from Biomedical Sciences departments of the College of Medicine that offer programs through the College of Arts and Science (voting rights are limited as per College of Arts and Science Bylaws PART ONE, III, 6).
	Bylaws PART ONE, III, 5	
Clause 3	Voting rights of St. Thomas More faculty, instructors and special lecturers are specific to the terms of the federation with the College of Arts and Science and apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which affect B.A., B.Sc. or B.A.& Sc. programs in which STM offers courses.	Voting rights of St. Thomas More Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers are specific to the terms of the federation with the University of Saskatchewan. The rights apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which (i) affect fields of study in which STM offers courses that are included in the Major Requirement or that (ii) affect certificate programs in which STM offers courses.

	Bylaws PART ONE, III, 6	
Clause 4	Voting rights of Biomedical Science department faculty apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which affect the B.Sc.(BMSC) degree programs offered by the Biomedical Science departments through the College of Arts and Science	Voting rights of Professors, Associate Professors, Assistant Professors from the Biomedical Science departments apply only to those academic matters set out in Part One, Section II. 2. of these Bylaws which (i) affect fields of study in which these departments offer courses that are included in the Major Requirement or that (ii) affect certificate programs in which these departments offer courses.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Roy Dobson, chair, Governance Committee

DATE OF MEETING: June 15, 2022

SUBJECT: **Annual Report to Council**

COUNCIL ACTION: **For Information Only**

INTRODUCTION
The governance committee reports regularly to Council on changes to the Council Bylaws, changes to the membership of faculty councils, and the number of student appeals under Council's regulations governing academic misconduct and academic appeals. The full terms of reference for the Governance Committee can be found at: https://governance.usask.ca/council/committee/governance/index.php#Responsibilities

Each September the committee reviews and approves a yearly work plan which may include new initiatives or work on projects begun previously.

During 2022-23, the committee met monthly. The major matters considered by the committee during this period included the following.

UNIVERSITY COUNCIL ITEMS

The committee presented the following items to University Council:
- For Decision:
    - Academic Programs Committee Terms of Reference – Changes to include standing subcommittee to coordinate academic program approval processes
    - School of Environment and Sustainability (SENS) Faculty Council Membership
    - College of Graduate and Postdoctoral Studies (CGPS) Faculty Council Bylaws
    - Micro-credential Guidelines and Nomenclature Policy
    - College of Nursing Council Bylaws

- For Information:
    - Animals on Campus Policy

- o Annual Report of the Policy Oversight Committee 2021-22
- o Report on Student Appeals 2021-22 and 2022-23

OTHER ITEMS
The committee considered several other matters. These included:
- Interpretation of Council Bylaws – Council elections 2023-24
- Governance Committee role
  - o establishment, disestablishment, or amalgamation of departments, schools, and colleges
  - o establishment, disestablishment, or amalgamation of centres
- Representation of schools on University Council
- Equity, diversity, and inclusion training for nominations process
- Revisions to Council committees' terms of reference for role clarity
-

ACKNOWLEDGEMENTS
I wish to thank our committee vice-chair, Tamara Larre (Law) and all members of the committee for their time and effort. The contributions of all committee members, and their thorough preparation, solid insight and guidance into committee matters throughout the year, ensured that all actions could be presented with confidence to Council and/or other bodies, as appropriate. I am especially grateful for the strong input and support from the members of the Governance Office, specifically Julian Demkiw, University Secretary and Chief Governance Officer and Jacquie Thomarat, Director, University Governance.

Respectfully submitted,
Roy Dobson, Chair, Governance Committee

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Keith Da Silva, vice-chair, Academic Programs Committee
DATE OF MEETING:	May 18, 2023
SUBJECT:	**Academic Courses Policy**
MOTION:	*It is recommended that Council approve the changes to the Academic Courses Policy, effective September 1, 2023*

PURPOSE:
University Council has the authority to approve changes to academic policies.

CONTEXT AND BACKGROUND:
Assessment is a cornerstone of our educational practices, and powerfully influences student learning whilst providing a means of judging achievement of outcomes. The Academic Courses Policy prescribes university-level requirements for the assessment of student learning and has as core principles the optimization of learning opportunities for students and effective, fair and transparent process of assessment.

The attached proposed revisions to the Academic Courses Policy were developed by a joint working group of the Academic Programs Committee (APC) and the Teaching, Learning and Academic Resources Committee (TLARC) of University Council. The working group was created to examine key USask policies related to assessment to determine their fit with TLARC's evidence-informed assessment principles and related best practices in assessment in the U15 and higher education globally. The changes proposed here are a first of a multi-phased project. This first phase of changes focus on removal of potential barriers to evidence informed assessment while retaining the diverse assessment practices currently undertaken across USask.

These changes are an essential first step in achieving the fair and transparent assessment practices we seek (Learning Charter, 2018) and necessary if we are to achieve our aspirations regarding Indigenization and internationalization of teaching and learning and broader considerations of equity and inclusion.

The changes include:
- Changes to language in Section 1 (Class Syllabus) and throughout the policy from a focus on assignments and examinations to include assessment and to reflect the principle that marks should be related to achievement of outcomes whenever possible
- Embedding the principle of transparency and fairness in grading by including a definition of transparency (Section 6.1)
- Reducing repetition in the document
- Adjusting to section on final examinations to move from final examinations be scheduled automatically, to the need to request that a final examination be scheduled, recognizing that there are many and varied forms for summative assessment
- Modernization of language throughout as well as needed editorial changes

CONSULTATION:

The Academic Programs Committee reviewed the proposed changes at its April 19, 2023 meeting and commended the working group for taking these first steps at changing our policy on assessment and noted that it looks forward to further changes in the future. During the development of these changes, impacted units, as well as the Associate Deans, Academic were consulted. These changes were brought as a notice of motion to Council at its May 18, 2023 meeting and a question was posed about the continued role of colleges and departments in discussions regarding final examination. Adjustments were made to ensure clarity that colleges and departments continue to have a role in final examination scheduling.

ATTACHMENTS:

1.   Academic Courses Policy (with tracked changes).

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

Responsibility: University Registrar
Authorization: University Council
Approval Date: May 19, 2011; reapproved June 18, 2015; reapproved June 22, 2017; reapproved June 18, 2020; reapproved

Revisions

Permit the first day of final examinations to be one day after the last day of lectures (January 2012)
Delete the Withdraw Fail grade effective May 1, 2012 (March 2012)
Revise Course Syllabus section; additional section on Class Recordings (March 2013)
Revise Grading System section; clarification of grading deadlines (May 2017)
Revise Student Assessment Issues and Special Circumstances section; addition of "N-Grades" definition (May 2017)

Updates

Incorporate terminology used in the University Council policy on *Student Appeals of Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters* (December 2012)

Incorporate Academic and Curricular Nomenclature terminology on courses and classes (June 2016)

Purpose

The purpose of the Academic Courses Policy is to prescribe university-level requirements for delivery of academic courses and the assessment of student learning including conduct of examinations.

Principles

One of the primary purposes of a university is to optimize learning opportunities for students. The University of Saskatchewan encourages and celebrates innovation in class delivery and student assessment.

Assessment of student learning should be an effective, fair and transparent process which follows university, college, and department regulations so that students across the institution are treated respectfully and impartially. This includes accommodation for students with disabilities, in accordance with university policies and provincial legislation.

As articulated in the University Learning Charter, students will be provided with a clear indication of what is expected in a course or learning activity, and what is required to be successful in achieving the expected learning outcomes as defined in the course outline. Students must therefore receive prompt and constructive feedback on their learning progress at regular intervals throughout the course. Educators will ensure that assessments of learning are transparent, applied consistently and are congruent with learning outcomes. Feedback will be designed to both assess and enable student learning, With these

goals in mind, educators will solicit and reflect on feedback from students and peers and commit to building knowledge and skill in teaching practice for the purposes of continuous enhancement.

Scope of this Policy

This document incorporates all of the policies, regulations, and procedures relating to class delivery and student assessment which have been previously approved by University Council in various policy documents and reports.

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee Examination Regulations
April, 2001 Academic Programs Committee Policies for Reporting Final Grades
January, 2001 Academic Programs Committee Retroactive Withdrawal Policy
September, 1986 – University of Saskatchewan Grading Policy

It complements and maintains the principles expressed in the following documents:

June, 1999 Guidelines for Academic Conduct
June, 2007 Teaching and Learning Committee Student Evaluation of Instructors/Courses
December, 2009 Use of Materials Protected by Copyright
June, 2010 University Learning Charter
June 2011 Nomenclature Report
January, 2012 Academic Accommodation and Access for Students with Disabilities

Information and Communications Technology Lecture Capture

All regulations covering class delivery, student assessment, and examinations have been developed into a framework with three levels of authority and responsibility: university, college, and department. Within the framework of this policy, departments and colleges may develop additional regulations and procedures for class delivery and student assessment. For example, colleges and departments may develop their own template for the syllabus to be used by their instructors.

In colleges where there is an alternate approved Academic Calendar, regulations covering student assessment and examinations shall be developed by the college in a manner consistent with these university regulations.

All references to ""deans and "department heads" in this document would also equally apply to their delegates. All references to "departments" and "colleges" would also equally apply to schools.

Policy

The *University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning* covers policies, regulations, and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations

Section I. Class Delivery

Section II. Assessment of Students

Authority and Responsibility

Under the Bylaws of University Council (Section 3, VIII, 2), all matters respecting the subjects, time, and mode of the examinations and respecting the degrees and distinctions to be conferred by the University of Saskatchewan shall be provided for by University Council regulations.

Academic regulations at all levels shall be publicly accessible to all members of the university community. If a college or department has additional regulations, these must be made available to students through publicly accessible websites. Additionally, it must be communicated to students those additional regulations exist. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

University

University regulations will prevail in the absence of other college or departmental regulations. In the case of a discrepancy between university regulations and college or departmental regulations, university regulations will take precedence. Any college requesting an exception, change, or addition to these regulations is to submit a proposal to the Academic Programs Committee of University Council for approval.

Colleges and Departments

University Council, while retaining the final authority over assessment of student learning, delegates to

colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the departments of that college, and each department should establish any further instructions and policies for its members as necessary.

Instructors and Departments

It is the responsibility of the instructor and department head, or dean in non-departmentalized collegeto report final grades to the registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be submitted to and approved by the department head, or dean in non-departmentalized colleges.

Section I. Class Delivery

Our University <u>Learning Charter</u> encourages a multitude of educational experiences that contribute to growth in essential learning pursuits and the personal and professional interests of university community members. To accomplish this, educators need to be aware of the range of instructional methods and assessment strategies and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity. Additionally, teaching practice will support students in different ways of knowing and learning, including independently, experientially, and collaboratively. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students at the university.

1. Class Syllabus

Department heads, and deans in non-departmentalized colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college.

The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation). Instructor syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.

It is recommended that students also have online access to syllabi prior to the beginning of the class. After submission to the department head, or dean in non-departmentalized colleges, syllabi should be posted through learning management systems and/or publicly accessible departmental or other websites. Instructors who post their syllabus on publicly accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

1.1 Content of the syllabus

Instructors shall review the contents of the class syllabus with their students at the beginning of the class. The syllabus shall include the following:

- type and schedule of class activities
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements
- expected learning outcomes or objectives for the class
- method of evaluation, specifically final grade mode (e.g., Numeric, Pass/Fail, or Completed Requirements)
- the type and schedule of ~~term assignments~~
- the type and schedule of ~~mid-term or like examinations~~graded assessments
- notice if any ~~mid-term examinations or other~~ required class activities, including assessments, are scheduled outside of usual class times (with college permission) and how student time conflicts will be accommodated should they arise because of this change
- the structure and expectations of any final assessment. If there is a ~~length of the~~ final examination, specify the length in hours as well as its mode of delivery
- relative ~~marking~~ weight of all ~~assignments and examinations~~assessments or all outcomes
- consequences related to missed or late ~~assignments or examinations~~assessments

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- whether any or all work assigned in a class, or any outcome, is mandatory for passing the class,
- ~~or~~ whether there are any ~~other~~ college-level regulations that specify requirements for passing the class.

- ~~whether any or all work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other college-level regulations that specify requirements for passing the class~~
- attendance and/or participation expectations if applicable, how attendance and/or participation will be monitored and assessed, and the consequences of not meeting ~~attendance~~ expectations. Where possible, m~~M~~arks should be related to achievement of outcomes, and not solely ~~, and their contribution to the assessment process~~ on attending or participating in any form, regardless of quality. ~~Methods of assessing quality of participation should be identified in the syllabus.~~
- ~~participation expectations if applicable, how participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process~~
- whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory fees for software and/or applications, mandatory or optional excursions and the fees associated with these activities, etc.).
- experiential learning expectations if applicable, how experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process
- contact information and consultation availability
- course or class website URL, if used
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures

- explanation of copyright where it relates to class materials prepared and distributed by the instructor
- location of the *Academic Courses Policy* as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure
- information regarding support services that are available to students through the Teaching, Learning and Student Experience (TLSE) portfolio, Student Learning Services at the University Library, and colleges

Instructors are encouraged to use the *University of Saskatchewan Syllabus Template and Guide* to assist with satisfying the above requirements.

1.2 Changes to the syllabus after distribution

After distribution, a syllabus may only be changed if no student in the class objects to such changes and the department head, or dean in non-departmentalized colleges, is notified. Otherwise, methods, modes, and timing of assessment for all ~~assignments and examinations~~assessments must remain as stated in the syllabus: no major graded ~~assignment or examination~~assessment is to be newly assigned in a class and no changes to already set dates or the stated grade weighting of graded ~~assignments or examinations~~assessments or outcomes is permitted.

However, it may be deemed necessary to revise a syllabus in ways that impact the methods, modes, and timing of class work (such as competencies, assignments, examinations, weighting of grades, etc.) to address emergency circumstances that may impact academic programming. Such changes will be permitted only if they have been approved by the dean's office of the college of instruction. The reasons for the changes to the syllabus will be communicated to the students affected.

1.3 Change of final examination date

Once the registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean in non-departmentalized colleges.

2. Contact Hours and Availability of Instructors

As per *Nomenclature,* a ~~"traditional"~~ three credit unit ~~lecture~~ course involves approximately 30-39 direct ~~lecture~~ instructional course hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

2.1 Availability of instructor

Instructors should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

~~It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design, community-service learning, and internet-based courses. For~~

7

equivalent credit units, it is expected that both the instructors and students of these classes will regard the interaction, instructor availability and class workload to be equivalent to that of a traditional lecture class.

3. Student Attendance

Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).

Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of attendance may be defined differently in each instance.

Any attendance requirement that may result in grade penalties or other consequences must be explicitly stated in the syllabus.

3.1 Permission to attend and participate in classes

No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory, or tutorial assistants, and so forth).

Instructors of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by license for use by students. Instructors shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

3.2 No credit unless registered

Only students who are registered in a class can receive credit for a class.

4. Class evaluation by students

Improvement of class delivery is an on-going responsibility of all instructors. Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.

At the university, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All instructors have the responsibility to ensure that students have access to such an evaluation tool.

Department heads, or deans in non-departmentalized colleges, shall ensure that a process exists for instructors to receive student evaluations on a regular basis, and for arranging an opportunity for

constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

5. Class Recordings
The university is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.

Classes at the university may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of instructors, presenters, and students, and following the procedures listed below, the university supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.

5.1 Privacy, permission, and consent
The classroom is a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

5.2 Intellectual property and copyright
Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

5.3 Accommodation for students with disabilities
When an accommodation for recording lectures or classroom activities is authorized by Access and Equity Services, an instructor must permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording.

5.4 Definitions
Definition of "presenter"
For the purposes of this section, a presenter is defined as any individual who by arrangement of the class instructor will provide instruction to students in the class. In addition to the class instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

Definition of "classroom"
For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class but does not include study groups and other voluntary student activities.

Definition of "learning activities"

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.

5.5 Responsibilities of instructors and presenters

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

If such permission is refused by a student, the instructor will arrange for that student's image or voice not to be included in the recording.

5.6 Responsibilities of students

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor.

A student may record lectures without such permission only if the Access and Equity Services Office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared and would be deleted at the conclusion of the class.

5.7 Restrictions on use of classroom recordings

The use of recordings of classroom activities is restricted to use for teaching, learning, and research.

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation, and other activities related to teaching, learning, and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

5.8 Storage, archiving, and permission to use

Permission for any use of a recording of class and other learning activities remains with the instructor after the class term is ended. In a case where the instructor is no longer available to give permission for use of a recording, the department head, or dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

5.9 Special circumstances: clinics, training, art classes

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

Section II. Assessment of Students

6. Grading System

6.1 Fairness

Students need to be assured of fairness and transparency in grading. Transparency includes specifying what an assessment is measuring, the relative importance of assessments in demonstrating course outcomes, and the clear criteria for success on individual assessments. Assessments should evaluate concepts, skills and processes that are the main focus of the course outcomes and the instruction.

University

The University of Saskatchewan shall periodically review methods of student assessment and shall include student consultation when doing so.

College

Each college will set out regulations and guidelines governing methods of assessment permitted, final or any other examination requirements, including whether a student may obtain credit for a class even if they have not written or passed the final examination, and any limits on the relative weighting of final examinations or any other term work.

Each college should establish adequate procedures for setting these guidelines and assessing applications for exceptions.

Department

Departments and non-departmentalized colleges shall periodically discuss grading patterns and trends and reach a common understanding about what appropriate grades at all levels of their discipline should be. It is the responsibility of the department head, or dean in non-departmentalized colleges, to ensure that grading is fair and transparent.

Appeal

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a mid-term or final examination, shall follow the procedures set out in the University Council policy on *Student Appeals of Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters*.

6.2 Weighting in class grades

Timely feedback is an important part of the educational experience. Assignments will be assessedAssessments will be graded and returned to students with feedback in a timely manner, so that

students have a reasonable opportunity to learn and improvemake changes based on the feedback before they are assessed again..

Each assignment and examination will be scheduled according to information provided in the class syllabus unless otherwise agreed by the instructor and students.

The relevant weight of assignments and examinationsassessments in determining the final grades will be specified on the class syllabus. The weighting of individual questions on any examination also needs to be specified as part of the examination.

The class syllabus will specify whether any or all work assigned in a class or any outcome is mandatory for passing the class, oras well as whether there are any other college-level regulations that specify requirements for passing the class.

The class syllabus will specify whether the assignments and examinations are mandatory for obtaining a passing final grade in the class.

6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless separate approved college regulations exist. Exceptions to the grade descriptors below require council approval:

Definitions

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among colleges.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

90-100 Exceptional

A superior performance with consistent strong 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.

80-89 Excellent

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.

70-79 Good
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

60-69 Satisfactory
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

50-59 Minimal Pass
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.

<50 Failure
An unacceptable performance.

IP Grade: A placeholder grade applied to a class that spans multiple terms. The final grade, which indicates class completion, and full credit units are only awarded in the last term of the class.

College of Dentistry
In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Dental Medicine (D.M.D.) program in the College of Dentistry.

College of Graduate and Postdoctoral Studies

In May 1996, separate literal descriptors were approved by University Council for the grading of classes in the College of Graduate and Postdoctoral Studies [IR1][TN2][DJ3]

College of Medicine

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Medicine (M.D.) program in the College of Medicine.

College of Pharmacy and Nutrition

In January 2023, separate literal descriptors were approved by University Council for the grading of numerically-graded Pharm.D. classes in the College of Pharmacy and Nutrition[WS4].

University

The registrar will record and report final grades in all classes according to the grade descriptors outlined above, unless an exception has been approved by University Council.

All student grades in all classes must be reported in a timely manner, according to procedures established by the registrar.

College

Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors. Grade modes must not change once registration in a particular class has begun.

Unless approved by the college, all sections of a given course must adhere to the same system of assessment, either a percentage grading system or a pass-fail assessment system.

Exceptions

University Council will receive and evaluate requests from colleges desiring exceptions to the above grade descriptors.

6.4 Academic grading standards

College

College regulations govern grading, promotion, and graduation standards. Students should refer to the appropriate college sections of the *Course and Program Catalogue* for specific requirements.

6.5 Average calculations

Each college is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue.

Calculation

To distinguish whether these averages have been computed for the work performed by the student in a

session, or in a year, or for their total program, the terms sessional weighted average, annual weighted average, and cumulative weighted average are frequently used.

Sessional weighted averages are calculated from classes taken in Fall Term and Winter Term, annual weighted averages are calculated from all classes taken in a year, and cumulative weighted averages are calculated from all classes taken at the University of Saskatchewan.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

Example of calculation of a student average:

Class	Grade	Credit Units	Weighted Marks
ENG 111.3	83	3	249
MATH 110.3	87	3	261
PSY 121.3	97	3	291
POLS 111.3	98	3	294
INDG 107.3	92	3	276
BIOL 120.3	81	3	243
WGST 112.3	93	3	279
CREE 101.3	96	3	288
CHEM 112.3	87	3	261
ASTR 113.3	91	3	273
Total		**30**	**2715**

Weighted Average (2715/30) = 90.5%

6.6 Grading deadlines
Final grades should be released to students in a timely way, both for the benefit of the students and to assist university business processes such as Convocation.

Final grades will be submitted and approved according to procedures established by the registrar. For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall Term and Winter Terms are also reported to the registrar and released to students.

Final grades in all classes are to be submitted and approved:

- no later than the end of the final examination period for standard term classes in a given term with no final examination, and for mid-year examinations in 100-level, two-term classes offered over the Fall Term and Winter Term; or
- within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations including final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations; or
- five business days after the end of the class for open learning classes without a final examination.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their department head, or dean in non-departmentalized colleges. The instructor will also notify both registrar and the students in the class as to the anticipated date of submission.

Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the registrar.

The registrar shall notify colleges of any final grades not submitted by the grading deadlines.

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a department head, or dean in non-departmentalized college.

University
Only the registrar may release official final grades. The registrar will post final grades electronically as they are received.

The registrar will communicate with instructors who have not met the above deadlines but who have not notified the registrar.

Department
Final grade submission and approval is a two-stage process, with responsibility shared between the instructor, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.

If instructors wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the department head, or dean in non-departmentalized colleges, they will be submitted electronically according to procedures established by the registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the department head, or dean in non-departmentalized colleges.

For off campus and distributed learning classes where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the registrar.

7. Examinations

~~Students will be examined and assessed, either during the term or during the final examination, on knowledge and skills taught either directly or indirectly (such as through class reading assignments) on class materials covered during class presentations.~~

There will be alignment between class learning objectives and outcomes, instruction, and the assessment plan for the class, of which examinations may be a significant element.

7.1 Methods and types of examinations

College
University Council, while retaining the final authority over assessment of student achievement, delegates to colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the college and the departments of that college.

It should be noted, however, that web-based classes must conduct web-based examinations, unless approved by the registrar as an exception.[TN5][DJ6]

Department
Each department should establish any further instructions and policies for its members. Each department will establish, within the regulations and guidelines set out by the college, examination methods and the relative weighting of final examinations. These department limitations must be approved by the college.

Cross-college and interdisciplinary courses
In courses provided by a department of one college for students in another college, the examination regulations of the teaching department will have precedence unless alternative arrangements have been negotiated between the teaching department, its own college and the other college. In the case of an interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

7.2 Mid-term examinations and assignments

Scheduling
Mid-term examinations and other required class activities shall not be scheduled outside of regularly scheduled class times, including during the final examination period, except with the approval of the college. For graduate classes, the College of Graduate and Postdoctoral Studies is the approving authority.

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times requires college approval and must be noted in the class syllabus, so that students have fair warning of such scheduling.

Any resultant conflicts with mid-term examinations for other classes, other registered class activities, or any other scheduled university-related business that a student may be involved in will be accommodated at an alternative time. The instructor responsible for the conflict, or this instructor's home college, must facilitate the accommodation, through consultation with the student. Denials of such accommodation may be appealed to the dean's office of the college authorizing the non-standard scheduling, in consultation with the student's college (if in a different college from that of the class) if necessary.

Number of examinations
Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their college. Colleges may establish additional regulations regarding the number of mid-term examinations a student can sit in any given period to time.

7.3 Final examinations

a. ~~Modification of requirement~~Intention to hold a final examinatioExpectations for selecting to have a final examinationn ——
Final examinations, like other forms of final assessment, should give the best possible information about a student's level of success in learning the course outcomes or objectives. Colleges determine how and if final examinations will occur and instructors should consult colleges level procedures and processes when planning final assessments. For example, cColleges determine whether students will be permitted to pass a class if they have not written the required final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written a required ~~the~~ final examination. In order to be transparent, aAny requirement that a student must write and/or pass athe final examination to pass the class must be stipulated in the class syllabus.

With the approval of the college and the department, an instructor may change the form of final assessment for a class section from that approved and built in Banner~~the final examination in a class may be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the literal descriptors~~. ~~The registrar must be notified of all examination exemptions for classes scheduled by the registrar prior to the beginning of a term so that final examinations are not scheduled for such classes and examination rooms are not assigned.~~

b. Final examination period and scheduling of final examinations ——

Scheduling

The registrar schedules all final examinations. This includes take-home final examinations, as well as, regular and special deferred final examinations, and supplemental examinations. The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the

Instructors must complete an Exam Information Sheet to indicate scheduling preferences, available on PAWS during the first week of the term, to have a final examination scheduled. The registrar will post the schedules of final examinations as early in a term as possible.

Classes identified as having a primary schedule type of LAB (Laboratory) or TUT (Tutorial) will not be scheduled for a final examination ~~and will not appear on the transcript~~even if a final examination is requested.

~~The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's *Academic Calendar*, or for deferred and supplemental examinations, in such cases where colleges want to schedule and invigilate their own.~~

Change of final examination date
Once the registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean in non-departmentalized colleges.

Examination period
For the Fall Term and Winter Term, the final examination period shall commence on the day following the last day of lectures for that term.

Final examinations for evening classes can occur in any night examination slot or anytime on a Saturday. Common final examinations between day and night classes can only be accommodated in a night examination slot or on a Saturday. For Spring Term and Summer Term, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

Final examinations must be scheduled during the final examination period for final examinations scheduled by the registrar in that term. In very unusual circumstances, the registrar may schedule a final examination outside the examination period on the recommendation of the instructor and department head, or dean in a non-departmentalized college.

Duration
Writing periods for final examinations usually start at 9 am, 2 pm, and 7 pm. Six credit-unit classes will normally have final examinations of three hours duration. Classes of fewer than six credit units will normally have final examinations of two to three hours.

However, it is recognized that colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons, or if the final examination is

conducted online. Such departures from the approved time duration should be done in consultation with the registrar.

Weekends and evenings
Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. No final examinations are scheduled on the Saturday following Good Friday.

Final examinations for day classes can be scheduled in the evening. In the case of common examinations between day classes and evening classes, the final examination will be scheduled either in the evening or on a Saturday.

24-hour rule
The registrar will arrange the schedule so that no student writes more than two final examinations in one 24-hour period.

For example, if a student has final examinations scheduled in three consecutive examination periods - such as on day one at 2 pm and 7 pm, and on day two at 9 am - the registrar will move one of the examinations.

If a student has final examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on day one at 2 pm and 7 pm, and on day two at 2 pm and 7 pm – the registrar will not move any of the examinations.

Conflicts for common examinations
Any student conflicts created by scheduling common final examinations between two or more classes will be accommodated by the instructors of those classes.

Warning about other commitments
Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other professional or personal commitments for this period.

Warning about withdrawal
Students cannot withdraw from a class after the withdrawal deadline for that class.

7.4 Conduct and invigilation of examinations
All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the *Regulations on Student Academic Misconduct* and the *Standard of Student Conduct in Non-Academic Matters*. Invigilators shall familiarize themselves with all related regulations and policies.

Invigilation
Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much that it is possible it is the responsibility of the instructor and the department head, or dean in non-departmentalized colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the department head or dean.

It is recommended that a department, or non-departmentalized college, supply enough invigilators as is appropriate for the size of the class, depending on the nature of the examination.

Invigilators may use a seating plan for their examinations which requires students to sit at a particular desk or table. In addition, invigilators may move any student to another desk or table in the examination room at any time before or during an examination.

Proctors provided by the registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by Access and Equity Services, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce these regulations as the instructor of the class. However, in such invigilation circumstances, proctors cannot be expected to provide answers to questions specific to the examination in the same manner as the class instructor.

30-minute rule
Students should not be allowed to leave the examination room until 30 minutes after the start of the examination. The invigilator may also deny entrance to a student if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their college for a deferred final examination; such application will be subject to consideration under the usual criteria for that college.

Except for use of the washroom, invigilators can, at their discretion, deny students leave of the examination room for a period prior to the end of the examination. Students who are finished during this time should remain seated at their desk or table until the invigilator informs the class that the examination is over, and they can leave.

Identification
Students sitting for examinations are required to confirm their identities by providing their student identification (ID) numbers and names on their examination papers, and by presenting their university-issued student ID cards during the examination and upon signing the tally sheet when leaving the examination, or both.

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional government-issued photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other

acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the *Regulations on Student Academic Misconduct*.

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the *Failure to Produce Proper Identification at an Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the *Regulations on Student Academic Misconduct* and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation

Invigilators need not require identification if the student's identity can be vouched for by the instructor.

To assist with identification, students wearing caps, hats, or similar head-coverings of a non-religious or cultural nature can be asked to remove them.

Invigilators are permitted to take a photograph of any student if there is any question about the student's identity. Invigilators should take a photo in such a manner as to not cause a disruption in the examination room and respects the religious/cultural beliefs of the student. The registrar will arrange for any photographs taken by invigilators to be compared to student ID photos of record. Photographs will only be used for the purposes of verifying the identity of the student and will not be used or disclosed for any other purposes and will be retained in a secure manner for a limited period of time.

Invigilators are also permitted to take the student ID card of any student whose identity is in question.

7.5 Access to materials in the examination room
Students should bring only essential items into an examination room. Personal belongings such as book bags, handbags, purses, laptop cases, and the like may be left, closed, on the floor beneath a student's chair or table or in an area designated by the invigilator; coats, jackets, and the like may be placed similarly or on the back of a student's chair. Students should not access any such personal belongings except with the permission of and under the supervision of the invigilator. Students should not collect their personal belongings until after they have handed in their examination. The university assumes no responsibility for personal possessions lost in an examination room.

Students shall ~~not have in their possession during an~~follow the rules of the examination ~~any books,~~as defined by the instructor, including what resources and materials ~~they can use~~are permitted during an examination and what can be taken with them when they leave the room. ~~papers, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, etc.), or any other materials except as indicated on the examination paper or by permission of the invigilator. Students may not take anything with them if they are granted permission to leave the room by the invigilator.~~

~~For examinations requiring the use of a calculator, unless otherwise specified by the invigilator, only non-programmable, non-data storing calculators are permitted.~~

~~For examinations requiring the use of a computer and specific software, unless otherwise specified by the invigilator students may not access any other software or hardware.~~

~~No unauthorized assistance~~
Students shall have no <u>unauthorized</u> communication of any kind with anyone other than the invigilator while the examination is in progress. This includes not leaving their examination paper exposed to view by any other student.

7.6 Permission to leave the examination room
Students who need to leave the examination room for any reason require the permission of the invigilator. Invigilators may use a sign-out/sign-in sheet for students who are given permission to leave the examination room and may record the amount of time a student spends outside of the examination room, frequency of requests to leave, etc. Students must leave their examination paper, examination booklets, and any other examination or personal materials either in the custody of the invigilator for retrieval upon their return, or at the desk or table they were writing at, as per the invigilator.

Normally, only one student should be permitted to leave the room at one time. This prevents a student from discussing the examination with other students and enables invigilators to be aware of the whereabouts of their students.

Invigilators may choose to escort students to and from washrooms at their discretion and can check washrooms for indications of academic misconduct (e.g., hidden notes or materials, books, or other papers, etc.). Invigilators may designate a nearby washroom for use by the students during the examination. However, invigilators may not deny students access to washrooms.

Students who have completed their examination are not permitted to leave the examination room until they have signed out and provided their student ID number on a university tally sheet confirming their attendance at the examination and their submission of the examination paper, examination booklets, and any other examination materials.

Emergency evacuation of an examination
If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the registrar at the earliest practical date and time.

7.7 Food and beverages
It is at the discretion of the invigilator whether food or beverages are permitted in an examination room, unless required for a medical purpose.

7.8 Protocols for an academic misconduct breach
Where there are reasonable grounds for an invigilator believing that a violation of the *Regulations on Student Academic Misconduct* has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic

misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.

- once examined, any personal belongings (e.g., cell phones, textbooks, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the *Regulations on Student Academic Misconduct* and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if considered reasonably necessary, invigilators may take a photograph of the student.
- if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room; if practical, any conversation with the student should take place outside of the examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair, and eye colour, eyeglasses, identifying features, etc.)
- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the *Student Academic Misconduct Regulations* could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not the same) of the circumstances and turn over all the evidence available. If that the instructor is not available, the invigilator will inform the appropriate dean.

7.9 Retention and accessibility of examination materials and class syllabus
All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the department, or college in non-departmentalized colleges, for a period of

at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

For details regarding accessibility of examination papers please refer to the policy on *Student Appeals of Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters*.

7.10 Retention of examination materials during the examination

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

7.11 Additional invigilation standards

It is recognized that departments and colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each college and department the responsibility and authority for setting additional standards for invigilation appropriate to their college or department and in compliance with university policy and federal and provincial legislation.

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

- Pass/Fail/In Progress (P/F/IP)
- Percentage/Numeric/In Progress (0-100/IP)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- Audit (AU)
- No Credit (N)
- Not Applicable (NA)
- Withdrawal (W)
- Withdrawal from Audit (WAU
- Aegrotat Standing (AEG)
- In Progress (IP)
- No Grade Reported (NGR)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)

- Special Deferred Final Examination Granted (SPECDEFG)
- Supplemental Final Examination Granted (SUPPG)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

8.2 Withdrawal
If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

8.3 Retroactive withdrawal
A retroactive withdrawal from a class can be granted by the college when a student has received a failing grade in a class due to serious personal circumstances. It does not matter whether the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the university, has made a verifiable error in registration.

A retroactive withdrawal from a class can be placed on an academic record by the registrar, provided the student has applied for this change to the college in which they are registered, and the college approves this appeal. Changing a failing mark to a withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on serious personal circumstances (normally medical or compassionate grounds, such as a mental or physical illness or condition, the death of someone close, or similar reasons beyond the student's control which contributed to the failure in the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on *Student Appeals of Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters*.

8.4 Incomplete class work (assignments and/or examinations) and Incomplete Failure (INF)
When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

In the interim, the instructor will submit a computed percentage grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade. The INF grade comment can only be used with a failing grade.

In the case where the student has a passing percentage grade, but the instructor has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class based on work completed in the class provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus as per college regulations for achieving a passing grade.

College of Graduate and Postdoctoral Studies
The College of Graduate and Postdoctoral Studies, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

8.5 No credit (N) grade alternative and grade comment
The No Credit (N) or "N-Grade" can be listed on a student's transcript as a grade. The N grade (No Credit) is listed next to the percentage grade to show that a student has a passing grade but has not earned credit. These must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue a grade of N when a student has not mastered an "essential component" in a class. If an essential component is failed, but the final grade results in a passing mark, a grade of N (No Credit) will be added to the percentage grade on the transcript (e.g.,72N). Essential components must always be identified as such on course syllabi. College promotion standards determine whether a student must successfully repeat the course.

8.6 Deferred final examinations
A deferred or special deferred final examination may be granted to a student.

Examination period
The deferred and supplemental examination periods are approximately as follows:

- Fall Term classes, the four business days of the February midterm break
- Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June
- Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's *Academic Calendar*, or in such cases where colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

College

The college must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The college, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their college for a deferred examination.
- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their college within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the registrar at least five business days prior to the start of the deferred examination period. Failure to do so may result in the instructor, department or college being responsible for invigilating the exam.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

Exceptions

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

The registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

Appeal

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on *Student Appeals of Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters*.

8.7 Supplemental final examinations

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to be granted a supplemental examination in that class.

Examination period

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

College

Supplemental final examinations may be granted only according to the following conditions:

- in consultation with the department concerned, a college may grant a supplemental or special supplemental examination to a student registered in the college. Within the limits defined in this section, the college shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.
- factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to the subsequent availability of the course or an appropriate substitute, the grades obtained by the student in term work, the weighting of the final examination in determining the final grade, or the class schedule of the student in the subsequent session.
- supplemental final examinations may be granted under regulations established at the college level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's college.
- the student must make formal application for a supplemental examination to their college by the stated deadline of the college.
- a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the registrar at least five business days prior to the start of the supplemental examination period.

Exceptions
The registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

Appeal
A student is entitled to an Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on *Student Appeals of Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters*.

8.8 Aegrotat standing (AEG)
In exceptional circumstances, in consultation with the registrar, a student may be offered Aegrotat Standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the department head, or dean in a non-departmentalized college, recommends offering Aegrotat standing, and the student's college approves the award.

8.9 Special accommodation for disability, pregnancy, religious, and other reasons

a. Students registered with Access and Equity Services may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the *Academic Accommodation and Access for Students with Disabilities* policy.

Students must arrange such special accommodations according to stated procedures and deadlines established by Access and Equity Services. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Access and Equity Services.

b. Students may also request special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Access and Equity Services. Students can also arrange such special accommodations in consultation with their instructor and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the dean's office of the college of instruction.

c. Students may also request special accommodation about attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the registrar.

d. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed *Student Permission to Travel for University Business* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

If such activities create a conflict with class work students shall be granted special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed *Student Permission to Travel for University Business* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

8.10 No Grade Reported (NGR)

If a final grade is not reported by the instructor for past terms, the registrar may assign a placeholder notification of No Grade Reported (NGR) in lieu of a grade. NGR can be listed on a transcript to signify that the class status has changed from 'In Progress' to 'Completed,' but with no grade reported. This placeholder assigns no credit unit weight, final grade status, or average calculator, but is simply a stand-in used by the registrar until a final grade has been submitted and approved. Only the registrar may assign a placeholder notification of No Grade Reported (NGR).

9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean
In the absence of any other approved mechanism to resolve grade disputes between an instructor and department head, or dean in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

a. Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.

b. If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the instructor, the department or non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.

c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. If one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.

d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.

e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college

i. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

9.2 Grade dispute between instructor and student
Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy

titled *Student Appeals or Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters*.

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

Contact Information
Contact Person: University Registrar
Phone: 306-966-6723

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Keith Da Silva, Vice-Chair, Academic Programs Committee

DATE OF MEETING: June 15, 2023

SUBJECT: **Annual Report to Council for 2022-23**

COUNCIL ACTION: For information only

ANNUAL REPORT OF THE
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
2022-23

The terms of reference for the Academic Programs Committee are as follows:

1)   Recommending to Council policies and procedures related to academic programs and sustaining program quality.

2)   Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.

3)   Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.

4)   Considering outreach and engagement aspects of programs.

5)   Reporting to Council processes and outcomes of academic program review, following consultation with planning and priorities and other Council committees as appropriate.

6)   Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the planning and priorities committee.

7)   Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.

8)   Reporting to Council on the academic implications of quotas and admission standards.

9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.

10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.

11) Recommending to Council classifications and conventions for instructional programs.

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

13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.

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

Members of the Academic Programs Committee

Council Members

Carolyn Augusta	Finance and Management Science	2024
Keith Da Silva (vice-chair)	Dentistry	2025
Janet Okoko	Educational Administration	2022-2025
Yansun Yao (chair)	Physics	2024
Yvonne Shevchuk	Pharmacy & Nutrition	2023

General Academic Assembly Members

Brent Bobick	Veterinary Biomedical Sciences	2022-2025
Jan Gelech	Psychology	2022-2025
Carin Holroyd	Political Studies	2023
Regina Taylor-Gjevre	Medicine	2022-2024
Stella Spriet	Dept of Lang., Lit. & Cultural Studies	2022-2025
Maruti Chandra Uppalapati	Pathology	2024

Sessional Lecturer

Pearson Ahiahonu	Chemistry	2023

Other Members

Russell Isinger	University Registrar (*ex officio*)
	Interim Vice-Provost, Teaching, Learning, and Student Experience (*ex officio*)

Trevor Batters	(VP Finance designate) Controller and Director, Financial Operations
Sharon Jacob/Elisabeth Bauman	USSU VP Academic
Sristy Sumana Nath	GSA VP Academic

Resource Members (non-voting)

Vince Bruni-Bossio	Interim Associate Provost, IPA
Jason Doell	Manager and Associate Registrar (Academic)
Karen Gauthier	Designate, Assistant Vice-Provost, Strategic Enrolment Management
Jennifer Beck	Senior Director, Resource Allocation and Planning, IPA
Amanda Storey-Exec	Academic Governance and Hearings Advisor (Committee Coordinator)
Administrative Support:	Amanda Storey, Governance Office

The Academic Programs Committee of Council held 15 meetings this year and handled dozens of proposals for new programs, program revisions, academic policy changes, and adjustments to the academic calendar.

In Fall 2022 the terms of reference for the committee were adjusted to introduce a subcommittee –the Program Approval Support Team, Academic (PASTA), that has a role in supporting proponents with program development from development, through to approval and implementation.

APC reviewed the micro-credential guidelines throughout their development and supported their approval through University Council. The committee provided reviews of the proposals for the new department of Indigenous Health and Wellbeing and the merger of the Fine Arts Departments in the College of Arts and Science and submitted feedback to the Planning and Priorities Committee.

<u>Curricular Changes</u>

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even as much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes

recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

APC brought forward 30 reports to Council in 2022-23, including numerous new certificate and degree programs and many changes to admissions qualifications, as well as changes to the Academic Courses Policy.

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2022-23 year, a total of 11 Course Challenge documents will have been posted (August 2022-June 2023). These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Dentistry Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, and the School of Environment and Sustainability

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month.

Policies and Procedures
Several areas of Council policy and procedures are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Changes to the Academic Courses Policy to reflect best practices in assessment
- Changes to the Nomenclature Report related to the addition of micro-credentials as a credential type

Academic calendar
The APC reviewed and approved the 2022-23 Academic Calendar.

APC also approved changes to the Academic Calendar brought forward throughout the year.

I wish to thank committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. I also want to thank every member for their flexibility and responsiveness as we transitioned to different meeting formats as a result of the

pandemic. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I wish also to thank the many proponents and their administrative support who appeared at meetings of APC over the last year to present proposals and to answer questions of committee members. I offer thanks to Carolyn Augusta for chairing APC until February 2023 and Yansun Yao for chairing this committee and on behalf of the whole committee, I offer thanks to Amanda Storey for her administrative support.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Keith Da Silva, vice-chair, Academic Programs
                            Committee

DATE OF MEETING: June 15, 2023

SUBJECT: **Program Approval Form**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its May 31, 2023 meeting the Academic Programs Committee reviewed changes to
the Program Approval Form, the form that is used when proposing new academic
programs or changes to existing academic programs.   The committee approved the
change by electronic vote following the meeting.

The changes are part of the ongoing program approval process improvement project
that has been ongoing for since 2021 with the aim of clarifying expectations for
proponents developing new programs or introducing program changes as well as
ensuring that APC has information it needs to fulfill its mandate.

The changes have been made in consultation with the Program Approval Support Team,
Academic (PASTA), the standing subcommittee of APC to helps with the administrative
processes related to program development, approval, and implementation, as well as
from academic units and APC.

ATTACHMENTS:
  1. Program Approval Form

University of Saskatchewan · Governance Office

E290 Administration Building
105 Administration Place
Saskatoon, SK S7N 5A2 Canada
Telephone: (306) 966-6253
Email: governance.office@usask.ca
academic_programs@usask.ca

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s):

Field(s) of Study:

Level(s) of Concentration:

Option(s):

Degree College:

Contact person(s) (name, telephone, fax, e-mail):

Proposed date of implementation:

Proposal Document

Please provide information which covers the following subtopics. 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.

Academic Justification:

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

b. *Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.*

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

d. *What are the most similar competing programs in Saskatchewan and Canada? How is this program different?*

Admissions:

The [Admission Framework](#) document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on https://programs.usask.ca/programs/admission-requirements.php

a. ***What are the admissions requirements*** *of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?*

b. ***What are the selection criteria*** *– how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?*

c. ***What are admission categories*** *– regular admission, special admission, and Indigenous equity admission?*

d. *What are the* ***admission models*** *– direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?*

e. ***Intake*** *- how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?*

f. *What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?*

g. *Which office will manage the admission process – TLSE, college, department, or a combination?*

h. *Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.*

i. *Admissions Appeal – what will this process be.*

j. *Transfer Credit – when will this be assessed and by which office?*

Description of the program:

a. *What are the curricular objectives, and how are these accomplished?*

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.*

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 learning pursuits 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).*

h. *Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe*

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.*

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?*

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.*

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 requirements when including courses from other colleges.*

d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).*

Budget:

The Financial Implications Form must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement

Please provide here 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.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.

<u>Required for all submissions:</u>

☐ Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).

☐ Budget forms, including tuition.

☐ Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes marked in red
   o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.

☐ Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.

☐ Entry for the Tuition website: students.usask.ca/money/tuition

<u>Required for all new courses:</u>

☐ New Course Proposal Form

<u>Required if resources needed</u>: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

<u>Submission of Form:</u>
Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process
Checklist of forms and consultations to be completed before submission of a *Proposal for Curricular Change* to Academic Programs Committee of Council

	Required Consultation/Office	**Required Form (as applicable)**	**Date completed (if not required, briefly explain why)**	**Who did you meet with**
1	Consultation with other colleges re: impact or similar programs	N/A		
2	Financial Sustainability/Tuition Review	*Budgetary and Financial Implications Worksheet*		
3	Consultation with Manager, Admissions and Transfer Credit	*Admissions Template*		

4	Budget Consultation with Institutional Planning and Assessment	*Budgetary and Financial Implications Worksheet*		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	*Budgetary and Financial Implications Worksheet*		
6	Secure College Faculty Council Approval	• *Proposal for Academic or Curricular Change Form* • Completion of *Physical Resource and Space Requirement Form* • Completion of *Library Requirement Form* • Completion of *ICT Requirement Form* • Completion of *New Course Creation Form* • *Completion of Catalogue Entry*		
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)		
8	Consultation with Registrar	*Consultation with the Registrar Form*		

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Scott Bell, Vice-Chair, Nominations Committee of Council

DATE OF MEETING: June 15, 2023

SUBJECT: **Council Committee Omnibus Nominations 2023-24**

DECISION REQUESTED:

That Council approve the slate of nominations to University Council committees for 2023-24 effective July 1, 2023, as attached.

SUMMARY:

Each year, the Nominations Committee reviews the membership of Council committees and other university-level committees, and submits a list of nominees to Council for approval. The attached report contains this year's nominees for the consideration of Council. In addition to meeting throughout the year as required, the Committee met on April 3, 18, 19, May 24 and 29, and June 9, 2023, specifically to work on their EDI process relating to nominations and also to consider the vacancies arising from annual membership rotations per the Council Bylaws and the USFA Collective Agreement.

Each spring the committee issues a call-for-interest to the GAA, inviting volunteers to Council and Collective Agreement Committees. Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across campus, and prioritizes equity, diversity, and inclusion in representation. In recommending committee chairs, the Nominations Committee considers experience, leadership, continuity, and commitment as key attributes of chair nominees. Council committee chairs are nominated for one-year terms and are eligible for renewal for up to a maximum of three years of service. Those nominations are also included in the attached.

This year, there were 37 faculty volunteers and 16 Council Committee faculty vacancies, 2 Senior Leader Review Committee vacancies, 2 URC vacancies and 1 POC vacancy. There are differences in requirements for GAA and Council membership on each of the committees.

NEXT STEPS:

Outstanding vacancies will be presented in September, once they have been filled. Sessional Lecturers will be nominated to Council committees in September once the new Sessionals employee list is available.

The Governance Committee is responsible for nominating members of the Nominations Committee. Those recommendations are presented under a separate Council agenda item.

ATTACHED: 2023-24 List of Committees and Nominees (nominees highlighted in yellow)

2023-24 List of Committees and Nominees

REVIEW COMMITTEE – Global Institute for Food Security (GIFS), Executive Director Review 2023

Appoint a member of Council who is a senior administrator

Baljit Singh	Vice President Research
Grant Devine	Board Member
Angela Jaime	Interim Vice-Provost Indigenous Engagement
Angela Bedard-Haughn	Dean, College of Agriculture and Bioresources
Jane Alcorn	Dean, Pharmacy and Nutrition
Alanna Koch	Board Chair
Dion Martins	
Brit Tastad	Senior Strategic Human Resources Business Advisor (committee coordinator)

REVIEW COMMITTEE – Vaccine and Infectious Disease Organization (VIDO), Executive Director Review 2023

Appoint a member of Council who is a senior administrator

Baljit Singh	Vice President Research
Grit McCreath	Board Member
Adam Baxter-Jones	Interim Associate Provost, Health
George Mutwiri	Interim Executive Director, School of Public Health
Debby Burshtyn	Dean, College of Graduate and Postdoctoral Studies
Ryan Thompson	VIDO Board Chair
Ramin Mohammadi	GSA, Vice President Finance & Operations
Jordan Robertson	
Brit Tastad	Senior Strategic Human Resources Business Advisor (committee coordinator)

VICE-CHAIR OF COUNCIL

Reza Fotouhi	Engineering	2023-2025

ACADEMIC PROGRAMS COMMITTEE

- Membership comprises 11 members of the GAA, at least 5 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer

Council Members

Carolyn Augusta	Finance and Management Science	
Keith Da Silva	Dentistry	
Janet Okoko	Educational Administration	
Yansun Yao (chair)	Physics	2024
Jing Xiao	Educational Administration	

General Academic Assembly Members

Brent Bobick	Veterinary Biomedical Sciences	
Jan Gelech	Mehanical Engineering	
Cari Mcllduff	Medicine	2023-2026
Regina Taylor-Gjevre	Medicine	
Stella Spriet	Dep of Lang., Lit & Cultural studies	
Maruti Chandra Uppalapati	Pathology	

Sessional Lecturer

Pearson Ahiahonu TBD	Chemistry

2023-24 List of Committees and Nominees

GOVERNANCE COMMITTEE

- Membership comprises the Council chair, chair of planning and priorities committee, chair of the academic programs committee, to include three elected members of Council; presidents designate.

Council Members

Roy Dobson (Chair)	Pharmacy & Nutrition	2022-2025
Rachel Sarjeant-Jenkins	Library	
Susan Detmer	Western College of Veterinary Medicine	2023-2026

Ex officio Members

Julian Demkiw	University Secretary
	Chair, Council
	Chair, Planning and Priorities Committee
	Chair, Academic Programs Committee

Other Members

Tamara Larre (Vice-chair)-Exec	President's designate

Student Members (non-voting)

Ishita Mann	USSU President
Mostofa Kamal	GSA President

2023-24 List of Committees and Nominees

PLANNING AND PRIORITIES COMMITTEE

- Membership comprises 11 members of the GAA, at least 6 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer; 1 dean

Council Members

Christian Willenborg	Agriculture and Bioresources	2020-2023
Vicki Squires (Chair)	Educational Administration	2023-2026
Claire Card	Western College of Veterinary Medicin	2023-2026
Rainer Dick	Physics & Engineering Physics	
Jaswant Singh	Veterinary Biomedical Sciences	
Jay Kalra	Medicine	2023-2026

General Academic Assembly Members

Sithokozile Maposa	Nursing	2023-2024
Angela Lieverse	Archaeology & Anthropology	
Kerry Mansell	Pharmacy	
Tim Hutchinson	Library	
Volker Gerdts	WCVM/VIDO	

Dean

Jane Alcorn	Dean, Pharmacy & Nutrition	2024

Sessional Lecturer

Natalie Zakharchuk	Educational Administration

2023-24 List of Committees and Nominees

RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE

- Memberships comprises 9 members of the GAA, at least 3 of whom will be elected members of Council; 1 of the 9 members will be an assistant or associate dean with responsibility for research

Council Members

Marjorie Delbaere	Management and Marketing	
Eric Lamb	Agriculture and Bioresources	2023-2026
Andrejs Kulnieks	Education, Curriculum Studies	
Steven Rayan (Chair)	Math and Statistics	
Keith Walker	Educational Administration	

General Academic Assembly Members

Lingling Jin	Computer Science	
Jennifer Lang	Arts and Science	2023-2026
Stephan Milosavljevic	Rehabilitation Science	
Robert Green	Physics & Engineering Physics	

2023-24 List of Committees and Nominees

SCHOLARSHIPS AND AWARDS COMMITTEE

- Membership comprises 9 members of the GAA, at least 3 of whom are elected members of Council

Council Members

Ventakesh Meda (Chair)	Chemical and Biological Engineering	2023-2024
Catherine Boden	Library	
Vacant		

General Academic Assembly Members

Juxin Liu	Arts and Science	2023-2026
Randi Strunk	Engineering	
Saman Razavi	SENS	
Jesse Stewart	Languages and Linguistics	
Jason Perepelkin	Pharmacy	
Fan Yang	Finance and Management Science	

2023-24 List of Committees and Nominees

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Membership comprises 11 members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

Greg Malin (Chair)	English	2023-2024
John Gjevre	Medicine	2023-2026
Natacha Hogan	Agriculture and Bioresources	2023-2026
Sarah Donkers	Rehabilitation Sciences	
Ralph Deters	Computer Science	2023-2026

General Academic Assembly Members

Alec Aitken	Geography & Planning
Mary Ellen Labrecque	Nursing
Diego Ardenghi	Dentistry
Vacant	
Kelly Foley	Economics

Student Members

Elisabeth Bauman	USSU Designate (VP Academic Affairs)
Gurbaz Singh	GSA VP Academic and Student Affairs

Ex-officio (voting)

Russ Isinger-Exec	Interim Vice-Provost, Teaching, Learning and Student Experience

Sessional Lecturer

Raha Moazed	Graham School of Professional Development

COLLECTIVE AGREEMENT COMMITTEES 2021-22

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

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

Mary Buhr (Chair)	Interim Vice-Provost, Faculty Relations	
Scott Walsworth	Business	2023-2026
Ralph Deters	Computer Science	
Glen Gillis	Music	
Jim Handy	History	
Veronika Makarova	Linguistics	
Alexander Moewes	Physics	
Dev Mishra	Finance	
Susan Fowler-Kerry	Nursing	2023-2026
Chris Zhang	Mechanical Engineering	

Resource Members (non voting)

TBD	Faculty Relations Officer (Committee Coordinator)

OTHER COMMITTEES 2021-22

POLICY OVERSIGHT COMMITTEE

Julian Demkiw (Chair)	University Secretary and Chief Governance Officer	
<mark>Stephen Urquhart</mark>	<mark>Arts and Science</mark>	<mark>2023-2026</mark>
Keith Walker	Educational Administration, Council representative	
Debby Burshtyn	Deans' Council representative	
Dailene Kells	Internal Auditor	
All Vice-Presidents		
All Vice-Provosts		
All Associate Vice-Presidents		

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Eric Lamb; chair, Nominations Committee
DATE OF MEETING:	June 15, 2023
SUBJECT:	**Nominations Committee Annual Report**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The nominations committee works through the year to populate University Council, Collective Agreement, Senior Leadership Search and Review, and other committees. Our mandate is to bring diverse and representative slates of nominees for these committees forward to Council. We work throughout the year, with a concentration of work in May and June as we work to populate committees for the upcoming year.

This year the Nominations committee made it a priority to deliberately incorporate Equity, Diversity, and Inclusion principles into our work. Nominating a diverse and representative slate of candidates has long been a part of the Nominations terms of reference, but it has been a mandate that has been challenging to enact. This year with the support of the Governance office we undertook a number of initiatives to better meet our EDI mandate. These included: 1) two, half-day long EDI training sessions led by Liz Duret, the University's consultant for senior leadership diversity and inclusion, 2) extensive discussions on how to incorporate EDI principles into our workflows, and 3) the inclusion of specific EDI questions into our calls for volunteers for positions. These initiatives are a work in progress, but I am proud of how far we have been able to move forward in the last year on this question.

Thank you to the members of the Nominations Committee (Scott Bell – vice chair, Jill Bally, Veronika Makarova, Teresa Paslawski, Yvonne Shevchuk, Jaswant Singh, Tom Steele, and Keith Walker) and our support staff (Jacquie Thomarat, Michelle Kjargaard, Jessica O'Brien, and Shirley Cuschieri). The EDI initiatives undertaken this year have required a far higher level of time commitment on both committee members and support staff than would be normally required for the Nominations committee. Your energy and commitment to learning how to do things right is appreciated.

ATTACHMENTS: n/a

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: June 15, 2023

SUBJECT: **End-of-Year Report of the Research, Scholarly, and Artistic Work Committee of Council**

COUNCIL ACTION: **For Information Only**

SUMMARY:
The Research, Scholarly, and Artistic Work (RSAW) Committee of Council is responsible for the broad oversight of mechanisms supporting research, scholarly, and artistic activity at the University, under the wider purview of University Council. Its mission involves both the day-to-day work as well as forward-looking aspirational aspects of RSAW on campus. The committee enjoys a symbiotic relationship with the Office of the Vice-President Research and other administrative offices, and the duties of the committee range from strategizing around research supports and advising OVPR to receiving research ethics reports — to name a few items.

We are at an exciting juncture for RSAW at USask as several new supports come online this academic year. For example, the joint project led by OVPR and the Provost's Office to reimagine Signature Areas is creating new pathways for uplifting RSAW across the academy. This committee continues to play a key role in advising OVPR on how to support and measure the impact of the Signature Areas.

Here, we describe the ongoing projects and major priorities of the RSAW Committee in 2022-2023. In order to provide a fulsome account of the committee's activities this year, this report has some necessary overlap with the mid-year report issued in January 2023

New and Updated Institutional Research Support Strategies and Policies
The committee has been engaged in active discussions with the proponents of various projects intended to revamp institutional policies around research support and recognition, namely:

- *Research Ethics Strategy* — presented by Terry Fonstad, AVPR on October 6

- *Responsible Use of Infrastructure Strategy* — presented by Terry Fonstad, AVPR on October 6
- *Procurement Strategy* — presented by Shari Baraniuk, AVPR / CIO on October 6
- *Research Data Management Strategy* — presented by Jason Hlady, Director, Research, Library and Data Centre Technologies on November 3
- *University Rankings Strategy* — presented by Jennifer Drennan, University Rankings Strategist on February 2
- *Communications Strategy* — presented by Leslie-Ann Schlosser, Director, Research Profile and Impact on February 2
- *Sustainability Strategy* — presented by Janelle Hutchison, Chief Sustainability Officer; and Maureen Reed, UNESCO Co-Chair in Biocultural Diversity, Sustainability, Reconciliation and Renewal / Distinguished Professor, SENS on May 4

In all instances, the RSAW Committee engaged actively and productively with proponents by asking questions and exploring relevant examples where the impact of new or updated policies might be felt acutely.

The Research Data Management Strategy, which is in part a response to incoming Tri-Agency data management requirements, was presented at the January 26 meeting of University Council upon the direct suggestion of the RSAW Committee. For the presentation to Council, J. Hlady was joined by project co-lead Melissa Just, Dean, University Library. Members of Council had the opportunity to hear the rationale behind the strategy, to learn about the supports that will come online for it, and to ask questions of the proponents. Similarly, the University Rankings Strategy was brought to Council for information and consideration on May 18. For the presentation, J. Drennan was joined by Dawn Wallin, AVPR Engagement.

Reports Received
On November 3, the committee received two annual reports for the 2021-2022 academic year: the Responsible Conduct of Research (RCR) and Research Ethics Boards (REB) reports, respectively.

The RCR report presents the numbers of allegations received, the numbers of those proceeding to a hearing, and the numbers and nature of findings of a breach of this policy. The REB report, commissioned by the Research Ethics Office, details the activities of the Biomedical Research Ethics Board and the Behavioural Research Ethics Board, and outlines deviations from approved protocols and complaints about the conduct of certain research projects. The committee appreciated the opportunity to engage with proponents of these reports during the November 3 meeting. The committee asked, for instance, about the educational nature of the corrective actions taken for breaches of the policies. RSAW subsequently presented these reports for information at the meeting of University Council on November 17.

On May 4, the committee received reports from AVPR / SSHRC Lead Dawn Wallin; AVPR / CIHR Lead Darcy Marciniuk; NSERC Lead Ron Borowsky; and AVPR / CFI Lead Terry

Fonstad regarding their respective Tri-Agency and CFI grant competitions this past year. Their presentations were supported by Laura Zink, Director, Research Acceleration and Strategic Initiatives. The committee appreciated the detailed insights provided by the leads and L. Zink and the attention paid in each case to enhancing internal review processes, which are markedly associated with faculty success in these competitions.

Finally, on June 8, the committee received the annual reports of the College of Graduate and Postdoctoral Studies and the Office of the Vice-President Research. These have been advanced to the June 15 Council meeting not as attachments to this report (the practice in past years), but rather as independent items with their own presentations by Debby Burshtyn, Dean of CGPS and by Baljit Singh, Vice-President Research, respectively.

Centre Changes
The RSAW Commitee advised this year on changes to two existing research centres: the Toxicology Centre and the Indigenous Land Management Institute. The former case involved the proposal to move the reporting line of the Toxicology Centre from the VPR to the Executive Director of the School of Environment and Sustainability (SENS). The latter cases involve the proposal to change the institute's name to *kihci-okâwîmâw askiy Knowledge Centre*.

During the RSAW Committee's meeting on February 2, 2023, the committee hosted Patti McDougall, Deputy Provost; Karsten Liber, Executive Director, School of Environment and Sustainability; and Markus Brinkmann, Director, Toxicology Centre. Dr. McDougall delivered a presentation that further contextualized the idea to move the centre, the anticipated gains, and the reception of the idea within the centre and SENS. The RSAW Committee was presented with a multi-faceted rationale for the move of the reporting line. The committee was highly supportive of the move. Furthermore, the interactions with committee led to concrete recommendations around clarifying the impact of the move on students — in particular, the undergraduate programming offered by the centre.

During the RSAW Committee's meeting on March 2, 2023, the committee hosted Elder Joseph Naytowhow; Melissa Arcand, Associate Professor, Soil Science; Candice Pete, Director, Indigenous Land Management Institute; and Angela Bedard-Haughn, Dean, Agriculture and Bioresources. Dr. Arcand delivered a 30-minute presentation about the history of the centre, the inspiration and rationale for the proposed name *kihci-okâwîmâw askiy Knowledge Centre*, the stakeholder engagement around the name, and other aspirations for the centre. RSAW members found the presentation stimulating and asked general questions about future centre activities and opportunities for engagement with other centres on campus. A general note of support was expressed by all members in attendance.

In both cases, the RSAW Committee's findings and notes of support were communicated by memo to the PPC Centres Sub-Committee.

Definition of RSAW at USask
Producing a coherent definition of research, scholarly, and artistic work at USask has already been a major priority for the RSAW Committee since 2021-2022. The aim is not

to be prescriptive as to the types of RSAW that faculty, staff, students, and other stakeholders might or should pursue, but rather to provide an expansive and inclusive account of the types of RSAW output and evidence that scholars produce, so as to ensure that such outputs are properly accounted and that all types of output are prioritized. At the same time, the committee seeks to understand the challenges that might prevent or delay the production of such output. In 2021-2022, three panels were convened around the Fine Arts, Publicly-Engaged Scholarship, and Interdisciplinary Scholarship, respectively, with the aim of understanding the overarching features of such work as well as the challenges and/or misconceptions faced by scholars practicing in these areas.

In line with this project, a major priority of the RSAW Committee in 2022-2023 has been to understand how the institution can support, prioritize, and uplift the "SAW" part of RSAW, which includes the Social Sciences, Humanities, and Fine Arts. To this end, the committee convened a fourth panel featuring Dawn Wallin, AVPR Engagement; Bram Noble, Vice-Dean RSAW, College of Arts and Science; and Ernie Walker and Natasha Koechl, members of the Fine Arts Merger project. The panel took place within RSAW's December 1 meeting.

Key priorities articulated by the panelists include:

- a definition of research, scholarly, and artistic work that can coherently inform institutional processes;
- the need for broader metrics that take into account evidence of success in the Social Sciences, Humanities, and Fine Arts rather than force practitioners of these disciplines to alter their perspectives and methodologies to favour the metrics of other disciplines;
- the need for resources to support and foster interdisciplinary scholarship;
- the need for resources and faculty recruitment to create a better balance between faculty members' RSAW activities, teaching loads, and administrative assignments (which was highlighted in particular with regards to the Fine Arts).

On April 6, we hosted our fifth and potentially final panel, this time around Indigenous Scholarship. The panel featured Heather Foulds, Associate Professor, Kinesiology; Simon Lambert, Associate Professor, Indigenous Studies; and Allyson Stevenson, Gabriel Dumont Institute Chair in Métis Studies. Panelists spoke to:

- the rewards and challenges of engaging with the community in their research;
- the work involved in decolonizing their disciplines;
- misconceptions around objectivity and personal experiences;
- issues of knowledge sharing and knowledge generation;

to name just a few topics.

The committee will use the information gathered from these panels and other venues to continue the work of articulating a holistic "definition of RSAW", with attention paid to the challenges voiced during these panels. The initial hope was to have such a definition,

in draft form, by the end of this academic year; however, the nuances and complexity of the work will demand more discussion, thought, and time from the committee in the coming year. The committee looks forward to engaging in the fullness of time with Council on this crucial step in understanding and supporting the research, scholarly, and artistic instrument of the University of Saskatchewan.

Future Items
Apart from the definition of RSAW project, the committee has identified a number of items that it would like to feature in the near future, including:

- the committee looks forward to hosting the proponents of the emerging sustainability strategy again for further engagement;
- after the Research Ethics Boards reports in November, the committee has taken an interest in the handling of indirect costs in the context of animal welfare and how this funding can be made sustainable;
- the committee has expressed an interest in the San Francisco Declaration on Research Assessment (DORA), which de-prioritizes journal-based metrics in research evaluation, and would like to establish a sub-committee and/or working group to assess the suitability of formally adopting DORA in a USask context, paying attention to synergies with our definition of RSAW project.

Acknowledgements
I would like to thank all committee members — the VPR and AVPRs, deans, faculty, resource personnel, and student representatives — for their active engagement in the committee's work across the year. I acknowledge DeDe Dawson and Marjorie Delbaere in particular for their service as vice-chairs of the RSAW Committee this year. I would like to also acknowledge departing members DeDe Dawson, Sharon Jacob, and Matt Lindsay for their time and effort on behalf of the committee during their respective terms of service. I thank Robert Green for serving alongside myself as one of the RSAW representatives to the PPC Centres Sub-Committee this year as well as Lingling Jin for serving on the New and Distinguished Researcher Award Selection Committee.

Tonya Wirchenko, Manager, Executive Initiatives and Projects, OVPR, has contributed valuable expertise and OVPR connectivity to RSAW meetings across the academic year in a voluntary guest observer capacity, which I wish to recognize. David Loewen, Executive Officer, OVPR, has also been instrumental in helping to facilitate the committee's work after assuming his new role in Winter 2023. We have also enjoyed immensely fruitful interactions with Julian Demkiw, University Secretary and Chief Governance Officer, and Jacquie Thomarat, Director of University Governance, who have helped to find synergies between the work of our committee and that of other Council committees.

Finally, I heartily thank Anna Okapiec, our committee coordinator, for her tireless work on behalf of the RSAW Committee.

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Steven Rayan; chair, Research, Scholarly, and Artistic Work

DATE OF MEETING: June 15, 2023

SUBJECT: **CGPS 2022/23 Annual Report**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The terms of reference for the Research, Scholarly, and Artistic Work Committee state that the committee will receive and report to the council the annual CGPS report.

The annual 2022/23 CGPS report was presented to RSAW at its June 8, 2023 meeting. The RSAW Committee would like Council members to have the opportunity to hear details of this report and to be able to ask questions.

Dr. Debby Burshtyn, Dean, College of Graduate Studies, will provide highlights of the attached report.

ATTACHMENTS:
CGPS 2022/23 Annual Report

USask

Achieving Inclusive Academic Excellence

The CGPS will facilitate and support the growth of its student body; strengthen its services by adopting a strategic approach to recruitment, enrolment, and retention; and discover ways to be flexible through updating policies and procedures.

Creating Knowledge & Skills

Preparing graduate students beyond traditional degree outcomes. To support them as scholars and global contributors prepared for a variety of career paths. CGPS will look for ways to challenge the status quo through program innovation, elevating equity, and decolonization, and work toward a lasting impact on our community and future graduates.

Rejuvenate Relationships

CGPS will bolster its value proposition and shared story; and connect USask's graduate community in a vibrant community of practice.

BOLD & AMBITIOUS.

UNIVERSITY OF SASKATCHEWAN
College of Graduate and Postdoctoral Studies
GRAD.USASK.CA

Distinguished Learners

The world needs a university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.

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.

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.

Global Recognition

The world needs a university that sets the standard in learning, research, scholarship, creativity, and community engagement.

GOALS

1   Commit to robust student information systems

Support strategic enrolment management & recruitment.   **2**

3|4   Commit to improved and equitable systems, policies, processes, and service standards.

Motivate and support program innovation.   **5**

6   Expand international opportunities.

Work toward multi-year planning.   **7**

8   Ensure program quality.

Support postdoctoral scholars.   **9**

10   Revise the CGPS governance structure.

Build collaborative relationships.   **11**

12   Tell the college story.

Cultivate lasting relationships with alumni.   **13**

strategic plan is guided by the University of Saskatchewan's four principles of sustainability, diversity, connectivity, and creativity. The college continues to make progress within our three areas of aspiration: *Achieving Inclusive Academic Excellence, Creating Knowledge and Skills, and Rejuvenating Relationships.*

I am immensely proud and grateful for the commitments and contributions made by our staff, the many volunteers who serve on our Governance Standing Committees and Working Groups, and the ongoing engagement of Graduate Chairs, Administrators, and faculty as we move the dial to bring our college to the forefront of graduate education in Canada and on the world stage. It is my distinct please to share our progress toward our strategic goals.

The CGPS Graduate Student and Postdoctoral Scholar annual report was developed to share statistics of the many aspects of graduate programming at USask. Annual report with demographics, patterns of student enrolment and key student outcomes are now available every spring.
☑ Goal 1 | 2 | 3 | 4 |

Analytics and enhanced reporting: Dashboards now available to better understand our student body, allow units direct access to data to inform decisions in real time.
☑ Goal 1 | 2 | 3 | 4 | 11 |

Increased domestic efforts: Leveraged new meeting platforms to hold virtual and in-person recruitment events.
☑ Goal 2 |

Indigenous Graduate Student Initiatives Coordinator position (term) supports retention and recruitment of Indigenous students**.**
☑ Goal 2 |

Indigenization & Decolonization Highlights

Indigenous graduate students in 2022-23 made up 7% of the total graduate student population with the highest majority (45%) in the College of Education.

Aligned to ohpahotân / oohpaahotaan and made possible through the oẏateki partnership which brings together three leading institutions to foster systematic change for Indigenous students, CGPS is responding to reconciliation and decolonization from a graduate student lens.

🎗 Recruitment of an Indigenous Graduate Initiatives Coordinator to mobilize wrap around support for Indigenous graduate students.

🎗 Increased Indigenous Graduate Leadership Award funding from $150K to $250K per year.

🎗 Two $10K entrance scholarships made possible by the William R. Dixon estate starting in 2023/24 for ten years.

🎗 Working toward stronger communication channels with campus partners and with Indigenous students focusing on community, connection, and funding opportunities.

🎗 The Four Seasons of Reconciliation course designed for graduate students through partnership with the University Library and the Gwenna Moss Centre for Teaching and Learning will continue as an annual offering.

🎗 Engaging our staff in campus initiatives | thank you Angela Ryde, CGPS program advisor, for representing the college at the ohpahotân | oohpaahotaan Spring Symposium.

🎗 Anti racism training completed by all CGPS staff, and our journey continues to learn, lead, and position the college as partners in decolonization.

Service Focus: Through fostering a mindset of continuous improvement in our staff, we will adopt best practices and continue to streamline processes to provide outstanding service while containing costs. Initiatives include:

- Developing a scholarship & awards communications strategy.
- Defined turnaround processing times that helps units better plan during admission cycles.
- Provide planning tools and opportunities to create community for graduate students that contribute to belonging through the GradHUB.

☑ Goal 3 | 4 | 11 |

A comprehensive EDI review and guiding statement development: Building on USask's diverse and inclusive graduate community, the CGPS' EDI project objective is to establish and implement a framework and strategy for equity, diversity and inclusion which will address the needs of both graduate students and graduate faculty. The work to update policies and process will continue into next year.

☑ Goal 3 | 4 |

Legend: in progress ◌ · approved ⊘ · notice of motion ⊘

POLICY REVISIONS	21-2022	22-2023
POLICY 3: Supervison	approved	
POLICY 4: Time in Program	in progress	approved
POLICY 8: Defense	approved	
POLICY 10: Graduate Student Funding	approved	in progress
POLICY 13: Leaves of Absence	in progress	approved
POLICY 18: Grad Committee Guidelines	approved	in progress
POLICY 19: College Committee TORs	approved	in progress
POLICY 19: College Bylaws	in progress	approved
NEW POLICY: EDI Statement	in progress	notice of motion
POLICY 6: Examinations	in progress	notice of motion

Increased Student Supports for onboarding, career exploration and professional development: Over 80% of graduate students and faculty agreed that skills should be built into their respective programming and was the genesis of the Professional Skills project. To incent excellence within graduate programs development of modules are being developed (ref: CAGS Task Force – Expanded PhD Professional Skills Statement 2021) that allow course instructors to insert professionally developed content within their respective courses including the ubiquitous 990 course requirement. These modules feature resources for instructors and supporting active learning. Modules being piloted include:

- Professional communication
- Interpersonal relations
- Intercultural engagement
- Project management
- Leadership
- Ideation and entrepreneurial thinking

☑ Goal 5 | 8 | 11 |

CGPS committed to increased resources to grow the Interdisciplinary Graduate Program and facilitates several activities to promote interdisciplinarity across graduate programs. Annual events are developed for InterD students and are open to USask's graduate community.

☑ Goal 8 | 11 |

USask's InterD program is home to two Vanier scholars, Lindsey Boechler (2022) and Jocelyn Peltier-Huntley (2021), and USasks first ever Trudeau Scholar, Joel Bernbaum.

CELEBRATING interdisciplinarity.

On April 13, Dr. David Ogborn, Associate Professor of Media and Communication Studies at McMaster University, delivered a stirring, multimedia lecture on Computer Music as Inter/Anti/Non-Disciplinary Research. Dr. Ogborn's talk included a performance of music and visualizations generated in real time by live coding. He ended the presentation with his views on the challenge of defining interdisciplinary scholarship. The hour-long talk, which was delivered both in-person and virtually. This event was a celebration of interdisciplinary ideas at their finest!

Removing barriers for dual, cotutelle and visiting research students. CGPS adopted the common cotutelle tuition model while registration must be maintained at both institutions, students are only charged tuition from one institution at a time.

CGPS supports a variety of pathways for international students to pursue graduate students at USask. Visiting research student program provides both graduate and undergraduate students the opportunity for international students to participate in short-term studies at USask while continuing to work towards a degree at their home university. USask hosted more than 100 VRS students this year.

For the first time, 21/22 saw the largest admission of graduate students originating from Iran, surpassing China. CGPS has creatively worked through various unforeseen issues with Iranian students and postdocs this past year. As well as supported graduate and visiting research students and postdoc scholars from the Ukraine.

☑ Goal 2 | 6 | 7 |

#SUPPORTOURSCIENCE was founded on May 15, 2022. This grassroots movement advocates for improved funding to the Tri-Agencies (SSHRC, CIHR, and NSERC) by the federal government. USask's own doctoral candidate Andrea Wishart continues to be a pivotal contributor to the federal policy conversation.

On May 1, 2023, the one-year birthday of #supportourscience, there was a planned nationwide graduate student and postdoctoral scholar walkout – of which many U15 graduate deans and faculty marched alongside their students.

PRESS RELEASE
SUPPORT OUR SCIENCE IS DISAPPOINTED BY THE LACK OF INVESTMENT INTO NEXT GENERATION RESEARCHERS IN BUDGET 2023

USask entered its second year of a three-year commitment in graduate tuition predictability. A multi-year tuition plan was developed that leverages stable government funding to 2024.

Changes to CGPS managed (central) funding streams have been rolling out since January 2023. For the first time ever, academic units have received a three-year (rolling) commitment of central funding. As a part of the reimagine funding project imperatives include better transparency, more flexibility for units, and contribute to effective recruitment through timely offers.

☑ Goal 2 | 3 | 4 | 7|

This academic year, four new graduate programs are scheduled to be included in the Program Catalogue for September 2023 implementation.

- Graduate Certificate in Foundations for Registered Nurse Specialty Practice
- Graduate Certificate in Substance Use Health and Wellbeing
- Master of Science (M.Sc.) in Precision Oral and Systematic Health
- Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) degree programs in Statistics

Additionally, a total of 61 program changes across a variety of disciplines have been approved and 54 new courses passed University Course Challenge (UCC) without additional pathway approval requirements.

☑ Goal 5 | 7 | 8 |

Program review is a fundamentally important process that evaluates the status, effectiveness, and progress of academic programs and helps identify the future direction, needs, and priorities of those programs. In partnership with Institutional Planning and Assessment (IPA), Dean Burshtyn participated in reviews for Drama, Art & Art History, and Music.

☑ Goal 8 |

Postdoctoral scholar initiatives through website revisions, partner relationships and redefined communication channels contributed to postdoc experiences at USask.

- Continued free professionally facilitated project management workshops for Postdocs and PhD students.

- 3MP professional communication competition. Congratulations to Dr. Rima Siauciunaite whose 3MP talk was ranked first place in February.
- Career week in March – an opportunity for Postdocs and PhDs to engage with a variety of professional development opportunities.
- 1:1 career coaching with USask's Career Services and through independent study through CGPS' Beyond the Professoriate Aurora platform.
- Supporting research integrity through development of responsible conduct of research (RCR) training.

> **"** Rima Siauciunaite entered the USask Three Minute Postdoc Competition for a chance to brush up on her communication skills for a conference. She was surprised that it sparked a renewed motivation in her postdoctoral research project.

The Misiwêskamik International Postdoctoral Fellowship has brought five internationally acclaimed scholars to USask since its inception in 2019. This fellowship was developed exclusively for USask postdoc scholars made possible by USask's International Blueprint for Action. Congratulations to Thomas Jurrissen who was awarded a Misiwêskamik International Postdoctoral Fellowship for two years starting May 1. Dr. Jurrissen joins USask from the University of Missouri (Mizzou). During his PhD, Jurrissen focused on the role of adropin on vascular insulin resistance and endothelial function in the setting of type 2 diabetes.
☑ Goal 9 | 11 |

USask has allocated $2M in one-time funding provided by the Government of Saskatchewan, as well as $400,000 from the Vaccine and Infectious Disease Organization (VIDO), for the new Living Skies Postdoctoral Fellows Program. Through the pilot project, USask is now recruiting postdoctoral scholars through this program.

Dr. Lilia Yumagulova, and Dr. Anthony Shillito, were awarded highly competitive Banting Fellowships to carry out their research at USask. Their projects entail self-determination for Indigenous community disaster displacement, and to get to the root of why Earth's first animals made the move from oceans to land 420 million years ago. Each recipient will receive $140K over two years.
☑ Goal 12 |

CGPS Bylaws: Collegial governance is the foundation of a cohesive and engaged university community. Confidence in the CGPS's governance structure and processes is essential for the college to meet institutional objectives. Revisions to the CGPS governance structure began in 2022 with revised committee terms of reference. In March of 2023, CGPS is pleased to report that the first set of college bylaws, since the college's creation in 1946, were approved by University Council with the important shift from a committee of our entire graduate faculty (approx. 1800 members) to a representative Faculty Council.
☑ Goal 10 | 11 | 12 |

Increased Resources for Training Staff: Developed training tools and opportunities to connect with others who support graduate programming and students. Including:
- Graduate administrator handbook (led by Angela Ryde).
- Graduate chairs handbook.
- Indigenous student viewbook.
- Supervisor handbook.
- Graduate funding templates and tutorials.
- Tri-Agency application tutorials and resources created for students.
- Graduate chair orientation.
- Anti-racism training for CGPS staff.
☑ Goal 3 | 4 | 11 |

Formalized Communications Strategy: Through intentionality, the college's Be Bold, Be Ambitious campaign continues to be leveraged allowing us to position the college as a facilitator and key contributor to student success.

Significant effort to get to know and celebrate our stakeholders continues in a variety of ways:
- Annual 1:1 leadership meeting with college/school leaders.
- Several working and advisory groups were struck to help support the work of policy changes, EDI statement development, funding changes, governance revisions, and others.

- Specialized community building GradHUB events and preterm welcomes (formally referred to as orientation) delivered and designed specifically for graduate students.
- Postdoc meet and greets and 1:1 orientation sessions.
- Formalized Associate Dean's Grad monthly business meetings.
- Enhanced in person and online student tuition consultation meetings.
  ☑ Goal 11 |

- Development of specialized web site features, an annual recognition magazine and regular graduate community special features.
- Fall and Spring Toast to Doctoral Students event featuring special recognition for PhD graduates.
- Development of the Kelly Clement Memorial Service Award - awarded for the first time in January of 2023 to Linda Nemeth of Veterinary Microbiology and Susan Mason, CGPS (retired).
  ☑ Goal 12 |

> " We are a small department, and it takes a whole village to raise a grad student. At the heart of our village, is Linda.

In the spring of 2022, the National Canadian Graduate and Professional Student Survey (CGPSS) benchmarked student satisfaction across Canada. In most areas, USask graduate students reported similar experiences and perceptions to the national average. Take aways from the survey indicated that improvement is needed in:

- Supports around career options.
- Applying professional skills.
- Supports and collaborations with faculty toward grant proposals.
- Improvements in faculty supporting their graduate students toward current job market and career prospects.
☑ Goal 1 | 3 | 4 | 8 |

3 Minute Thesis Competition (3MT)

80,000 That's how many words are in a typical PhD thesis. Years of grueling research, sleepless nights, and history-making breakthroughs. Presenting something of this scale would take approximately nine hours. 3MT competitors do it in 3 minutes.

CGPS hosted the 3MT finals on April 11th. The finals were live streamed on location from the GSA Commons with over 500 viewers tuning in across the world. With more than 2000 votes counted, Michele Monroy-Valle, PhD student in Community Health & Epidemiology, was named the People's Choice winner.

Congratulations to Narsimha Pujari, PhD student in Veterinary Biomedical Sciences on his first place talk *Flirty Flies to Funky Physiology: The Impact of Sex on Female Metabolism.* Narsimha will represent USask at the May 25th Western Regional 3MT competition.

Today's challenges and opportunities allows us to think broadly about our people, processes, policies, and our programs and how we can ensure that students thrive in a rapidly evolving landscape.

Our university has set its goal to be the university the world needs, and the contributions of our graduate students are instrumental in reaching that goal. CGPS is committed to uplifting graduate students and postdoctoral scholars.

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY:	Steven Rayan; chair, Research, Scholarly, and Artistic Work
DATE OF MEETING:	June 15, 2023
SUBJECT:	**OVPR 2022/23 Annual Report**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The terms of reference for the Research, Scholarly, and Artistic Work Committee state that the committee will receive and report to the council the annual OVPR report.

The annual 2022/23 OVPR report was presented to RSAW at its June 8, 2023 meeting. The RSAW Committee would like Council members to have the opportunity to hear details of this report and to be able to ask questions.

Dr. Baljit Singh, Vice-President Research, will provide highlights of the attached report.

ATTACHMENTS:
OVPR 2022/23 Annual Report

BE WHAT THE WORLD NEEDS

OFFICE OF THE VICE-PRESIDENT RESEARCH

2022-2023 ANNUAL REPORT

LAND ACKNOWLEDGEMENT

The University of Saskatchewan is on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

"What does the Fox say?" by Dr. Kayla Buhler (PhD)

TABLE OF CONTENTS

Photos

VICE-PRESIDENT'S ADDRESS

Creativity, respect, integrity, results, and excellence are the five pillars of the Office of the Vice President Research (OVPR). With every grant we submit, program we build, and story we write, these pillars guide our important work. More than ever, I am excited for the future of research, scholarly and artistic work (RSAW) at the University of Saskatchewan as we build on the momentum we've created this year, using these five pillars as the centre of our processes and execution.

As I step into my third year as vice-president research at the University of Saskatchewan, I am overcome with a sense of gratitude for the continued support I've received in my time here. I continue to feel a great sense of responsibility, privilege, and honor to serve one of Canada's top research-intensive medical-doctoral universities. I am able to contribute, listen and grow every day with members from this extraordinary institution. This sense of pride and responsibility guides me and my team in the research office.

In 2022/23 , we embarked on an ambitious task to collaboratively build our research intensity and further increase USask's RSAW efforts to align us as one of the top research-intensive programs in Canada's U15 institutions. Over the past year we have made progress toward this ambitious goal. It's USask's accelerated research intensity that distinguishes us, elevates us, increases enrolment and drives our reputation locally, nationally and internationally.

Our research productivity, funding and impact has never been greater, while our influence at national and global tables has never been greater. USask's President, Peter Stoicheff, chairs the governing body of the U15 Group of Canadian Research Universities - an association of fifteen leading research universities across Canada. I am thankful for the continued leadership, support and guidance the OVPR receives from USask's president's office.

USask's growing accomplishments are being noticed and reflected in our ranking efforts. We are now recognized for our outstanding research achievements in many of the top world rankings. This includes placing 58 out of 1406 universities in the Impact Rankings from the Times Higher Education. For the first time, USask received a ranking in three categories in the QS world subject rankings. Also, USask achieved its highest-ever placement in the Research Infosource rankings—tenth among

the 50 universities ranked—a jump of two spots from 2021.

None of our RSAW aspirations would be possible without the efforts of many minds working together. We have embarked on a relentless pursuit of collaboration with senior leadership across USask, including our vice presidents, deans, associate deans of research, and centre directors. We will continue to build these important relationships that advance RSAW throughout the campus community.

Particularly of note in our mindful pursuit of advancing RSAW is how we best use our resources. I'm pleased with the relationships we've built and the strides we've made with USask's budget committee. Our joint commitment to building this great university has ensured that essential projects are accurately funded before implementation.

In April, we launched our "Be What the World Needs" campaign, an ambitious goal, but one that I am confident we are well on our way towards accomplishing. The OVPR plays a crucial role in responding to this call. We offer programs, services and supports that help USask researchers, scholars and artists reach their potential and maximize their talents.

At USask, we are moving the needle in the important mission to positively change our research narrative. This influence extends beyond our provincial boarders, as our work is being regarded and celebrated nationally and internationally. This past year, I was honoured to be a special advisor to the Report of the Advisory Panel on the Federal Research Support System – the report amplifies the importance of supporting research and innovation across Canada. In it, we emphasis that RSAW can maintain, change and improve every aspect of our lives.

Although it is tempting to revel in these successes, it is important to reflect upon where we are going, what we can do better, and how and from where we can seek guidance. As we continue to build and invest in our strategy and in our research community, I strongly believe that we have the right people in place to advance our research, scholarly and artistic work at this university.

I invite you to dive into this report to get a fulsome overview of our successes, and also learn a little more about where we plan to go next.

I am pleased to present this annual report from the Office of the Vice-President.

Baljit Singh
Vice-President Research
University of Saskatchewan

Office of the Vice-President Research

The Office of the Vice-President, Research provides key services and supports to researchers and links USask research to communities across the globe. Collectively these units support local, national and international partnership development, grant and contract submissions and management, knowledge mobilization including intellectual property development, and highlight the university's potential and the achievements of our research community.

International Office:

IO supports the USask community to engage in international research by identifying funding opportunities, and bringing teams and global partners together to work on international projects. The IO supports and coordinates international initiatives highlighted in the university's International Blueprint for Action 2025 – A vision for a globally significant university.

"Developing Drama," by Prof. Carla Orosz in drama, College of Arts and Science.

Innovation Mobilization and Partnerships:

IMP builds strong ecosystem and research partnerships to mobilize USask innovations with the goal of creating external value for society, the economy, and the environment. IMP teams conduct technology transfer, research contracting, intellectual property management, venture creation, and innovation ecosystem engagement activities. IMP is the organizational home of Opus, USask's pre-accelerator program for founders with research-backed innovations with which they want to build new companies.

Research Acceleration and Strategic Initiatives:

RASI supports the university research community in the incubation and development of research grants, infrastructure projects and initiatives. The office provides researchers and the university with services and programs that afford a competitive edge when applying for external research funding, to ensure alignment with granting agency requirements, and to support good management of external funding. RASI supports the development of a robust research culture through the Undergraduate Research Initiative, implementing programs and services to provide meaningful research, scholarly or artistic experiences to undergraduate students at the University of Saskatchewan.

Research Profile and Impact:

RPI tells the university's research story to the world – through strategic communications in print, video, web, social media, advertisements, speeches, presentations, opinion editorials, and events. RPI plays a critical role in building USask's reputation as a U15 institution, which in turn helps bolster our placement in university rankings and attract top talent, public and private investment, as well as support from alumni and partners. As the university's liaison with federal and provincial granting agencies, RPI ensures compliance with communication requirements and leads high-profile events to showcase our research funding successes. In 2022-23, RPI continued to offer a full range of research communications supports, including the highly-subscribed Discovery Digest, press releases, videos, social media, speaking notes, opinion editorials, and other print media.
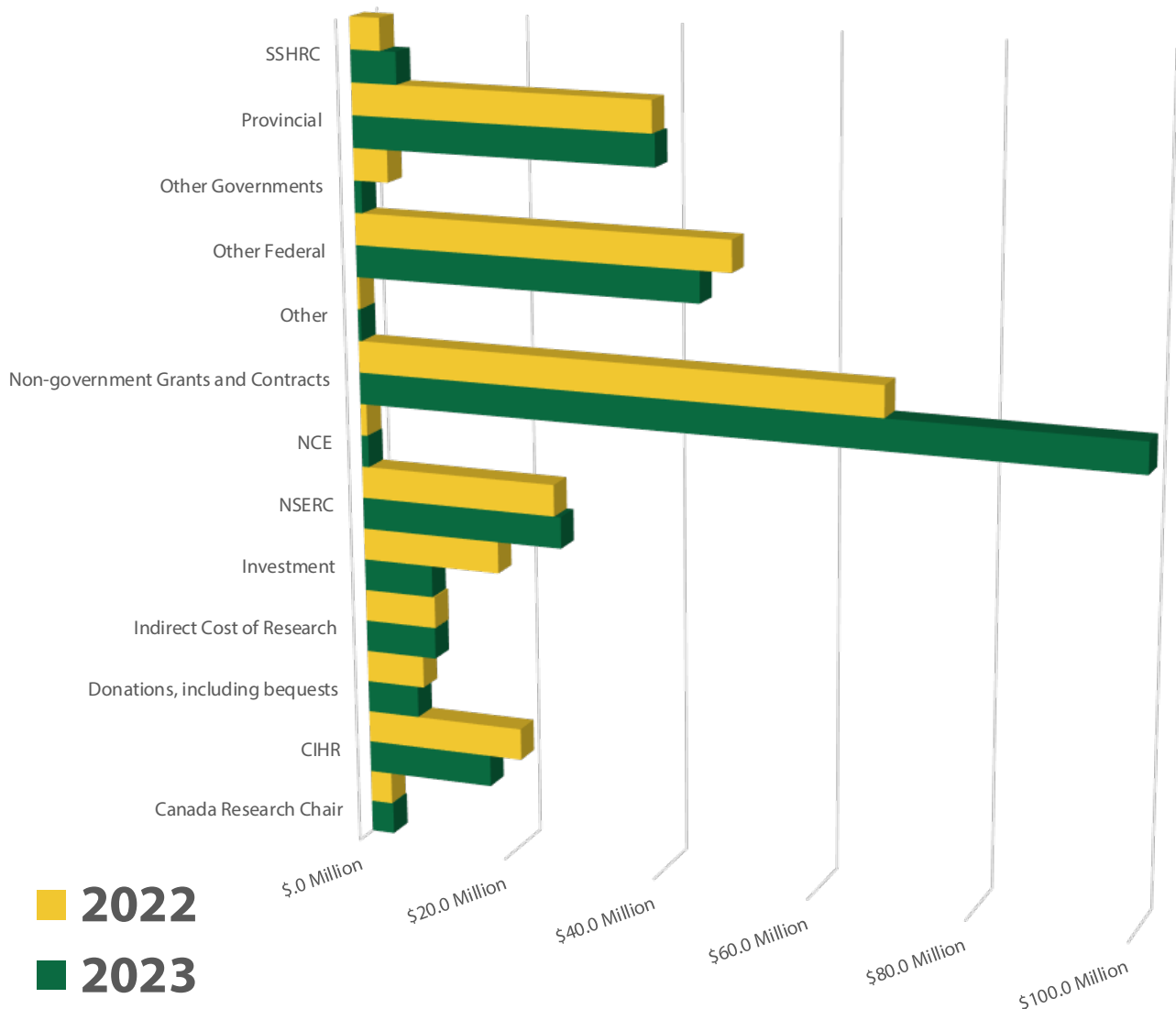
From April 1, 2022 – March 31, 2023 (Reporting Year 2023), collectively the OVPR supported researchers in securing:

Research Revenue

**Definition**: *the amount of research funding as it is received by the university each year.*

$264 M in research revenue, an increase of $14 M over the previous year.

SSHRC
Provincial
Other Governments
Other Federal
Other
Non-government Grants and Contracts
NCE
NSERC
Investment
Indirect Cost of Research
Donations, including bequests
CIHR
Canada Research Chair

$.0 Million
$20.0 Million
$40.0 Million
$60.0 Million
$80.0 Million
$100.0 Million

■ 2022
■ 2023

Awarded Research Funding

Definition: *the total awarded budget for research projects with an acceptance date in the time period listed.*

$152 M in awarded research funding, a decrease of $88 M over the previous year.
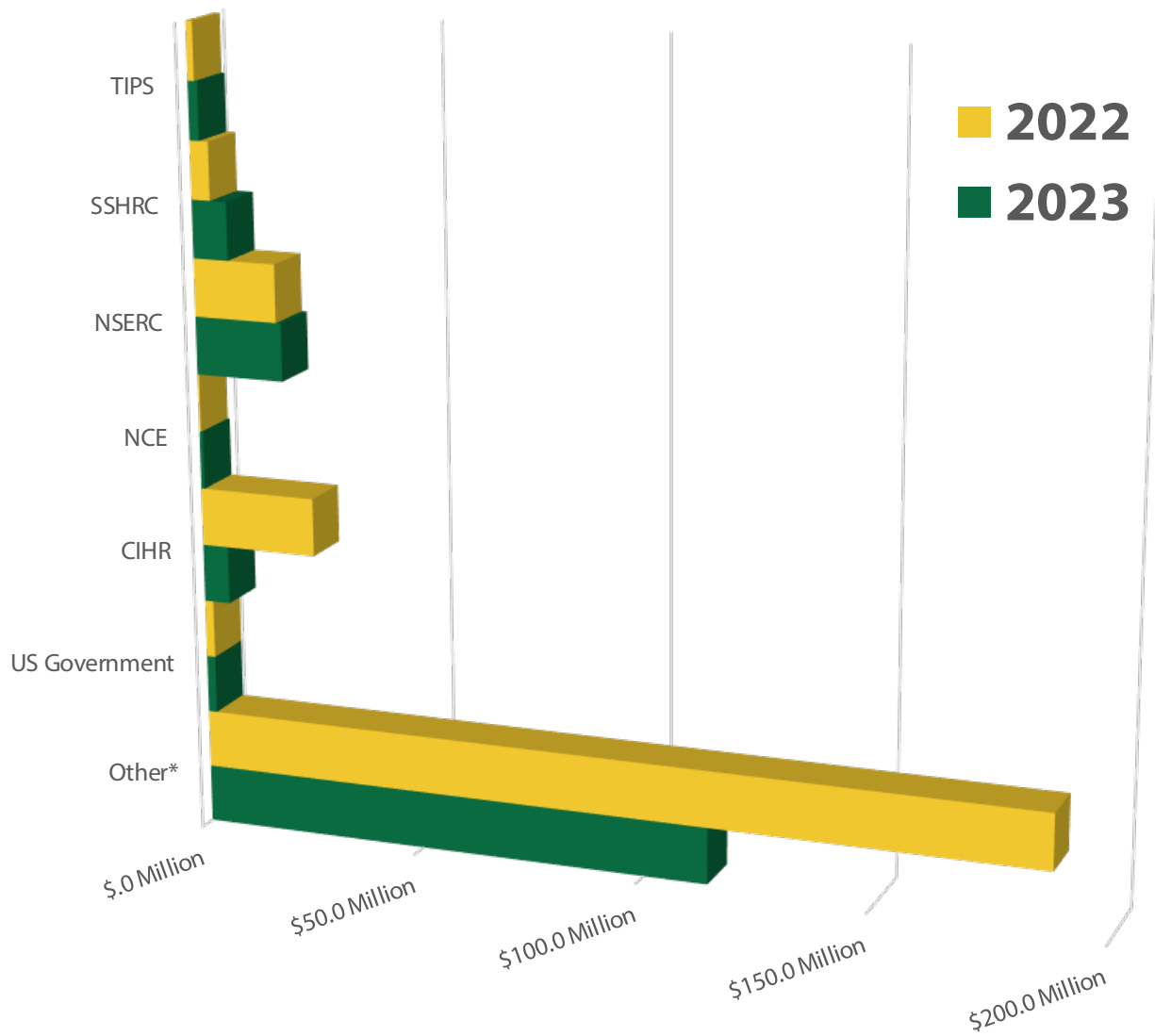
Other* *includes non-Tri-Agency federal grant and contract funding, provincial research funding, and all other grant and contract funding.*
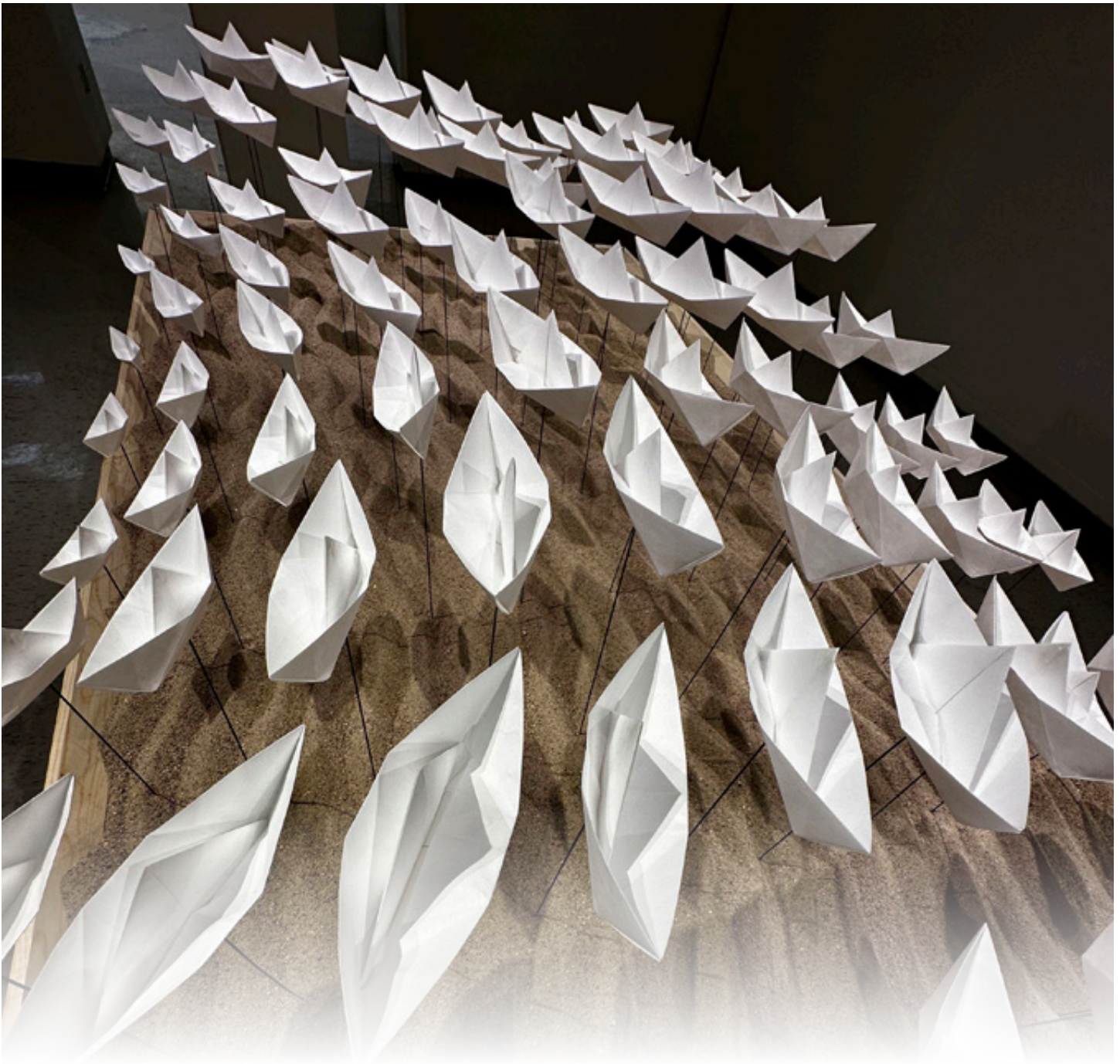
Key grant successes in the last year include:

A) Large-scale Research Training Grants

RASI supported three successful, large-scale training grants, including USask's first ever SSHRC Partnership Training Grant.

"Chorus," by Master of Fine Arts student Demilade Otayemi.

NSERC CREATE Dr. Wenjun (Chris) Zhang, UnLIMITED: Uniting for Leading Indigenous and non-Indigenous Medical Instrumentation, Technology, Entrepreneurship, and Design, $1.65 M in funding. The UnLIMITED training program will be the first in Canada to incorporate both engineering and Indigenous perspectives while training graduate students in medical device design and innovation.

NSERC CREATE Dr. Jay Famiglietti, Food-Water Nexus Education and Training (FWNET), $1.65 M in funding. The program will provide interdisciplinary training in hydrology, agriculture, technology, innovation, and policy to reduce global inequities in food security.

SSHRC Partnership Training Grant Dr. Maureen Reed, TRANSdisciplinary Education Collaboration for Transformations in Sustainability (TRANSECTS), $2.5 M in funding. International Office provided $50 K to support this proposal from the Global Ambassador Fund and International GCSF. TRANSECTS brings together teams from academia, Indigenous and rural communities, governments, international networks, private and civil society from Canada, Germany, and South Africa to tackle issues related to climate change, biodiversity loss, poverty, and water security.

B) Canada Foundation for Innovation Major Science Initiative Success

Four successful CFI MSI proposals were awarded, resulting in $170M in funding. USask received 27 per cent of national funding from CFI for this program to ensure that the university's three existing national research facilities (CLS, VIDO-InterVac, SuperDARN) have the support needed to operate and stay on the leading edge of research, while adding a fourth national research facility – the Global Water Futures Observatories (GWFO). GWFO is one of only six new research centres from across Canada to receive MSI funding.
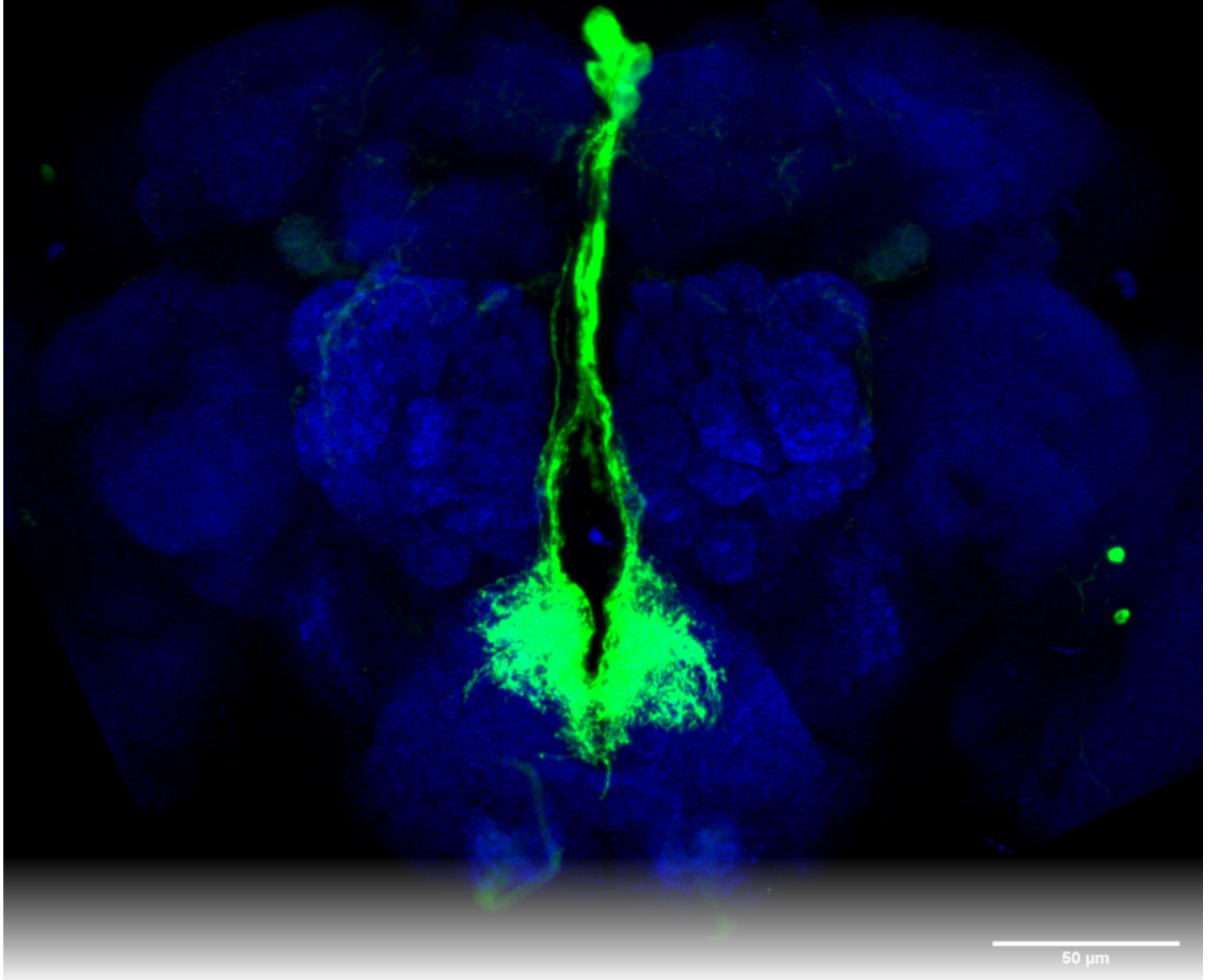
C) Canada Research Chairs

In 2022-23, ten Canada Research Chair (CRC) searches were underway and three CRC nominations were submitted, including one successful CRC awarded (results pending for the additional two submissions), and three CRCs officially announced.

The impressive CRCs announced this year focus on unique research that involves exploring the importance of Indigenous partnerships, culture, and decolonization. They include:

▶ Dr. Robert (Bobby) Henry (PhD), an assistant professor in Indigenous Studies at College of Arts and Science, and the executive director of the Saskatchewan Network Environments of Indigenous Health Research (SK-NEIHR), improves public understanding of street gangs and lifestyles through community-engaged research, and informs policies that can reduce the "hyper-incarceration" of Indigenous persons.

▶ Dr. Kristina Bidwell (PhD), a professor at the College of Arts and Science, investigates how stories—both written and oral—create meaning and influence actions within intercultural collaborations and conflicts.

▶ Dr. Lori Bradford (PhD), an assistant professor from the Ron and Jane Graham School of Professional Development in the College of Engineering, and the School of Environment and Sustainability, leads the creation of new knowledge to support both individual practices and a shift in engineering culture.

Left to right, VP Research Baljit Singh presents pins and certificates to newly-named CRCs Bobby Henry, Kristina Bidwell, and Lori Bradford.

INTELLECTUAL PROPERTY MANAGEMENT

IMP supported commercialization of research innovations:

- ► Received 20 invention disclosures from eight colleges/schools.
- ► Filed 15 patents, contributing to a total of 184 patent families currently active.
- ► Secured 15 license agreements, which are now part of 86 active licenses under management.

"Hunger Games: May the Neurons be Ever in Your 'Flavour,'" by Narsimha Pujari, veterinary biomedical sciences doctoral student

The International Office actively supports faculty in developing international connections.

Academic and Research Partnerships

► The International Office houses over 300 international agreements with 225 entities in over 60 countries (including one with the Government of Saskatchewan on International Education). In 2022/23, 24 new and 36 renewed agreements were signed.

► Eight of the 24 new agreements signed were with institutions in Bangladesh, Germany and India. These three countries are home to world-renowned historic institutions, modern innovative research facilities and have pioneering and progressive specialist research centres. By investing in strategic alliances with Bangladesh, India and Germany, USask can open its windows to the world.

The 2023 Images of Research–a mosaic of all 143 submissions.

Delegation Support and Government Engagement

► The International Office supported 35 inbound and 20 outbound delegations from 25 countries. Fifty briefing notes on countries, regions, specific institutions, or research areas were provided to USask Senior Leaders and/or government in 2022/2023.

► To extend our global impact on International Education, the International Office has participated in more than 100 meetings with provincial, federal, or international government representatives.

Internationalizing the USask experience:

The International Office hosted events at all accessibility levels to ensure an internationalization experience for all.

► "Country Conversations: Experience the World from Your Campus Community" with the Science and Higher Education Attachée of France. This led to USask becoming a member of the France Canada Research Fund (FCRF).

► A reception event for the managing directors of the Global Offices of the Saskatchewan Ministry of Trade and Export Development was hosted in partnership with USask Government Relations and Saskatchewan Polytechnic. This event highlighted USask as a research and innovation driver in Saskatchewan.

"Managing River Monsters in the Amazon Jungle," by Alex Pelletier, toxicology doctoral student.

- ► A Heads of Mission Reception was held to welcome 30 country ambassadors, high commissioners and senior diplomatic officials hosted in Canada in partnership with the Saskatchewan Ministry of Trade and Export Development and USask Government Relations.

- ► Organised a Prairies Regional Conference on "Engaging India – Engaging Canada: Interdisciplinary Perspectives" in partnership with the Shastri Indo-Canadian Institute which welcomed over 100 people from seven different prairie post-secondary institutions including 50 participants from India. The sessions were on topics related to Agriculture, Food Security, Social and Cultural Dimensions of One Health, Energy, Environment, and Indigenous Perspectives and Skill Development.

- ► Hosted a two-day Gender Equality Workshop with leading Canadian expert Karen Craggs-Milne focused on a "Feminist Lens in Development" in partnership with the Saskatchewan Council for International Cooperation. Approximately 20 USask faculty, staff, students, and colleagues from Saskatchewan Polytechnic attended.

- ► Organized a USask-Germany round table with over 50 USask faculty to understand opportunities in international research between German institutions and USask.

Undergraduate Research Initiative

To create the next generation of researchers, the Undergraduate Research Initiative (UGR) provides research and discovery experiences to undergraduate students through a four-part strategy – course-based experiences, assistantships, knowledge transfer or dissemination activities, and research skill development. Highlights for 2022-23, include:

- ► 408 students registered in SURE: Student Undergraduate Research Experience, a co-curricular program that supports student skill development.

- ► 1900 students completed a course-based First Year Research Experience (FYRE).

- ► USask spearheaded the FutureNow initiative, which coordinated 32 students from USask, URegina, SaskPolytech and FNUniv to go to the provincial legislature to present their research projects.

- ► USask students were awarded 66 NSERC Undergraduate Student Research Awards (NSERC – USRA), including 4 Indigenous NSERC USRAs, 1 SSHRC USRA, and 1 CIHR USRA.

TedX:

In January, RPI hosted a one-day TEDx event – a series of short, focused talks, demonstrations, and performances on a wide range of subjects – to showcase the amazing research, scholarly and artistic works (RSAW) of our USask community.

The theme was "Be What the World Needs," in alignment with the university's mission and brand platform. Nine researchers, faculty and staff members were prepared to present engaging and motivating talks over the course of an afternoon in-person training session and over 100 students and faculty participated in the event. After the event, each speaker's talk was edited into a single-watch video and shared broadly on all USask social media channels. Feedback has been so positive that plans for a 2023/24 TedX event are currently underway.

Storytelling:

RPI continues to use its successful toolkit to tell USask's research story. This includes our Images of Research event, Discovery Digest e-newsletter, social media channels, our Young Innovators series, and much more.

In 2022-23 RPI accomplished the following:

- ► Created more than 10 media pitches
- ► Prepared 123 press releases (either solely by the unit or by working with college and centre communicators.)
- ► Had 140 images submitted into our Images of Research event, the highest to date.
- ► Grew USask Research's LinkedIn profile from 462 to 1,369 organically (no budget expenditure)
- ► Built USask Research's twitter page with positive results and following
- ► Maintained our large following of Discovery Digest readers – 54.1 per cent average open rate.
- ► Had 24 Young Innovator stories written and sent to the Saskatoon Star Phoenix.

Signature Areas of Research Renewal:

Signature Areas are areas of research and scholarship, enabled by our research capacity, investments, history and sense of place, that help to position USask as a leading university in

Canada and the world.

In 2022, a campus-wide review and renewal of our signature areas of research was completed. Led by the VPR and the Provost, the review ensures that USask continues to focus on distinctive areas of research and scholarship and identify new possibilities for collaboration.

Three new Signature Areas were identified:

Communities and Sustainability (Dr. Lori Bradford (PhD), Dr. Vicki Squires (PhD), and Dr. Dionne Pohler (PhD))

Health and Wellness (Dr. John Gordon (PhD) and Dr. Jennifer Lang (PhD))

Quantum Innovation (Dr. Steven Rayan (PhD))

The areas of Water Security and Energy and Mineral Resources were also revised and refocused.

Building on the success of the six Signature Areas first identified in 2011 - Agriculture, Energy and Mineral Resources, Indigenous Peoples, Synchrotron Sciences, One Health, and Water Security – the new Signature Areas will provide focus and energy for new areas of research and scholarship that will continue to build the reputation and impact of USask.

The Government of Saskatchewan's $31 million investment, called the Horizon's Fund, provided USask with an opportunity to improve its financial sustainability, strengthen its contributions to the province and accelerate the university's recovery from the global pandemic. Of the twenty-six Strategic Priority Initiatives supported by the Horizons Fund, the Office of the Vice-President Research spearheaded five projects to improve internal processes, support and promote research and innovation, and build the USask research enterprise.

Opus

During the past year IMP launched Opus, a pre-accelerator program for USask founders with research-based innovations they wish to use as the basis for a startup venture. Opus is designed to provide participants with foundational knowledge and one-on-one coaching to build business acumen, as well as personal connections to mentors, experts, industry, funders, and business service providers.

"Cautiously Curious Caribou," by Cody Malone, veterinary microbiology doctoral student.

In June 2022 the Opus pilot program kicked off with 16 aspiring founders who received more than 30 hours of formal programming and the services of the IMP team to help them build intellectual property and go-to-market strategies. The participants were matched up with support from 32 entrepreneurial thinking mentors and business coaches over the eight-month pilot. Technologies spanned biotech, artificial intelligence, drug therapies, and novel research tools. Select members of the pilot cohort will continue in a second year of programming in 2023, along with 20 new participants, who will all have access to the infrastructure and workspace provided in the new research/tech hub called Collider, located in Innovation Place.

Living Skies Post-Doctoral Program

Postdoctoral Fellows (PDF) are the engines of thriving research programs. The numbers of PDFs are often correlated with the quality and quantity of research productivity, which directly influence a university's impact, reputation, and rankings. Increasing the number of USask PDFs is essential to growing the research enterprise at USask, improving our national and international rankings, and strengthening our ability to administer competitive research programs, secure federal research funds, and recruit early career researchers.

In 2022-2023, the OVPR launched the Living Skies Post-Doctoral Program pilot to create a new kind of PDF recruitment on campus. The goals of the pilot are to:

- ► Increase the number of post-doctoral fellows recruited to USask.
- ► Focus on interdisciplinary PDF teams working on projects, and
- ► Provide a different kind of mentorship experience for each LS PDF (and community or external partners) by pairing each PDF in the cohort with at least one primary faculty mentor, and one external mentor from a private or public sector partner.

Utilizing $2 million provided by the Horizons grant, and an additional $400,000 in program support provided by VIDO, two calls for applications were issued (May 2022, Nov 2022) with 29 PDFs being approved. Recruitment of these positions is underway.

Addressing the Human Ethics Resourcing Bottleneck

Delays in ethics approvals have been an ongoing challenge for USask researchers. Many research projects, especially in-person research with human subjects, were put on hold due to the COVID-19 pandemic. When restrictions were lifted, researchers were eager to resume their research and the research ethics office was inundated with applications. While the initial surge of applications resulted from pent-up demand, research ethics applications will continue to

increase as a reflection of the growing research enterprise at USask.

To address long wait times for application approvals:

> ► Dr. Kurtis Swekla, DVM, was appointed University Veterinarian and Director of Animal Care. Dr. Swekla is leading a process to make unit budgeting and processing sustainable over the long term.
>
> ► Dr. Gordon McKay was appointed Interim Director of Human Ethics for one year to lead the Behavioural and Biomedical Ethics teams, and to develop a long-term sustainability plan for the ethics office.
>
> ► Vacancies were filled and three additional term positions were hired, increasing the team to seven staff, to address backlogs and improve ethics review processes.

To date, the team has worked with the Research Ethics Boards to reduce the time from application to response to approximately one month, allowing researchers to get on with their research.

Research Grant Management

Research Grant Management is a pilot program seeking to address the long-recognized gap in post-award support for research and scholarship in the social sciences, humanities and fine arts. Informed through consultation with staff and faculty, and supported by two Research Specialists (Post-Award) who were hired in Fall 2022, this holistic program complements and augments existing services and supports, making it easier for faculty to manage their research, scholarly and artistic works and projects.

With an initial focus on the College of Arts and Science, this program will inform a new model for managing grants that results in greater faculty satisfaction, time saved on administrative tasks for both faculty and staff, and enables increased engagement and participation in research, scholarly and artistic works. Research Specialists (Post-Award) have met with 98 per cent of faculty who hold research grants in the Arts and Science cohort, have helped reduce research funds in deficit by $140,000, and are actively working to improve processes, build knowledge, and develop resources.

Rankings, Awards and Reputation Initiatives

USask's University Plan commits us to achieve "noticeable improvement in academic rankings within disciplines and across the university as a whole," so that our rankings reflect our expertise

and accomplishments.

Rankings influence enrolment decisions made by prospective students and their parents, and affects our ability to attract and retain world-class researchers, faculty, and other highly qualified personnel. Rankings illuminate the efforts of faculty who are leading the University's vision for teaching, research, and engagement, and are often cited as indicators of institutional quality and prestige.

To date, the rankings project has prioritized engagement and education, focusing on the delivery of presentations on rankings methodologies and results to multiple groups on campus. Ongoing work will establish formal practices for data management and submission processes, along with efforts to identify where and how rankings metrics and indicators intersect with other important initiatives on campus – for example, the sustainability strategy and signature areas of research.

The OVPR also facilitates USask faculty applications for external awards to encourage and build external recognition for breadth and quality of research, scholarly and artistic works (RSAW) created by our faculty. Since March 2022, working with facilitators and other supporters from colleges and schools, the RPI Awards team has supported a total of 26 nominations for awards and recognitions.

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Kathleen James-Cavan, Chair Teaching, Learning and Academic Resources Committee of Council
DATE OF MEETING:	**June 15, 2023**
SUBJECT:	**Teaching, Learning and Academic Resources Committee Annual Report**
COUNCIL ACTION:	For Information Only

ANNUAL REPORT OF THE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF COUNCIL
2022-2023

The Teaching, Learning and Academic Resources Committee (TLARC) deals with a range of teaching and learning issues at the university.

The committee is composed primarily of faculty from colleges and departments across the institution who share their experience and expertise in many areas. University staff, who sit as committee members or resource people, provide important input from administrative and technical perspectives.

Terms of Reference

1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.

2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.

3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan integrated plans.

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

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

Membership

Membership comprises 11 members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

Kathleen James-Cavan (Chair)-Exec	St. Andrew's College	2023
John Gjevre	Medicine	2023
Natacha Hogan	Animal and Poultry Science	2023
Sarah Donkers	Rehabilitation and Poultry Science	2025
Jo Ann Murphy	Library	2023

General Academic Assembly Members

Alec Aitken	Geography & Planning	2025
Mary Ellen Labrecque	Nursing	2024
Ella Ophir	English	2024
Greg Malin -Exec	Medicine	2024
Kelly Foley	Economics	2024
Ann Martin	English	2023

Sessional

Raha Moazed	Graham School of Professional Development	2023

Student Members

Sharon Jacob	USSU VP Academic Affairs	2023
Sristy Sumana Nath	GSA VP Academic and Student Affairs	2023

Ex-officio (voting)

Jay Wilson- Exec	Interim Vice-Provost, Teaching, Learning and Student Experience	2022
Russ Isinger- Exec	Interim Vice-Provost, Teaching, Learning and Student Experience	2023

Resource members (non-voting)

Shari Baraniuk	CIO, Information and Communications Technologies
Rachel Sarjeant-Jenkins	(designate for) Dean, University Library
Vacant	Director, Distance Education Unit
Nancy Turner-Exec	Senior Director, Teaching and Learning Enhancement
Candace Wasacase-Lafferty	Director, Indigenous Initiatives
Candice Weingartner	Director, ICT Academic and Research Technologies
Erin Holcomb-Exec	Teaching and Learning (Committee Coordinator)

Associate Members

Kate Langrell	Copyright Coordinator

Overview of TLARC Committee Responsibilities:
To accomplish its broad mandate of supporting the delivery of academic programs and services at the University of Saskatchewan, TLARC meets regularly as a full committee and separately in working groups dedicated to specific topics. TLARC members, therefore, have four responsibilities: (1) receiving information about teaching and learning, (2) providing critical input and insight, (3) voting on teaching and learning issues, policies, and processes, and (4) contributing expertise and advice to a working group.

Meeting Structure
TLARC met as a full committee 8 times during the 2022-2023 academic year with meetings held in-person. Working groups met as needed outside TLARC's regular meeting dates.

Issues, Discussions and Work Completed
All working groups have presented detailed updates to TLARC. Affiliated with TLARC, the Academic Integrity Task Force provided its final report in May 2023.
In January 2023, TLARC turned its attention to the promise and peril of ChatGPT and requests for lecture recording. The Wellness Report and the Framework for Experiential Learning were presented at Council in January and April, respectively.

Working groups
Assessment: In the fall of 2022, TLARC and APC created a joint working group to examine policies and practices of assessment of student learning and to make recommendations for change based on current best practices. Having completed two phases of a multi-year project, the joint working group presented a detailed report to TLARC in May 2023 and will continue to consult, revise, and advance key actions throughout 2023-24. Revisions to the Academic Courses Policy came before University Council in May as a notice of motion with the request for decision scheduled for Council's June 2023 meeting.

USask Learning Outcomes/Competencies: Drawing on the University's Learning Charter (rev. 2018), this working group refined the Charter's eighteen pursuits into six competencies describing the knowledge, skills, and perspectives students will achieve by the end of their degrees regardless of program.

Teaching Quality: Building on the revised peer review of teaching policy passed at University Council in June 2022, this working group was reconstituted in spring 2023 to consider the creation of guidelines for faculty, department heads, deans, and review committees on interpreting evidence (from students, peers, and self) of teaching effectiveness against our standards. This work will continue next academic year and is intended to support collegial process in wholistic evaluation of teaching.

Reports Received: The final report of the Academic Integrity Task Force and the EDI Framework for Action were received and discussed on May 16, 2023.

Other activities:
TLARC welcomed presentations from guest experts, who shared information and updates on programs and university-wide strategies including:

- Dr. Wendy James on the Assessment Summary
- Dr. Melanie Hamilton on the new Graham Centre for SoTL
- Dr. Scott Tunison on Lecture recording technologies
- Dr. Susan Bens and Liv Marken on Text generators in teaching and learning

- Dr. Susan Bens with the Academic Integrity Task Force Final Report

Acknowledgements and Thanks
Erin Holcomb, Program Coordinator for GMCTL and the TLARC coordinator, has provided exceptional support to the committee and its working groups by keeping the executive, working groups, and full committee informed by taking detailed minutes and inviting guests when needed. Nancy Turner, Senior Director, Teaching and Learning Enhancement, sustains the committee's engagement in teaching and learning with her expertise, wisdom, and exceptional dedication. I am deeply grateful to all the members of the committee for their care for and commitment to advancing teaching and learning effectiveness.

Respectfully submitted,

Kathleen James-Cavan, Chair
Teaching, Learning and Academic Resource Committee of Council

PRESIDENT'S REPORT TO COUNCIL
June 2023

Dear colleagues,

It is hard to believe that we are at the end of another academic season – one that presented us with the opportunity to come back together again, in a safe and reinvigorated way. We have accomplished much over the past ten months, and I wish to extend my thanks to Council members, executive and governance teams, who dedicate time and effort to making our university a better place for all.

I want to wish all Council members a relaxing summer, and I look forward to convening once again in the fall.

Best regards,
Peter

Spring Convocation – celebrating the Class of 2023

Congratulations to the 3,565 new USask alumni who received 3,740 degrees, certificates, and diplomas during the eight Convocation ceremonies held at Merlis Belsher Place earlier in the month. During Convocation we acknowledged the accomplishments of the graduating students who were presented with awards, including **Governor General Gold Medal** recipients Joshua Cordell Neudorf and Caroline Aubry-Wake, and Governor General Silver Medal recipients William Thomas Peter Stryker and Alexander Devan Mayhew.

Congratulations were also extended to this year's **honorary degree recipients**: Rosalie Silberman Abella (Honorary Doctor of Laws), Gary Carriere (Honorary Doctor of Science), Dr. John Conly (Honorary Doctor of Science), Elder Sharon Jinkerson-Brass (Honorary Doctor of Laws), and Ellen Remai (Honorary Doctor of Laws).

Please see our extensive webpage for the **Class of 2023** listing, information on honorary doctorate recipients, and news articles featuring graduate stories.

I wish to thank all faculty, staff, leaders, and support services for your important role in student success at USask, as well as all the Council committees and your leadership in advancing and refining curriculum and research. I also wish to extend a thank you to Russell Isinger, interim vice-provost teaching, learning and student experience and

university registrar, in collaboration with University Secretary Julian Demkiw, and their teams, for their part in organizing and leading the many Convocation ceremonies.

June is Pride Month

USask is proud to celebrate and support Pride Month activities and awareness in the city, the province, and across the country. On June 1, USask hosted a **Pride Flag Raising Ceremony** in front of the Peter MacKinnon Building. The flag raising ceremony signaled our commitment to fostering an inclusive and positive working, teaching, and learning environment for all, and to publicly display our support for diversity across our campuses.

This month is a time to reflect on how far we have come, and on how far we still have to go, to support the 2SLGBTQIA+ community and to confirm our commitment to making USask the most inclusive and diverse campus community we can possibly be for all students, staff, faculty, alumni, and guests. Guided by our **Equity, Diversity and Inclusion Policy**, adopted by our University Council, Senate, and Board of Governors, USask is committed to creating an inclusive environment for gender and sexual diversity, while also acknowledging the injustices still faced by many in the 2SLGBTQIA+ community.

To learn more about where we have been and where we are going, I invite you to visit the university's **news website** and the new **Pride page**, with links to courses and collections, programming and policies, and stories documenting the history of the movement in the province. You can also show your pride by ordering a Pride Shirt on the **Shop USask Pride Website**, with proceeds supporting the university's **Queer Housing** initiative in residence. For student support, please visit the **University of Saskatchewan Students' Union Pride Centre**.

You are invited to join your fellow USask students, staff, faculty, and alumni by taking part in Saskatoon Pride events from June 9-18, including the annual **Saskatoon Pride Parade** on Saturday, June 17. The annual **Queen City Pride Festival** in Regina also runs June 2-11 with a parade set for Saturday, June 10, while **Prince Albert Pride Week** is already underway, with the annual parade scheduled for Saturday, June 3.

However you choose to take part, as a participant, an ally, or as active learner, thank you for supporting Pride Month at the University of Saskatchewan.

USask a leader in higher education sustainability rankings

USask has earned a top-100 worldwide rank in the Times Higher Education (THE) Impact Rankings, with top-20 rankings in two key areas.

USask has earned a rank of 67th overall around the world, even with the addition of more than 180 universities to the THE Impact Rankings bringing the total number of participants to nearly 1,600. THE measures the performance of institutions around the world against the Sustainable Development Goals (SDGs) set out by the United Nations. Universities must submit information for at least four of the 17 SDGs to be included in the overall rankings, and one must be for SDG 17 – Partnerships for the Goals.

In addition to ranking 67th overall, USask made a significant jump into the top 20 worldwide in SDG 2 – Zero Hunger (moving up from 52nd last year to 16th) and placing 20th in SDG 11 – Sustainable Cities and Communities.

Overall, USask submitted data and supportive evidence for nine SDGs in the 2023 rankings and placed in the top 100 worldwide in four of those categories. One of those was SDG 10 – Reduced Inequalities, where USask placed 95th worldwide in the university's first-ever year submitting for that SDG. USask finished no lower than the 101-200 tier for any SDG in this year's THE rankings, with the other top 100 placing in SDG 3 – Good Health and Wellbeing.

USask has also received recognition from the Association for the Advancement of Sustainability in Higher Education (AASHE), achieving "gold" status in the Sustainability Tracking & Assessment Rating System (STARS) in 2023. This is the first time USask has received gold status since being part of the STARS system.

VIDO scientists receive $1M to strengthen mpox preparedness

Scientists Drs. Alyson Kelvin (PhD) and Angela Rasmussen (PhD) from USask's Vaccine and Infectious Disease Organization (VIDO) have received $1-million in total funding to study mpox (formerly known as monkeypox) from the Canadian Institutes of Health Research (CIHR). The scientists were successful in CIHR's "Team Grant: Mpox (monkeypox) and zoonotic threats."

Mpox re-emerged in 2022—resulting in over **87 thousand confirmed cases and 141 deaths in 111 countries**. Although it is no longer labeled a public health emergency of international concern, the World Health Organization stated it continues to be a significant public health challenge requiring a proactive and sustainable response.

BE WHAT THE WORLD NEEDS

Provost's Report to Council

June 2023

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hãn. ëdłanet'e? taanishi. aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

USask recognizes Pride Month

The USask community is proud to support [Pride Month activities and learning opportunities](#) in June and throughout the year. To kick off Pride Month 2023, all faculty, staff, and students were invited to attend the [Pride Flag Raising Ceremony on June 1](#) outside the Peter MacKinnon Building. The flag-raising event offers USask faculty, staff, and students an opportunity to show their support for the 2SLGBTQIA+ community and to reflect on how we can all foster an inclusive and positive working and learning environment at our university.

On June 17, members of the USask community will take part in the Saskatoon Pride Parade in downtown Saskatoon. Please feel free to join USask at this event. To walk with USask, participants are asked to meet at Spadina Crescent and 24th Street East, under the University Bridge. More information about the parade, as well as USask-sponsored events, can be [found online at spotlight.usask.ca](#).

I would like to acknowledge the dedication of USask's Pride Planning Committee, which was comprised of representatives from support units across campus as well as colleges and schools, and was co-chaired by Deputy Provost Patti McDougall and Tasnim Jaisee, equity, diversity, and inclusion project specialist in the Office of the Provost and Vice-President Academic. Thank you to the co-chairs and committee members for the thoughtful discussions and hard work in the weeks leading up to Pride Month.

This June, I encourage everyone to take time to connect, commemorate, and celebrate Pride, and to work together to make our campus community a safe and supportive place for all students, staff, faculty, alumni, and visitors.

Spring planning and budget town hall videos available for viewing

USask faculty, staff, and students were invited to attend two online planning and budget town halls on May 17 and May 19, 2023. The co-presenters were Dr. Airini, provost and vice-president academic; Dr. Devan Mescall, chief financial officer; and Jennifer Beck, senior director, resource allocation and planning. Dr. Patti McDougall, deputy provost, facilitated the question-and-answer time from the approximately 300 faculty, staff, and students in attendance during the two days.

The recordings of the online planning and budget town hall presentations can be [viewed here](#) and [viewed here](#). These town halls happen twice a year, in the spring and fall terms, and offer an opportunity to learn more about how USask's academic mission drives the university's financial decision-making and resource-allocation processes. USask's academic values—based on the university's mission, vision, and values and the **University Plan 2025**—lead decision-making, and budget realities inform these decisions.

In addition to the town hall recordings, other financial information related to USask's planning and budgeting processes can be found online:

- [Information from past town halls](#)
- [Information about university finances](#)
- [Resource-allocation resources](#)
- [Annual financial reports](#)

The next USask planning and budget town hall will be held in fall 2023. More details will be available closer to the event date.

Senior leader searches led by Office of the Provost and Vice-President Academic
The University of Saskatchewan is recruiting for six senior leadership positions that report to the provost and vice-president academic: vice-provost, faculty relations; executive director, School of Public Health; dean, College of Engineering; dean, College of Kinesiology; dean, College of Medicine; and vice-provost, Indigenous engagement. More information about the positions and the membership of the Search Committees can be [found online](#). The searches are due to terms concluding in these roles.

The recruitment and review of senior leadership positions at USask is guided by the [Search and Review Procedures for Senior Administrators](#), approved by the Board of Governors. Questions about the recruitment or reviews of senior academic administrators, including associate vice-provosts and deans, should be directed to leadership.search@usask.ca.

Funding and support for Indigenous students at USask
The University of Saskatchewan monitors decisions made by other members of the U15 Group of Canadian Research Universities, including the [recent announcement from the University of Waterloo](#). Through our ongoing tuition consultation processes, USask will continue to reflect on and discuss how tuition and fees are applied at our institution.

USask's main campus is situated on Treaty 6 Territory and the Homeland of the Métis. Transformative decolonization leading to reconciliation is one of the [aspirations outlined in our University Plan 2025](#). USask aspires to offer a welcoming and inclusive learning environment for all students, including our students from Treaty 6 Territory and the Homeland of the Métis.
- During the 2022/23 academic year, USask saw a total of 3,241 Indigenous students (self-declared) enrolled in our programs and classes: 2,808 undergraduate students, 381 graduate students, 27 medical residents, and 25 learners in non-degree programs.
- We are pleased to have one of the highest Indigenous student populations at a Canadian post-secondary institution.
- USask has implemented the [deybwewin | taapwaywin | tapwewin: Indigenous Truth](#) policy, which ensures that a verification with documentation process will be completed by Indigenous people holding Indigenous-specific employment positions, student scholarships, or other forms of material advantage created for Indigenous Peoples.

- In the 2021/22 academic year, USask provided more than $4.2 million in scholarships, bursaries, and prizes to Indigenous students—27 per cent of USask's Indigenous student population.
- This included more than $2.58 million at the undergraduate level, with 26 per cent of Indigenous undergraduate students receiving funding, and more than $1.64 million at the graduate level, with 36 per cent of Indigenous graduate students receiving funding.
- During the 2022/23 academic year, USask distributed approximately $257,000 in crisis aid funding to Indigenous students enrolled in the university's colleges and schools.
- USask is aware of the federal supports available to Indigenous students, such as those outlined in the First Nations Post-Secondary Education Strategy.
- To mitigate the impact of economic barriers for students with financial need, USask has budgeted nearly $56 million in 2023/24 for student aid, through scholarships, bursaries, and tuition waivers. This does not include financial support through the many employment opportunities that are available to USask students.

Ensuring students have access to the supports and services they need is a key priority for USask. We will continue to engage with stakeholders about tuition and fees through our tuition consultation initiatives, which were launched in 2021. We welcome continued feedback from all members of our campus community and remain committed to ongoing discussions in the upcoming academic year.

30th Annual Life and Health Sciences Research Expo held on May 4
USask's **30th Annual Life and Health Sciences Research Expo** returned on May 4, 2023, as an in-person event for the first time since being cancelled in 2020 due to the COVID-19 pandemic. In total, 104 submissions were received from members of the USask community interested in presenting their research, nominating a deserving graduate supervisor, or competing for a Best Paper Award. In addition to having all health science units represented through student and/or adjudicator participation, additional units, such as the College of Engineering and VIDO, also took part in the event.

USask graduate and Saskatchewan Health Research Foundation (SHRF) programs and engagement manager Chelsea Cunningham contributed to the event as an adjudicator and as an award presenter for the SHRF-sponsored Best Paper Awards. Dr. Hassan Vatanparast (MD, PhD) was announced as the recipient of the Best Supervisor Award, and more than $7,000 was awarded to student research presenters. The annual expo was organized by the USask Health Sciences with support from academic co-chairs David Blackburn, PharmD (College of Pharmacy and Nutrition), and Dr. Saija Kontulainen, PhD (College of Kinesiology).

This month's congratulations:
On June 14, the 2023 recipients of the USask Staff and Faculty Awards were celebrated during an event at Marquis Hall. Congratulations to the award winners.

Provost's College Award for Outstanding Teaching
- Dr. Brent Bobick (PhD), lecturer and director, Anatomy Lab, Department of Veterinary Biomedical Sciences, Western College of Veterinary Medicine
- Dr. Carly Priebe (PhD), sessional lecturer, College of Kinesiology
- Courtney Charles, lecturer, College of Pharmacy and Nutrition
- Dr. Francisco Otero-Cagide (DDS), associate professor, College of Dentistry
- Jamesy Patrick, assistant professor, College of Law
- Dr. Kelsey Brose (MD), assistant professor, Hematological Oncology, College of Medicine
- Dr. Lifeng Zhang (PhD), associate professor and graduate chair of chemical engineering, Chemical and Biological Engineering, College of Engineering

- Dr. Lorelei Nickel (PhD), lecturer, Edwards School of Business
- Dr. Roslyn Compton (PhD), associate professor, College of Nursing
- Dr. Simonne Horwitz (D. Phil), associate professor, Department of History, College of Arts and Science
- Dr. Tristan Skolrud (PhD), associate professor, Department of Agricultural and Resource Economics, College of Agriculture and Bioresources

Provost's Outstanding Teacher Award
- Dr. Regina Taylor-Gjevre (MD), professor and division head, Adult Rheumatology, College of Medicine

Provost's New Teacher Award
- Dr. Al Chicoine, Department of Veterinary Biomedical Sciences, Western College of Veterinary Medicine

Provost's Graduate Student Teacher Award
- Barbara de Silva, PhD Student, Department of Mechanical Engineering, College of Engineering

Provost's Support of Teaching and Learning Award
- Carolyn Cartwright, manager, B.J. Hughes Centre for Clinical Learning, Western College of Veterinary Medicine
- Liv Marken, learning specialist and writing help coordinator, University Library

Sylvia Wallace Sessional Lecturer Award
- Dr. Steven Langdon (PhD), sessional lecturer, Department of Chemistry, College of Arts and Science

Distinguished Graduate Mentor Award
- Dr. Daniel X. B. Chen (PhD), professor and graduate chair for biomedical engineering, Department of Mechanical Engineering and Division of Biomedical Engineering, College of Engineering
- Dr. Julia Boughner (PhD), professor, Department of Anatomy, Physiology and Pharmacology, College of Medicine

New Researcher Award
- Dr. Benjamin Hoy (PhD), associate professor, Department of History, College of Arts and Science
- Dr. Kate Congreves (PhD), associate professor, Department of Plant Sciences, College of Agriculture and Bioresources

Publicly Engaged Scholarship Team Award
- Dr. David Natcher (PhD), professor, Department of Agricultural and Resource Economics, College of Agriculture and Bioresources

International Engagement Service Award for Staff
- LaVina Watts, manager, Study Abroad and Interdisciplinary Programs, College of Arts and Science

Global Research Leadership Award for Faculty
- Dr. Gregg Adams (DVM, PhD), professor, Department of Veterinary Biomedical Sciences, Western College of Veterinary Medicine

Global Research Leadership Award for Students
- Alex Pelletier, PhD student, toxicology

J.W. George Ivany Internationalization Award for Faculty
- Dr. Venkatesh Meda (PhD), professor, Chemical and Biological Engineering, College of Engineering

Staff Excellence Award
- Amanda Plante, research ethics specialist (animal), Research Excellence and Innovation
- Amber McCuaig, executive officer, Johnson Shoyama Graduate School of Public Policy
- Marlys LeBras, information support pharmacist (RxFiles), College of Pharmacy and Nutrition
- Matt Hutcheson, radiation safety officer
- Nicola Chopin, project manager, Sustainability and Education, Policy Network (SEPN) Sustainability Education Research Institute (SERI), Educational Foundations, College of Education
- Nicole Orr, executive assistant, Huskie Athletics
- Rob Procyk, campus lead, Prince Albert campus

I would also like to recognize Dr. Preston Smith, dean of the College of Medicine, for receiving the 2023 Chris Carruthers Excellence in Medical Leadership Award. The award is presented to a physician who has made an outstanding contribution to the development and mentorship of medical leaders in the field of health services leadership and management. Congratulations.

UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manācihitowinihk / ni manachīhitoonaan

Meaningful Impact

Global Institute for Water Security: Global Water Futures program concludes with finale meeting
The USask-led, pan-Canadian Global Water Futures (GWF) program concluded with a finale meeting in Saskatoon from May 15 to May 17, 2023. Hundreds of researchers from across the country were hosted by USask's Global Institute for Water Security (GIWS), with events occurring at TCU Place, the USask campus, and Wanuskewin Heritage Park.

The results of GWF have changed the course of water research, policy, and governance in Canada and internationally, and have increased USask's reputation to attract the brightest and best water researchers and students from around the world. USask and GIWS will continue to lead the next iteration of the program, with the Global Water Futures Observatory network receiving a large grant from CFI's Major Science Initiative program.

Edwards School of Business: New podcast shares alumni stories
In May 2023, the Edwards School of Business launched a brand-new podcast to share alumni stories. The After (Business) School Special shares what business professionals, industry leaders, entrepreneurs, and others have learned since finishing their business degrees at Edwards. Listeners will hear authentic stories about personal and career growth, leadership, entrepreneurship, and more.

Johnson Shoyama Graduate School of Public Policy: School launches new website
The Johnson Shoyama Graduate School of Public Policy (JSGS) has launched a new website—one that will more effectively support the recruitment of distinguished learners through an engaging, easy-to-navigate, and visually appealing user experience.

With the support of the Tuition Bridge Fund program, the transformed website will serve as JSGS's primary platform for student recruitment and retention specifically through the curation of information and links based on segments of the school's target audiences (e.g., working professionals, aspiring professionals, domestic and international learners); the reduction of search time for addressing frequently asked questions (and, as such, significantly reduced staff time responding to email inquiries); and the profiling of stories about current students, alumni, and research projects.

One of the main features of the new site is the clear articulation of the distinctions among the school's different programs, especially the Master of Public Administration (professional program) and the Master of Public Policy (thesis-based program) and how these two programs prepare students for different types of careers.

Productive Collaboration

College of Engineering: RE-ENGINEERED team wins award for innovative revamp of first-year program
More than a year after the introduction of its new curriculum, the College of Engineering is receiving recognition for RE-ENGINEERED. The RE-ENGINEERED team has been awarded the 2023 D2L Innovation Award in Teaching and Learning, presented by the Society for Teaching and Learning in Higher Education (STLHE).

Program designers working on RE-ENGINEERED created a unique, innovative first-year program focused on ensuring students acquire a diverse skill set that will carry them to graduation. The new program

moves away from traditional semester-long classes; courses vary in length and intensity, with particular attention paid to sequencing so a skill acquired in one course can immediately be applied in the next.

Using a competency-based assessment (CBA) approach to evaluate students' grasp of skills and knowledge is among the significant changes in RE-ENGINEERED. With CBA, students are tested on learning outcomes embedded in course content to ensure mastery before moving on. A key feature is that students receive feedback on their assignments and then get the chance to rewrite, or "top up," to improve their mark.

Other key features of RE-ENGINEERED are online summer courses students take at their own pace before the start of the first term to fill gaps from their high school learning in subjects such as math, chemistry, and physics, and the grouping of students into blocks of about 50 students when they register for classes. This is done so there will be several groups with a consistent schedule and a common lunch break, creating opportunities for academic as well as social interaction. Placing each student in a study squad of about a dozen people has also proved popular, providing students with built-in peer support for homework and giving them an opportunity to make friends.

College of Arts and Science: USask chemistry program earns national accreditation
Two undergraduate chemistry programs at USask have received [accreditation from the Canadian Society for Chemistry](#) (CSC). The four-year Bachelor of Science and Bachelor of Science (Honours) programs from USask's Department of Chemistry have had their accreditation renewed by the CSC—the national technical organization for Canadian chemists—for the years 2023–31. The chemistry department in the College of Arts and Science was first accredited 25 years ago by the CSC. Achieving accreditation requires meeting rigorous standards for both in-class instruction and laboratory experimental work. Students who complete an accredited degree have the basic training needed to register as professional chemists in provinces that offer that designation.

Edwards School of Business: Enactus University of Saskatchewan team honoured with award
The Enactus University of Saskatchewan team received the [2023 Scotiabank Climate Action Project Accelerator Best Project award](#) for their project, [Re-Colour](#), and was recognized at the Enactus Canada National Exposition Opening Ceremony in Montreal, Quebec, on May 1. The Re-Colour initiative gives used crayons a second life when they are donated to inner-city schools, daycares, and crisis shelters to teach children about sustainable practices. The project has diverted 2,770 crayons from landfills this year, reducing waste and GHG emissions. The accelerator grant will be used to help Re-Colour progress into a full social enterprise.

Distinguished Learners

College of Medicine: **PhD student awarded Queen Elizabeth II Centennial Aboriginal Scholarship**
The Government of Saskatchewan has announced the 2023/24 recipients of the Queen Elizabeth II Scholarship and the Queen Elizabeth II Centennial Aboriginal Scholarship. This year's [recipient of the Queen Elizabeth II Centennial Aboriginal Scholarship is Michael Palmer](#), who is working toward a PhD in biochemistry, microbiology and immunology at USask.

The $20,000 Queen Elizabeth II Centennial Aboriginal Scholarship is awarded annually to a First Nations or Métis student who is in excellent academic standing and is pursuing graduate or post-graduate studies in Saskatchewan. With his research, Palmer aims to gain knowledge of the regulatory roles of

viral ribonucleic acid structures. This could lead to the development of better therapeutics for pathogens such as Hepatitis C Virus (HCV), Bovine Viral Diarrhea Virus (BVDV), Dengue, and Zika virus.

College of Engineering: Usask engineering student leader wins 3M fellowship
Shanleigh McKeown, described as a tour de force in the world of engineering student leadership, has won a [3M National Student Fellowship](#). Up to 10 fellowships are awarded annually to undergraduate students by the Society of Teaching and Learning in Higher Education (STLHE). Together the cohort must develop and complete a funded project focusing on a big idea in teaching and learning.

While pursuing her environmental engineering degree, McKeown's leadership positions in student government have been as follows: president, Saskatoon Engineering Students' Society; president, Western Engineering Student Societies Team (WESST) for two consecutive academic years; Western Canadian ambassador, Canadian Federation of Engineering Students (CFES); and president, CFES, representing 85,000 engineering students across Canada. McKeown has also received scholarships recognizing not only her achievement but her resilience: Engineers Canada Student Leadership Scholarship, focusing on leadership, resiliency, and vision for the engineering profession and community; and the Elizabeth La Award for Women in Engineering, highlighting community involvement, contributions to leadership and community, and barriers to education that the recipient has overcome.

Edwards School of Business: **Students claim championship title at ethics challenge**
Fresh off their win from regionals, Edwards School of Business students Clark Aylward, Hassan Mehdi, and Sarah Skoreyko, along with coach and faculty member Brian Lane, claimed the title of national champions at the [2023 CFA Societies Canada Ethics Challenge – National Round](#). The national challenge was held virtually and saw nearly 75 students across Canada from 18 Canadian university teams analyze and engage with ethical challenges that are representative of those they may encounter in their careers.

Transformative Decolonization Leading to Reconciliation

College of Arts and Science: Building pathways of healing and justice
Dr. Julie Kaye (PhD), associate professor of sociology in USask's College of Arts and Science, and co-directors Dr. Hadley Friedland (PhD), Dr. Val Napoleon (PhD), and Professor Patricia Barkaskas (JD), have been awarded a $700,000 grant by the Social Sciences and Humanities Research Council of Canada and Women and Gender Equality Canada.

The project is called *[Building Indigenous Legal Lodges: Restoring Access to Justice and Preventing Violence Against Indigenous Women, Girls, Trans, and Two-Spirit+](#)*. It is a partnership that includes researchers from USask, the University of Alberta, and the University of Victoria, and collaborators from Standing Together, a community group working toward multi-generational healing and transforming systems rooted in violence against Indigenous women and girls, YWCA Edmonton, the University of Windsor, and the University of Toronto.

College of Nursing: Canadian nursing schools make Indigenous training part of curriculum
Indigenous Research Chair in Nursing Dr. Holly Graham and the other five Chairs of Indigenous Health in Nursing in the country are collaborating with the Canadian Association of Schools of Nursing (CASN) to offer a [series of five virtual workshops](#) to CASN member schools. The topics are: Anti-Indigenous Racism, Cultural Humility, Cultural Safety, History of Indigenous Peoples, and Implementing Call to Action #24.

Dr. Graham and the other Chairs were also part of a review and revision of CASN's Accreditation Guidelines for baccalaureate, nurse practitioner, and practical nurse education programs, which resulted in the inclusion of a standard requiring schools of nursing to implement the Truth and Reconciliation Call to Action 24 in each of these programs across Canada. Call No. 24 says: "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."

Global Recognition

USask a leader in higher education sustainability rankings

USask has earned a top-100 worldwide rank in the Times Higher Education (THE) Impact Rankings, with top-20 rankings in two key areas. THE measures the performance of institutions around the world against the Sustainable Development Goals (SDGs) set out by the United Nations. Universities must submit information for at least four of the 17 SDGs to be included in the overall rankings, and one must be for SDG 17 – Partnerships for the Goals.

USask has earned a rank of 67th overall around the world, even with the addition of more than 180 universities to the THE Impact Rankings, bringing the total number of participants to nearly 1,600. In addition to ranking 67th overall, USask made a significant jump into the top 20 worldwide in SDG 2 – Zero Hunger (moving up from 52nd last year to 16th) and placing 20th in SDG 11 – Sustainable Cities and Communities.

Overall, USask submitted data and supportive evidence for nine SDGs in the 2023 rankings and placed in the top 100 worldwide in four of those categories. One of those was SDG 10 – Reduced Inequalities, where USask placed 95th worldwide in the university's first-ever year submitting for that SDG.

USask finished no lower than the 101-200 tier for any SDG in this year's THE rankings, with the other top 100 placing in SDG 3 – Good Health and Wellbeing. USask has also received recognition from the Association for the Advancement of Sustainability in Higher Education (AASHE), achieving "gold" status in the Sustainability Tracking & Assessment Rating System (STARS) in 2023. This is the first time USask has received gold status since being part of the STARS system.

The complete individual SDG results for USask in the THE Impact Rankings are as follows:

SDG 2 – Zero Hunger – 16th
SDG 3 – Good Health and Wellbeing – 74th
SDG 6 – Clean Water and Sanitation – 101-200 tier
SDG 9 – Industry, Innovation & Infrastructure – 101-200 tier
SDG 10 – Reduced Inequalities – 95th
SDG 11 – Sustainable Cities and Communities – 20th
SDG 14 – Life Below Water – 101-200 tier
SDG 16 – Peace, Justice, and Strong Institutions – 101-200 tier
SDG 17 – Partnership for the Goals – 101-200 tier

USask student satellite launched to the International Space Station
Congratulations to the USask students who dedicated countless hours to develop the cube satellite that was launched into space on June 5, 2023. The cube satellite, dubbed RADSAT-SK, was launched to the International Space Station (ISS) via the SpaceX CRS-28 rocket. The USask students believe it is the first made-in-Saskatchewan satellite to be sent into space. From the ISS, the satellite will be sent into its own orbit, where it will remain for approximately one year. During that time, the team will collect experimental radiation data from a ground station located on the USask campus.

Transformative decolonization leading to reconciliation	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	A university in which research and innovation are inspired by and accountable to community partners.
Meaningful impact	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
Distinguished Learners	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
Global recognition	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

REVIEWS, SEARCHES, APPOINTMENTS

Thank you to Dr. Beth Bilson, Dr. Peta Bonham-Smith, and Dr. Suzanne Kresta
I would like to acknowledge the contributions of three senior leaders whose terms have concluded or are about to conclude: Dr. Beth Bilson, Dr. Peta Bonham-Smith, and Dr. Suzanne Kresta.

I would like to express my thanks and appreciation to Dr. Beth Bilson for serving in the position of interim dean, College of Education. Her term began on Jan. 18, 2021, and concluded on May 31, 2023. Please join me in wishing Dr. Bilson well, and in welcoming Dr. Julia Paulson to the role of dean, College of Education. Dr. Paulson began this role on May 1, 2023.

I would like to express my thanks and appreciation to Dr. Peta Bonham-Smith for serving in the position of dean, College of Arts and Science. Dr. Bonham-Smith's current term as dean will conclude on June 30, 2023. After a well-earned administration leave, she will return to her research and teaching position in the Department of Biology. I would also like to thank Dr. Bram Noble, who will begin serving a short term as interim dean, College of Arts and Science, on July 1, 2023. Please also join me in welcoming Dr. Brooke Milne to USask. Dr. Milne has been appointed as dean, College of Arts and Science, for a five-

year term beginning Aug. 1, 2023. Concurrently, Dr. Milne will be located as a professor with the Department of Anthropology.

I would like to express my thanks and appreciation to Dr. Suzanne Kresta for serving in the position of dean, College of Engineering. Dr. Kresta's current term as dean will conclude on June 30, 2023, after which time she will take a well-earned administration leave. I would also like to thank Dr. Carey Simonson, who has been appointed as interim dean, College of Engineering, for a term beginning on July 1, 2023, and ending no later than June 30, 2024, or until a new dean is appointed. The search for a new dean, College of Engineering, is underway.

Dr. Bilson, Dr. Bonham-Smith, and Dr. Kresta have demonstrated stellar leadership in their respective colleges, during the COVID-19 pandemic and throughout the transition back to in-person teaching and learning on campus. The USask community is grateful for the outstanding initiatives that occurred during their deanships.

Searches:

-   Vice-Provost, Indigenous Engagement
-   Executive Director, School of Public Health
-   Dean, College of Kinesiology
-   Vice-Provost, Faculty Relations
-   Dean, College of Engineering
-   Dean, College of Medicine

Appointments:

-   Dr. Carey Simonson has been appointed as interim dean, College of Engineering, for a period of up to one year, beginning July 1, 2023.
-   Dr. Bram Noble has been appointed as interim dean, College of Arts and Science, for a period of one month, beginning on July 1, 2023.
-   Dr. George Mutwiri has been extended as interim executive director, School of Public Health, for the period of Feb. 15, 2023 – June 30, 2023.
-   Dr. Janet Tootoosis has been extended as interim vice-dean, Indigenous health, College of Medicine, for the period of June 1, 2023, to Dec. 31, 2023.
-   Dr. Tom Yates has been appointed as associate dean, academic, College of Agriculture and Bioresources, for a period of up to five years, beginning July 1, 2023.
-   Dr. Hayley Hesseln has been appointed as head, Department of Agriculture and Resource Economics, College of Agriculture and Bioresources, for a period of up to five years, effective July 1, 2023, to June 30, 2028.
-   Dr. Yin Liu has been appointed as head, Department of English, College of Arts and Science, for a period of up to three years, effective July 1, 2023, to June 30, 2026.
-   Dr. Scott Walsworth has been appointed as head, Department of Human Resources and Organizational Behaviour, Edwards School of Business, for a period of up to five years, effective July 1, 2023, to June 30, 2028.
-   Dr. Helen Baulch has been appointed as assistant director, academic internal, School of Environment and Sustainability, for a period of up to three years, beginning July 1, 2023.
-   Dr. Jim Robson has been appointed as assistant director, academic external, School of Environment and Sustainability, for a period of up to three years, beginning July 1, 2023.

- Dr. Craig Wilson has been appointed as head, Department of Finance and Management Science, Edwards School of Business, for a period of up to three years, effective July 1, 2024, to June 30, 2027.
- Dr. Jim Lee has been appointed as head, Department of Geological Sciences, College of Arts and Science, for a period of up to five years, effective Jan. 1, 2024.

Reviews:

- None at this time.

2023 AWARDS APPLICATIONS

Students:

Rhodes Scholarship: If your students wish to apply for the Rhodes Scholarship, they will need to complete the 2022/23 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 USask faculty or emeriti. Professors emeriti or current faculty members 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
mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

The University of Saskatchewan Graduate Students' Association President Report to University Council, June 2023

Dear Council Members,

In this report, we present some initiatives that the GSA has completed or been working on, which include:

1. **Establish a Child Care Centre:**

Many graduate students struggle to find a childcare center for their kids and compromise their research and scholarly work time to take care of their kids, resulting in a long time to complete their degree requirements. The current GSA executive team took the initiative to start a childcare center, and the GSA council approved the initiative. The main objective is to help graduate parents find a childcare center for their children and use their valuable time to complete their degree requirements on time.

2. **Establish an Endowment Fund:**

The GSA makes a small amount by renting the GSA commons, which was greatly affected during campus closure due to COVID-19. Thus, the current GSA executive team aims to diversify GSA's revenue generation streams to help improve GSA's financial sustainability. The GSA has taken the initiative to start an Endowment fund.

3. **GSA Commons Infrastructure Improvement:**

The GSA Commons provides students with excellent study space, and we have also utilized it as a venue for events to generate income for the GSA. Unfortunately, the GSA Commons lacks a

central air-conditioning system. The GSA has purchased five portable air conditioning units to improve GSA Commons' temperature under control. This improvement will help GSA Commons' commercial usage and boost GSA's annual revenue.

4. GSA-CGPS Need-based Bursary for Spring/Summer 2023

The GSA started accepting applications for the Spring-Summer GSA-CGPS Need-based Bursary on May 26, 2023. The due date for application is June 22, 2023. The bursary evaluation committee (consisting of the GSA executive, academic council members, and general student) is expected to complete evaluating bursary applications in the first week of July, followed by notification of successful applicants in the second week of July.

5. Moving GSA finance from RBC Bank to TD Bank

The executive has decided to move GSA financial activity from RBC Bank to TD Bank for the more significant benefit of the GSA. With the proposed move, GSA will save annual service fees charged by the RBC bank. Further, GSA will receive interest from TD Bank on the money in its account. The interest from the proposed move will help GSA increase its need-based bursaries, subsidize health and dental care services, and take new initiatives like the proposed childcare center.

Regards,

Mostofa Kamal, President
Ramin Mohammadi, VP Finance and Operations
Sristy Sumana Nath, VP Academic and Student Affairs
Kayla Benoit, Vice President of Indigenous Engagement
Abbas Fazel Anvari-Yazdi, Vice-President External Affairs

UNIVERSITY OF SASKATCHEWAN'S
STUDENT UNION

JUNE 2023

COUNCIL REPORT

UPDATES
RECOMMENDATIONS

USSU
University of Saskatchewan Students' Union

MISSION, VISION, VALUES

Founded in 1909, the University of Saskatchewan Students' Union is the representative body for all University of Saskatchewan undergraduate students.

We are a non-profit corporation governed by an elected four-member student Executive and University Students' Council. The Students' Union represents student concerns to the University, city, provincial, and federal governments.

As a member of the USSU, you are entitled to take advantage of the Students' Union's many services. All students are also invited to attend the weekly University Students' Council meetings.

If you have any questions or concerns about the University or would like to discuss improvements to your academic or non-academic life, contact us at contactus@ussu.ca

EXECUTIVE SUMMARY

So far, the USSU has focused on onboarding newly elected executives (Ishita Mann, Elisabeth Bauman, Nishtha Mehta, Gurbaz Singh) for the Academic year 2023-2024. Although the transition formally began in April, May proved to be a training period where the executives were able to understand each other and their new roles. For a smooth onboarding period, senior managers dedicated approximately two weeks strictly to orientation. During this time, the USSU executive team learned about the USSU's operations, accounting & finances, communications & marketing, facilities management, IT support, Studentcare & the Empower Me program, USSU centres, USSU Childcare Centre, and transit. In addition to these information sessions, USSU senior managers organized various learning sessions and workshops like student governance, event and project planning, roles and responsibilities of directors, risk assessment & management, bylaw overviews, and communications. We are very grateful to our USSU senior managers, Amanda Mitchell (Controller), Jason Ventnor (Communications and Marketing Manager), Jason Kovitch (Business and Services Manager), and Stefanie Ewen (Facilities Manager), for answering our questions and guiding us in the right direction.

President	VP Operations & Finances	VP Academic Affairs	VP Student Affairs
Ishita Mann, S.V.M.	Nishtha Mehta	Elisabeth Bauman	Gurbaz SIngh

GOALS & PRIORITIES

EMPOWERMENT

- Creating more work/volunteering opportunities on campus to prevent "brain drain"
- Redesign policies only after including student voices – "action with consultation"
- Increase funding to promote on-campus initiatives/leadership

WELLNESS

- Increase physical and virtual "safe" spaces
- Advocate for existing Mental Health and Wellness services such as "Empower Me"
- Increase "Mental Health" first aid training by partnering with Jack.org
- Explain and expand the timeline of the academic appeals and improve university-wide transparency

ACCESSIBILITY

- Urge a predictable tuition model for International, Domestic, and Indigenous students
- Increase permanent prayer spaces
- Work to reserve funding generated through the University's initiatives for scholarships and bursaries as well as payable income
- Promote multiple learning models and advocate for quality education parallel to student fees

KEY INDICATORS OF SUCCESS

Better working relationship with the university governance.

Increased student presence and engagement on the campus.

Improved student morale and interest in university governance.

EVENTS

Each year USSU executives and Centres organize various events for student engagement and awareness. One of the biggest challenges identified by students on campus is communication. This was an initiative last year's executive attempted to resolve. However, we still need a common communication platform for students, staff, faculty, and alumni to identify resources and events in one place. To overcome this challenge, President Mann will be working with the communication team at both administration and collegiate levels and mediate a way to communicate effectively.

Possibly, we can utilize social media to overcome this issue.
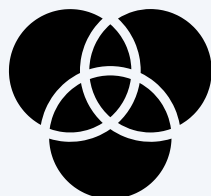
SOCIAL RESPONSIBILITIES

DECOLONIZING SYSTEMS
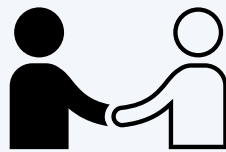
PROMOTING ENVIRONMENTAL SUSTAINABILITY

## EQUITY, DIVERSITY, AND INCLUSION INITIATIVES

DECOLONIZING SYSTEMS

It is imperative that we work towards decolonization and Indigenization within this organization to serve the students better. With guidance from students, knowledge keepers, and Elders, we plan to heal from harmful colonial practices that negatively affect our community.

We will uphold the University of Saskatchewan to honour their commitments of Decolonization, Indigenization, and Reconciliation. We will demand that the voices and experiences of Indigenous people are amplified in this ongoing journey. We will call on all levels of governments to play a role in these efforts so students coming from Indigenous communities can have an accessible, equitable, and quality post-secondary education.
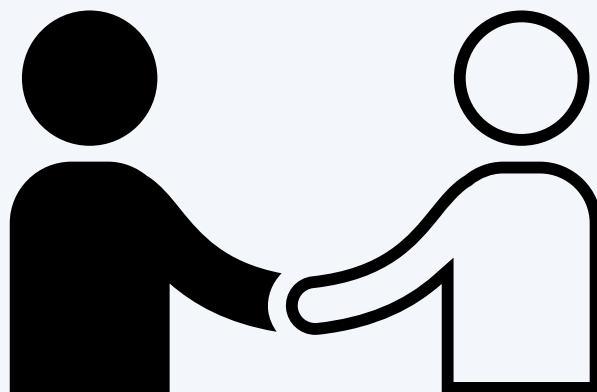
PROMOTING ENVIRONMENTAL SUSTAINABILITY

As an organization, we embrace our social responsibility to address climate change and actively contribute to environmental sustainability. We commit to implementing initiatives that reduce our ecological footprint and promote environmental stewardship. Through educational campaigns, workshops, and events, we will raise awareness among students about waste reduction, energy conservation, and responsible consumption. Collaborating with the university administration, we will advocate for sustainable practices across campus, including energy-efficient infrastructure and recycling systems. We will also engage local authorities and community partners for collective action. Leading by example, we will implement sustainable practices in our operations, reducing paper usage, minimizing energy consumption, and adopting eco-friendly procurement. By inspiring others, we aim to create a culture of environmental stewardship for a sustainable future.

EQUITY, DIVERSITY, AND INCLUSION INITIATIVES

Promoting equity, diversity, and inclusion is important because it cultivates a vibrant and enriching university community where every student can fully participate, learn, and succeed. By embracing diverse perspectives, challenging systemic inequalities, and fostering a sense of belonging, we not only enhance the educational experience but also prepare students to thrive in an increasingly diverse and interconnected world. We believe that by valuing and celebrating our differences, we can create a supportive and inclusive environment that empowers students to reach their full potential and contribute to a more just and equitable society.
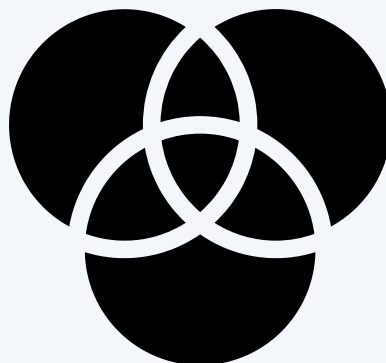
INITIATIVES

BIKE TO WORK

USSU organizes various sustainability events and awareness sessions throughout the year in collaboration with Matt Wolsfeld, the Community Engagement Coordinator from the Office of Sustainability. In May, the Office of Sustainability, the City of Saskatoon, and USSU collaborated on Bike to Work Day. Bike to work day was organized on May 18, 2023, to promote emission-free transportation and encourage the community to use bikes to work during summer. The initiative was a great success. 164 participants stopped by the booth to support the initiative.

SUMMER GAMES

USSU organized its first-ever summer games on June 1, 2, and 3. Keeping the games inclusive, accessible, and diverse, we organized Spike Ball, Soccer, Tug of War, Capture the Flag, Cricket, and various board games. Combining both days there were more than 150 active participants from students in multiple games. President Mann extended the game invite to staff, faculty, and students for more engagement on campus. USSU executives are planning to bring back the summer games in early fall and winter, and we would like to extend the invitation again to our students, staff, faculty, and alumni.

#	TERM 1 EVENTS	DATE
1	PRIDE PARADE	17 JUNE
2	USSU WELCOME WEEK (FALL)	TBD
3	CAMPUS GROUP WEEK	TBD
4	ACADEMIC AWARENESS WEEK	18-22 SEPT
5	TRUTH AND RECONCILIATION EVENTS	TBD
6	SEXUAL VIOLENCE AWARENESS WEEK	25-28 SEPT
7	QUEERAPOLOOZA	16-20 OCT
8	MENTAL HEALTH AWARENESS WEEK	23-28 OCT
9	WHO NEEDS FEMINISM?	30-3 OCT/NOV
10	TRICK OR EAT	31 OCT
11	HALLOWEEN	TBF
12	FALL BREAK – DE-STRESS EVENTS	TBF
13	CHRISTMAS EVENTS	TBF
14	EQUITY, DIVERSITY, AND INCLUSION	TBF

UNIVERSITY STUDENTS COUNCIL (USC) & ASSOCIATION OF PRESIDENCY OF CONSTITUENCY (AOCP)

Members of the University Students' Council (USC) and the AOCP serve as vital connections between the University of Saskatchewan Students' Union (USSU) and the student body. Together, they actively champion improved student services and support.

Meetings of the University Students' Council typically occur every Thursday at 6:00 PM in the Roy Romanow Student Council Chamber, with the exception of May, June, July, and August.

Currently, President Mann is collaborating with Jason Ventnor, the Communications and Marketing Manager for USSU, to finalize the schedule for both USC and AOCP meetings.

Additionally, President Mann is extending invitations to various senior leadership teams to participate in USC and AOCP meetings. The finalized meeting calendar will be made available on the USSU's social media platforms in the coming month.

USSU CENTRES

HELP CENTRE

FOOD CENTRE

SARA ISLAM

AMY REMESHYLO

PRIDE CENTRE

WOMENS CENTRE

KSENIAH PIDSKALNY

YASHICA BITHER

STUDENT SAFEWALK AND STUDENT CREW

AKANKSHA GANGULY

MEET & GREET

The USSU executives are in the process of holding introductory meetings with Deans from most of the colleges, Student Affairs and Outreach, Administration, Student Wellness, AES, the Human Rights Commission, other student unions, the City of Saskatoon, the Faculty Association, Huskie Athletics, among other key stakeholders. These meetings are aimed at reinforcing existing relationships.

Furthermore, the executives are eagerly anticipating opportunities to collaborate with these various stakeholders on a range of projects and initiatives.

A heartfelt thank you from the USSU executives and the entire USSU team. Should you have any questions or suggestions, please feel free to reach out to President Ishita Mann at president@ussu.ca or call at 306-966-6965.

President

Ishita Mann, S.V.M.

VP Operations & Finances

Nishtha Mehta

VP Academic Affairs

Elisabeth Bauman

VP Student Affairs

Gurbaz SIngh