

The *University of Saskatchewan Act, 1995* established a representative Council for the University of Saskatchewan, conferring Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2022/23 academic year marks the 28th year of the representative Council.

Meeting Modality and Protocols Instructions

Council will resume meeting **in-person** in the Neatby-Timlin Theatre (Arts 241) for March 2023 (pending any alternative action required due to the Pandemic). The Governance Office will work with the Council Executive Committee to implement improvements as they are available.

- **Attendance and quorum** will be determined by the list of participants in-person and in the virtual Zoom meeting.
- **Zoom Participants**
 - The Zoom link is at the bottom of this agenda. The virtual meeting will have access to both video and audio with everyone’s microphones automatically muted. Video will be enabled for the presenters of the Council meeting use only. Please turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.
 - When you enter the meeting, please ensure that your participant’s name is your **first name and last name**.
 - **Motions:** Only voting members can move or second a motion. Please use the ‘Chat’ function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.
 - **Questions or Comments:** If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. **Please do not type your question or comment** directly into the chat dialogue box.

Land Acknowledgment

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

niyanān onīkānēwak kā māmawi apiyāhk, nikiskēhtiyinān ōma niktowāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

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

AGENDA (updated March 15, 2023)

1. **Call to Order**
2. **Tributes**
 - 2.1 Tribute to Professor Richard ‘Dick’ Bell from the College of Kinesiology presented by Joel Lanovaz, Interim Dean, College of Kinesiology.
3. **Adoption of the agenda**
4. **Chair’s Opening Remarks** – Dr. Susan Detmer, Department of Veterinary Pathology, WCVM

5. Minutes of the meeting of January 26, 2023

6. Business Arising

6.1 Academic Programs Committee

Motion wording correction has been made from January 26, 2023 Council meeting agenda item 10.1 *Academic Programs Committee: Request for Decision - Degree-level certificates – Technical Innovation Certificates*. It was clear that what was being up to Council was the approval of the certificates (not changes to admissions), the certificates are considered to be approved at the January 26, 2023. The proponent and Registrarial Services have been informed to ensure that these certificates can be implemented for May 2023 as APC recommended.

6.2 Nominations Committee

January 26, 2023 Council meeting agenda item 13.1 *Nominations Committee: Report for Information - Electronic Decision Forthcoming – Senior Leader Searches* were held electronically, CARRIED via electronic vote on February 17, 2023, as follows.

(Bell/Lamb): *That the nomination of Marjorie Delbaere, Associate Dean, Edwards School of Business, to the search committee for the Dean of the College of Engineering be approved.*

CARRIED

(Bell/Lamb:) *That the nominations below for the Vice Provost, Indigenous Engagement be approved*
(four members of the GAA):

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

CARRIED

7. Academic Programs Committee

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

That Council approve the changes to admissions qualifications for the Doctor of Veterinary Medicine Program to add a situational judgment test, effective the 2024-25 admissions cycle.

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

That Council approve the changes to admission qualifications for the Doctor of Veterinary Medicine Program to change the prerequisite requirements, effective the 2025-26 admissions cycle

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

It is recommended that Council approve the changes to the admissions qualifications for the Master of Arts programs in Archaeology and Anthropology, effective the 2023-24 intake.

8. Governance Committee

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

That Council approve the Faculty Council Bylaws of the College of Graduate and Postdoctoral Studies, effective March 16, 2023.

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

9. Joint Committee on Chairs and Professorships

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

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

10. Executive Committee

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

That Council approve revisions to University Council Bylaws for the Governance Committee's terms of reference, effective March 16, 2023.

11. Planning and Priorities Committee

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

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

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

As recommended by the Planning and Priorities Committee of Council, that Council approve the establishment of the Department of Indigenous Health and Wellness in the College of Medicine, pending the approval of the Board of Governors and confirmation of Senate.

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

The Planning and Priorities Committee (PPC) recommends that the reporting structure of the Toxicology Centre be moved from the Office of the Vice President Research to the School of Environment and Sustainability, effective April 24, 2023, pending approval of the Board of Governors and confirmation of University Senate.

- 11.4 Report for information: Resource Allocations 2023/24

12. Student Societies

- 12.1 Report from the USSU – presented by Abhineet Goswami, USSU President
12.2 Report from the GSA – presented by Mostofa Kamal, GSA President

13. Report of the President – presented by President Peter Stoicheff

14. Report of the Provost – presented by Dr. Airini, Provost and Vice President, Academic

15. Other business

16. Question period

17. Adjournment

*Next Council meeting is April 20, 2023 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the Executive Committee: March 27, 2023.*

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/95363156395?pwd=Mm82SUhsdzRQYTMjQ1ljTzkwcnp1dz09>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/95363156395>

Join by Video Conferencing Device (SIP):

95363156395@zoomcrc.com

Meeting ID: 953 6315 6395

Passcode: 81037697

Telephone Passcode: 81037697



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

1. Call to Order

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

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

2. Tributes

None.

3. Adoption of the agenda

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

CARRIED.

4. Chair's Opening remarks

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

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

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

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

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

CARRIED.

6. Business Arising

None.

7. Report of the President

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

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

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

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

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

There were no questions.

8. Report of the Provost

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

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

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

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

9. Student Societies

9.1 Report from the USSU

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

9.2 Report from the GSA

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

10. Academic Programs Committee (APC)

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

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

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

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

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

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

CARRIED.

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

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

CARRIED.

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

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

CARRIED.

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

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

CARRIED.

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

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

CARRIED.

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

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

CARRIED.

10.7 Report for information: Academic Calendar 2023-24

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

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

11. Planning and Priorities Committee

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

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

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

CARRIED.

12. Governance Committee

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

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

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

CARRIED.

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

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

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

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

13. Nominations Committee

13.1 Report for information: Senior Leader Searches Electronic Decision

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

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

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

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

14.1 Report for information: Mid-Year Report

No discussion.

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

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

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

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

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

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

15. Executive Committee

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

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

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

16.1 Report for information: Wellness Strategy Report

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

17. Other business

None.

18. Question period

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

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

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

19. Adjournment

(Rayan): The meeting was properly adjourned.

Table 1. Action Items

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

Attachments:

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

COUNCIL ATTENDANCE 2022-2023

Attendance Summary - Voting Participants


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

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


COUNCIL ATTENDANCE 2022-2023

Attendance Summary - Non-voting participants

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



**Learning and
Teaching
Practices**

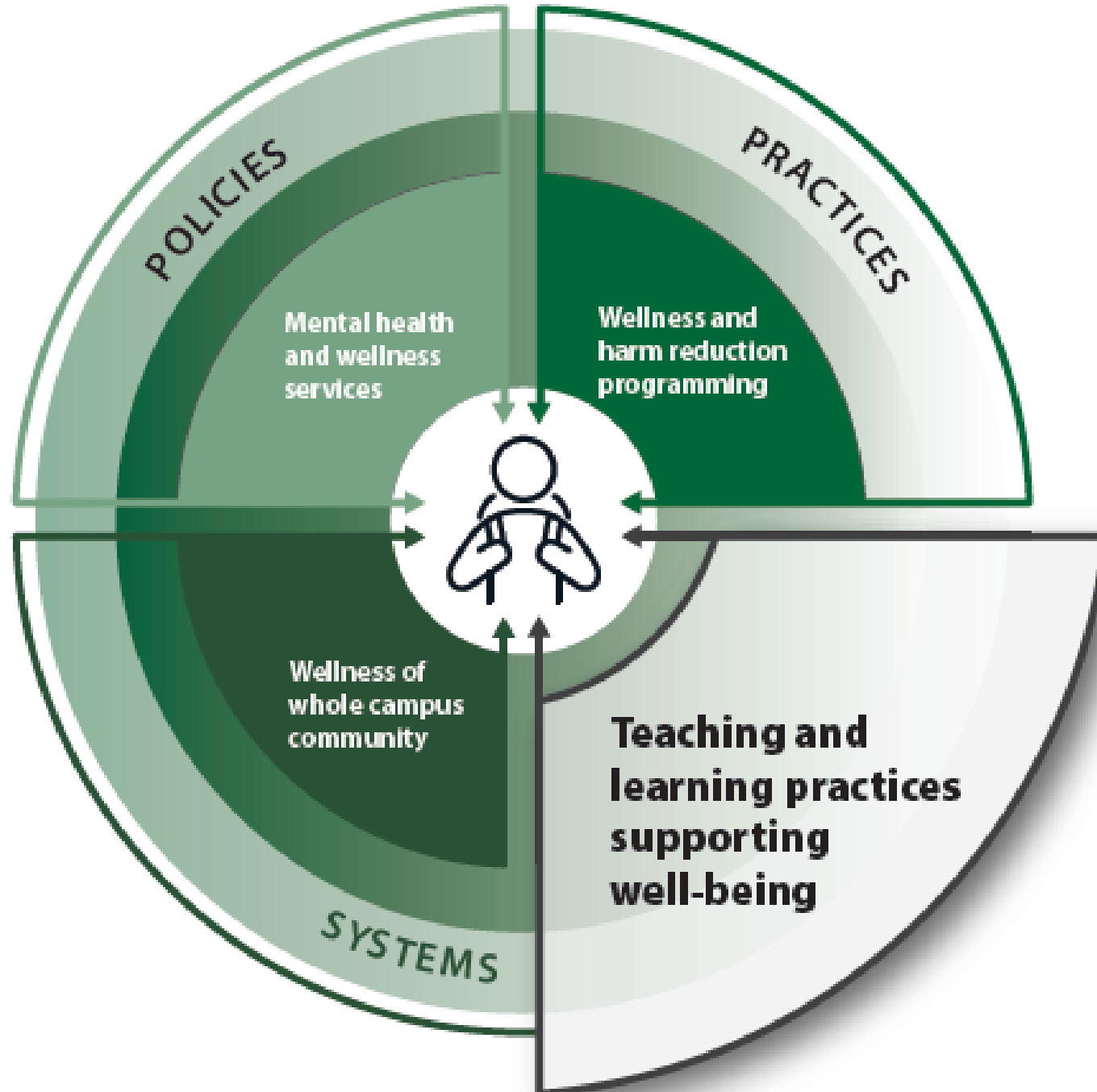


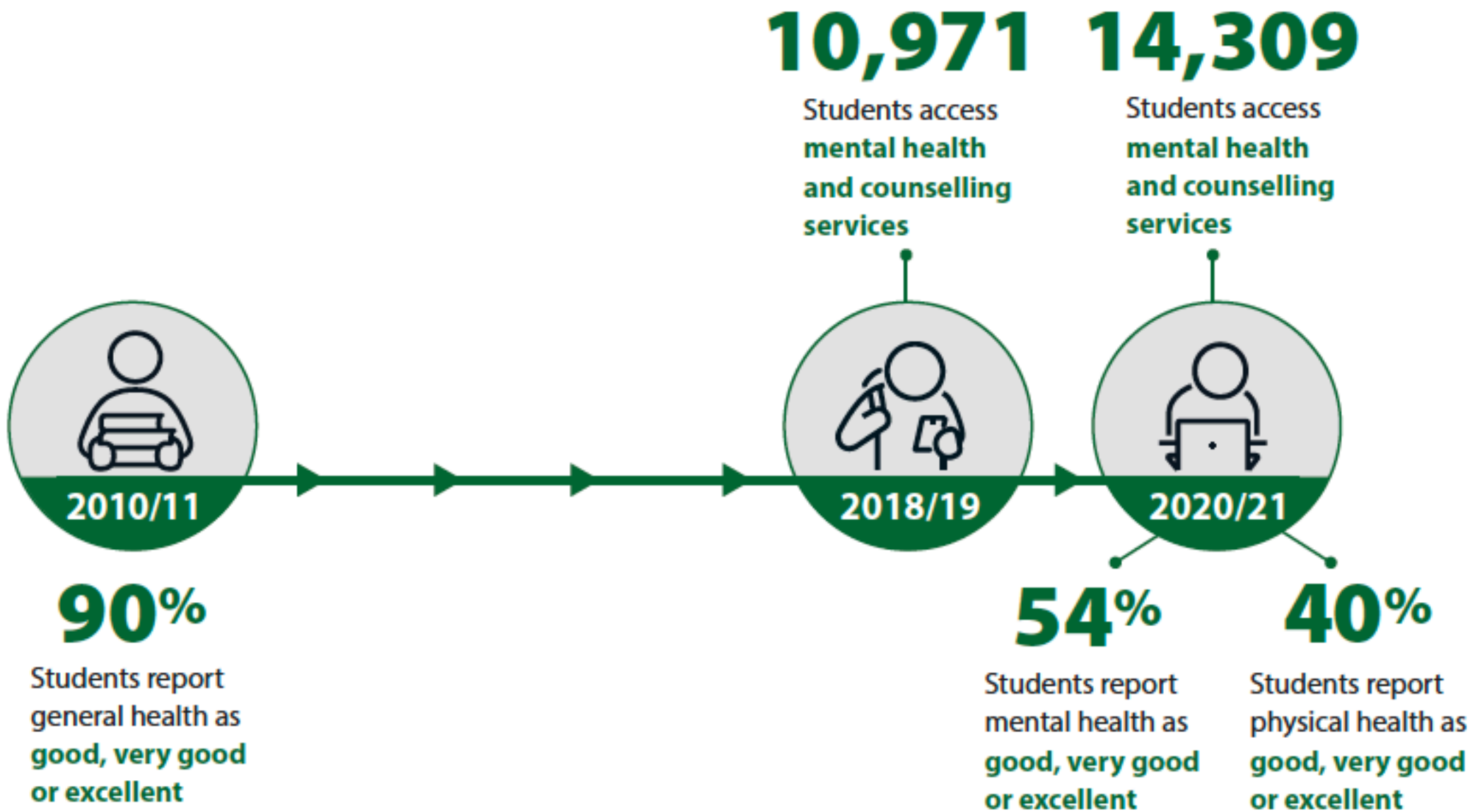
**that support
student mental
health and
well-being**

TLARC Report to University Council
January 2023

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







10,971

Students access
mental health
and counselling
services

14,309

Students access
mental health
and counselling
services

2010/11

90%

Students report
general health as
good, very good
or excellent

2018/19

54%

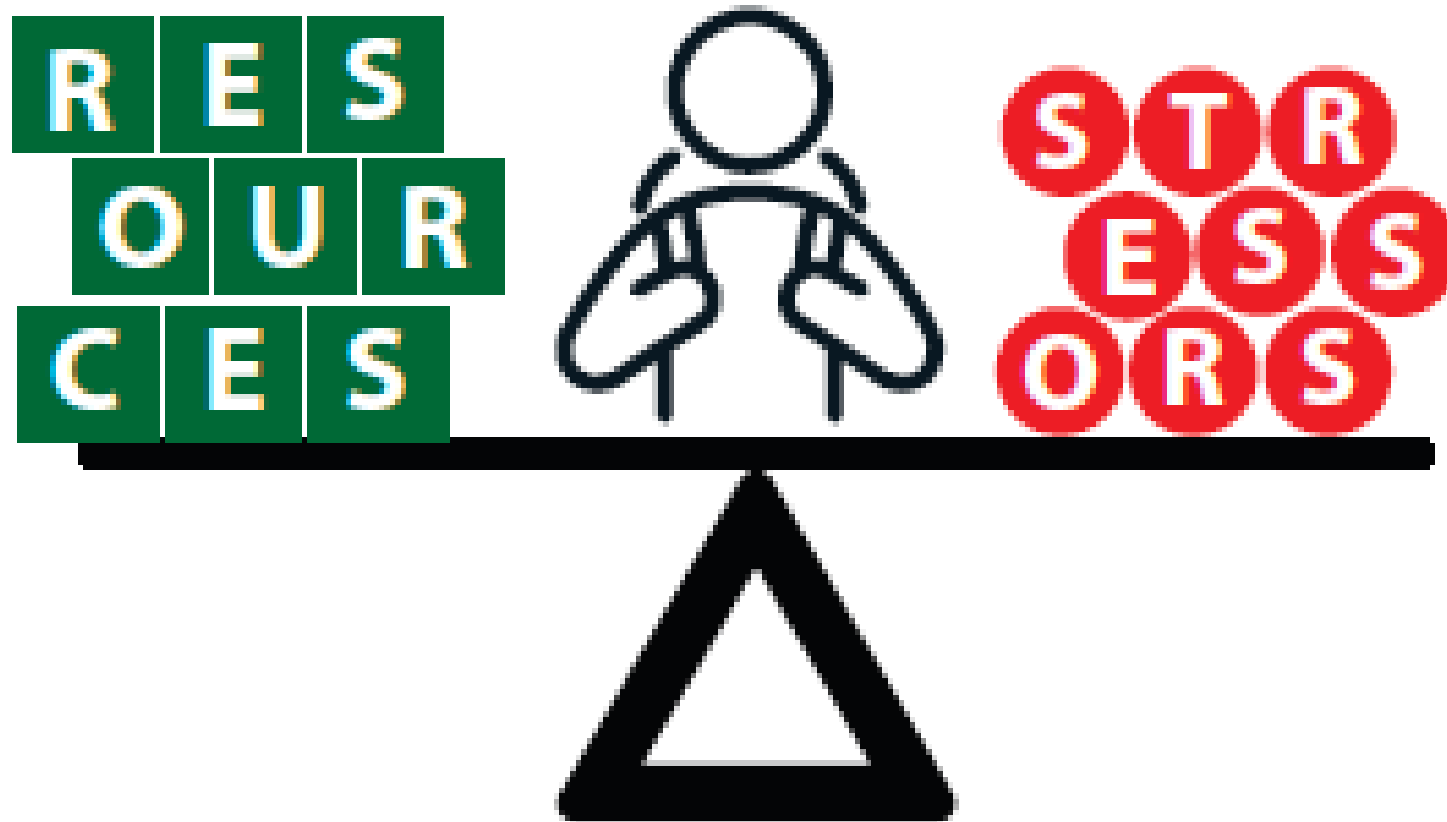
Students report
mental health as
good, very good
or excellent

2020/21

40%

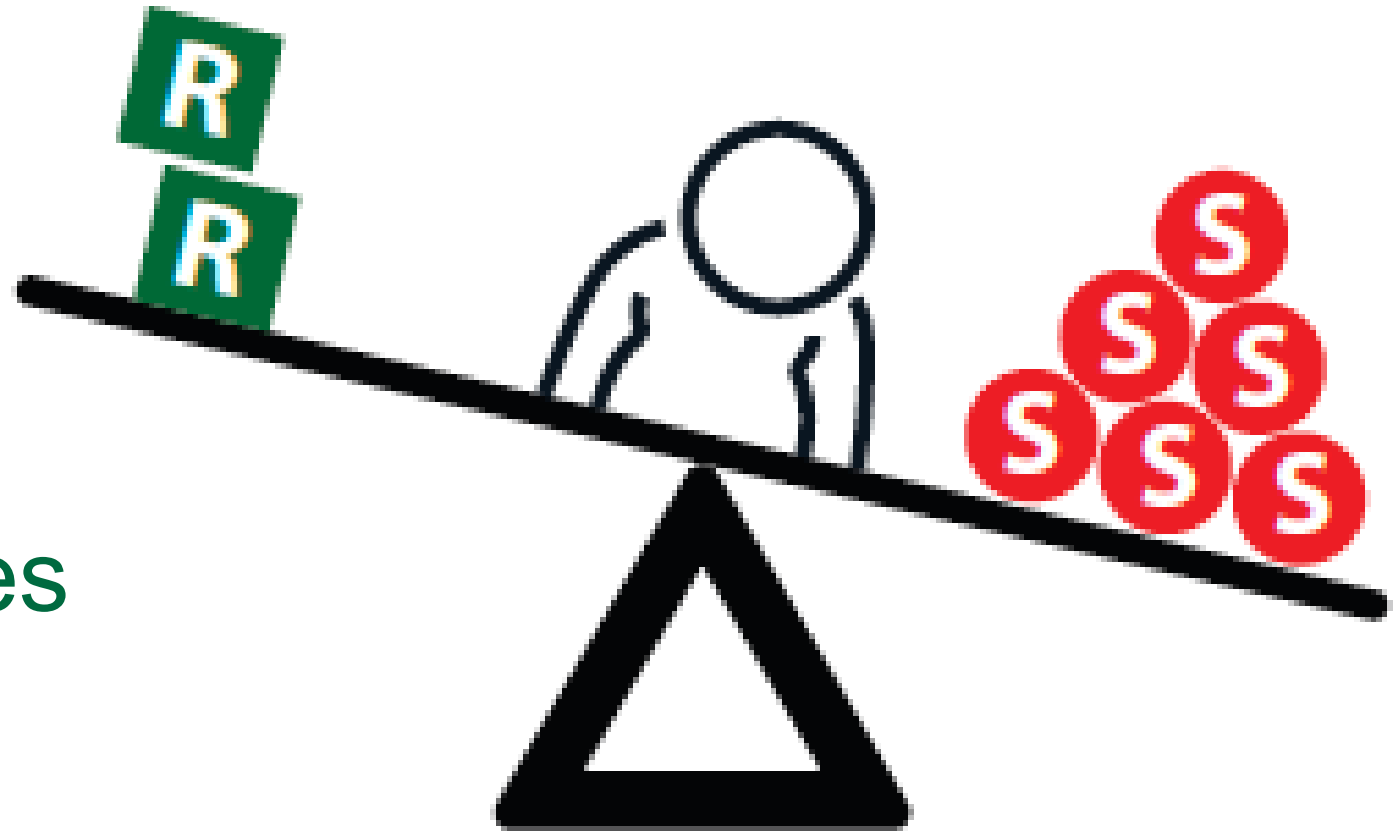
Students report
physical health as
good, very good
or excellent

Student Circumstances...



...meet teaching and learning practices

that add or
amplify
stressors and
drain resources



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

...meet teaching and learning practices

that mitigate
stressors and
foster resources

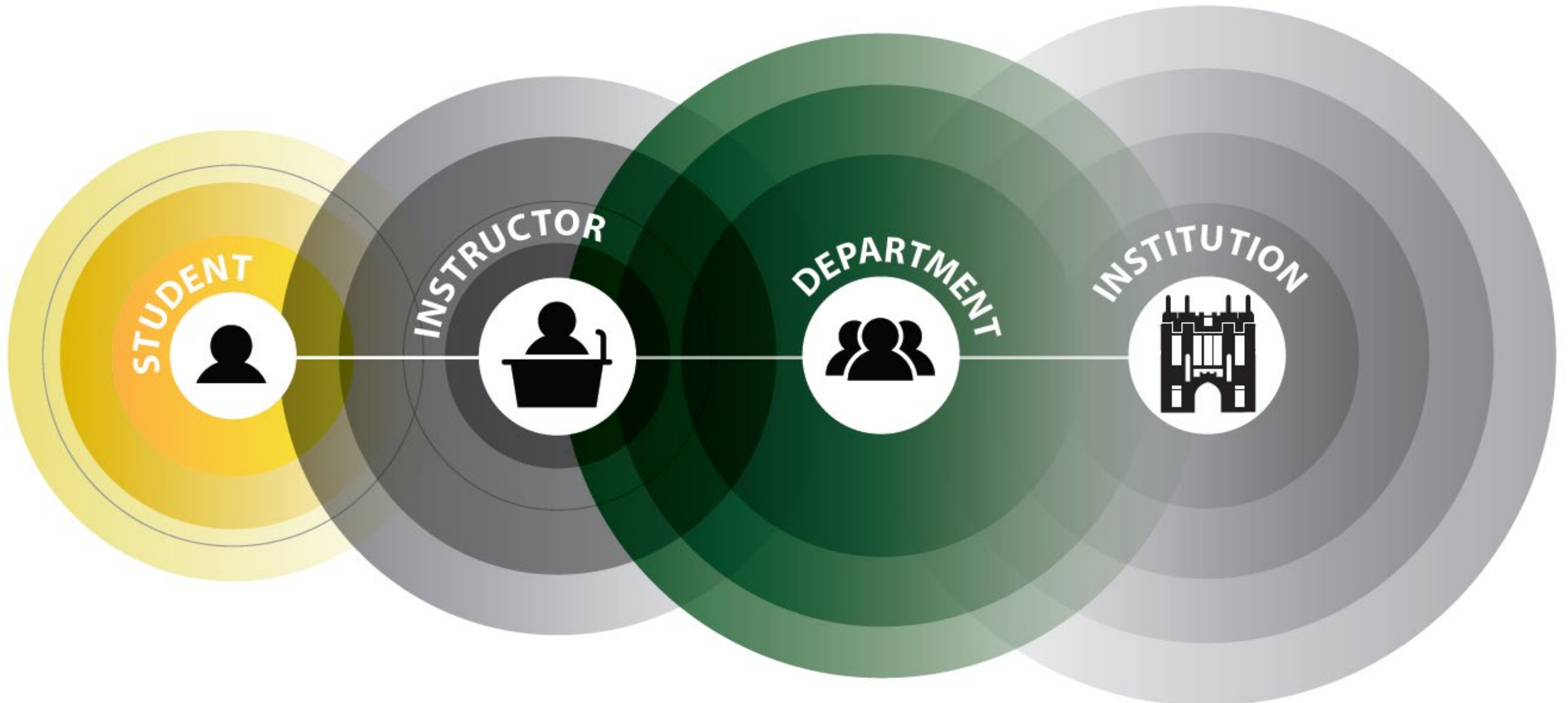


“

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

”

TEACHING AND LEARNING PRACTICE AND ITS CONTEXT





Ultimately these teaching and learning practices support students to:

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

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Yansun Yao, chair, Academic Programs Committee

DATE OF MEETING: March 16, 2023

SUBJECT: **Change to Admissions Qualifications – Doctor of Veterinary Medicine Program**

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

That Council approve the changes to admission qualifications for the Doctor of Veterinary Medicine Program to change the prerequisite requirements, effective the 2025-26 admissions cycle.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The Western College of Veterinary Medicine is proposing changes to the admissions requirements for the Doctor of Veterinary Medicine (DVM) program.

The college is proposing the addition of a situational judgment test as a requirement for applicants to the DVM program. The test will provide additional information on professionalism and social intelligence to aid in making admissions decisions. WCVM will require the test in addition to their current interviews and will not be provided weighting as part of the selection criteria initially. As the test being proposed is readily available online, this change is being proposed for applicants for the 2024-25 admissions cycle.

The college is also proposing adjusting the prerequisite requirements for the program, namely requiring 3cu of Statistics instead of the previously required 6 cu of Math or Statistics and requiring 3 cu of English or Communications AND 3 cu of Indigenous Studies instead of the previously required 6 cu of English. The college noted that these changes will ensure that applicants are joining the program with the skills and knowledge that they will need in the DVM program at USask. Given that applicants are from across western Canada, the Admissions Office will compile and make available a list of courses that would fulfill the Indigenous Studies requirement at other institutions in western Canada. Given that students will need time to ensure they are able to meet these new prerequisite requirements, these changes are proposed to be effective for applicants for the 2025-26 admissions cycle.

CONSULTATION:

These changes were approved by the WCVM Faculty Council on January 18, 2023. The Academic Programs Committee reviewed the proposed changes at its February 15, 2023 meeting. While there were concerns about bias in situational judgment tests, and indeed all standardized tests, the committee agreed that such tests are useful tools for admissions committees and appreciated that the test will not be used in isolation, but will rather be used alongside the existing interview process in place in WCVM.

ATTACHMENTS:

1. **WCVM Admission Requirement Change – Prerequisites and Situational Judgment Test**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: **WCVM Admission Requirement Changes
– Prerequisites and Situational Judgment Test**

Degree(s): **Doctor of Veterinary Medicine - DVM**

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: **Western College of Veterinary Medicine - WCVM**

Contact person(s): **Nicole Fernandez**, WCVM Acting Associate Dean Academic

Ph: 7304, nicole.fernandez@usask.ca

Heather Mandeville, WCVM Manager Admissions & Recruitment

Ph: 7413, heather.mandeville@usask.ca

Proposed date of implementation: **Students entering DVM Program Fall 2024 and 2025 entry**

Proposal Document

The following admission requirement changes for applicants to the Doctor of Veterinary Medicine Program were approved at the WCVM Faculty Meeting held Jan 18/23.

Note: The Situational Judgment Test being proposed would be effective for fall 2024 entrants, since it is an online test taken at the point of application (no study/preparation required). Prerequisite changes being proposed would be effective for fall 2025 entrants to provide a full year notice (application deadline for 2025 entry is Dec. 1/2024).

1. Situational Judgment Test (SJT)

A Situational Judgment Test, i.e., Casper will be required for all applicants to the DVM Program effective fall 2024 entrants (application deadline Dec. 1, 2023). A minimum threshold will be determined annually by the WCVM Admissions Committee.

Note: (For Information Only): In addition to requiring a SJT, the WCVM Faculty also approved a process change (effective fall 2024 entrants) whereby the SJT test will be a weighted component for applicants being considered through the WCVM's agriculture-focused seats. These applicants will be ranked to determine who is offered admission based on a weighted score: 80% interview, 20% SJT (currently rank order is entirely on the interview).

2. Prerequisites

Recommendation to change existing prerequisites as follows:

Current	Recommended change
6 cr Biology (lab required)	n/a
6 cr Chemistry (lab required)	n/a
6 cr English (3 cr must incl literature)	3 cr English/Communications (English may be literature, composition or writing)
	3 cr Indigenous/Native Studies (list of acceptable courses from western Cdn universities and colleges will be compiled and posted online)
6 cr Math or Statistics	3 cr Statistics
3 cr Organic Chemistry	n/a
3 cr Physics (lab required)	n/a
3 cr Biochemistry	n/a
3 cr Genetics	n/a
3 cr Microbiology	n/a
21 cr Electives	24 cr Electives

Academic justification:

More detailed information included in ***“Appendix A” - WCVM Admissions Report to Faculty.***

Situational Judgment Test (SJT) evaluates social intelligence and professionalism. Such a test helps determine behavioral tendencies of applicants pursuing people-centered professions. Most health-science colleges at the University of Saskatchewan (Colleges of Medicine, Nursing, Pharmacy and Nutrition and Dentistry) require a SJT to apply.

Prerequisite changes - the requirement of a 3-credit (one-term) Indigenous/Native Studies course aligns with the WCVM's strategic priorities and responds to the Calls of Action from the Truth and Reconciliation Commission, as well as requests from the WCVM Committee on Indigenous Engagement and students completing the 4 Seasons of Reconciliation course. There will be some flexibility in courses that will satisfy this requirement from the varying institutions WCVM applicants attend; however, the focus should be on historical context and effects of colonialism on Indigenous people. The WCVM Admissions Office will compile and post a list of acceptable courses from western Canadian institutions, as well as review courses from applicants attending institutions outside western Canada to confirm acceptability.

The Math/Statistics requirement change being recommended is based on realization of the wide variance of Mathematics courses being taken by applicants currently, and that Statistics is the more relevant material required for DVM students to understand how to assess scientific data/information.

Consultation

Background information regarding the WCVM

The Western College of Veterinary Medicine is a regional college which is jointly funded through the provinces of British Columbia, Manitoba and Saskatchewan. Currently 88 students are admitted to the first-year class yearly, and seat allocations that have been confirmed for fall 2023 entry are: 20 British Columbia, 25 Saskatchewan, 20 Manitoba, 1 Other/Territory, and 2 Education Equity. **Note:** In March 2022, British Columbia government made an announcement to increase their provincially-funded seat quota from 20 to 40 for fall 2022 entry, and they have indicated it is their intention to do the same for fall

2023 entry (pending provincial budget funding to be announced March 2023). In the event that British Columbia doesn't fund 40 seats, the 20 seats may be allocated to other provinces or non-interprovincial agreement seats (as offered in 2020, 2021 and 2022).

Based on the regional nature of the WCVM described above, applicants to the DVM Program are residents from across British Columbia, Manitoba, Saskatchewan and the Territories attending universities and colleges primarily in western Canada, but often include institutions across Canada, the US or outside North America. For this reason, consultation with the University of Saskatchewan Colleges of Arts & Sciences and Agriculture & Bioresources wasn't done extensively to ensure capacity with the U of S' Indigenous Studies courses. However, meetings were held with both Colleges' Associate Academic Deans to ensure this recommended change was known. Notices of pending changes to the WCVM prerequisites will be added to the sequence of courses for pre-veterinary students within both the BSA Animal Science and BSc Animal Bioscience programs - <https://aqbio.usask.ca/programs/pre-veterinary-medicine.php>.

Summary of WCVM consultation with the College of Arts & Sciences, including email confirmation received from Alexis Dahl, Arts & Sciences Director of Programs Office included in ***"Appendix B" – WCVM Consultation Meeting with College of Arts & Sciences.***

College Statement

As outlined in ***"Appendix A" - WCVM Admissions Report to Faculty*** the changes put forward to WCVM Faculty are a result of a full review of all admissions requirements and processes completed by the WCVM Admissions Task Force and approved by the WCVM Admissions Committee. Minutes for the January 18th WCVM Faculty Meeting are available if required.

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

Required for all submissions:

- Consultation with the Registrar form – 2 forms attached
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red – [WCVM Admissions Website](#) is being updated with notice of pending changes for both 2024 and 2025 entry. Pending approval from Academic Programs Committee, University Council and Senate; changes will be further incorporated to the website and [WCVM Applicant Manual](#).
- In addition, the WCVM Admissions Office will alert advisors and pre-veterinary clubs across western Canadian universities and colleges, as well as post updates/notices on the college's social media platforms of pending changes and updates once changes are approved for implementation (Senate).

Appendix A - WCVM Admissions Report to Faculty

Admissions Committee - Motions for Change -

WCVM Faculty Council Meeting
Jan 18, 2023

An Admissions Task Force was appointed in early 2022 to review WCVM admissions requirements and processes relating to entry to the DVM Program taking into consideration correlations/outcomes of current student admissions data and performance in the WCVM program, the AVMA Council on Education accreditation requirements, WCVM Strategic Plan and the University Plan 2025. The Task force put forward several recommendations to the Admissions Committee which have been approved and subsequently are being put forward to WCVM Faculty. Note: Changes related to process only require college-level approval (WCVM Faculty), and requirement changes require university-level approval (Academic Programs Committee, University Council and Senate).

Summary of Recommendations:

3. Prerequisites

Recommendation to change existing prerequisites as follows:

(Requirement changes – Senate approval required & advertise full year – effective 2025 entrants)

Current	Recommended change
6 cr Biology (lab required)	n/a
6 cr Chemistry (lab required)	n/a
6 cr English (3 cr must incl literature)	3 cr English/Communications (English may be literature, composition or writing) 3 cr Indigenous/Native Studies (list of acceptable courses from western Cdn universities and colleges will be compiled)
6 cr Math or Statistics	3 cr Statistics
3 cr Organic Chemistry	n/a
3 cr Physics (lab required)	n/a
3 cr Biochemistry	n/a
3 cr Genetics	n/a
3 cr Microbiology	n/a
21 cr Electives	24 cr Electives

Rationale: The requirement of a 3-credit (one-term) Indigenous/Native Studies course aligns with the WCVM's strategic priorities and responds to the Calls of Action from the Truth and Reconciliation Commission, as well as requests from the WCVM Committee on Indigenous Engagement and students completing the 4 Seasons of Reconciliation course. There will be some flexibility in courses that will satisfy this requirement from the varying institutions WCVM applicants attend; however, the focus should be on historical context and effects of colonialism on Indigenous people. The admissions office will compile and post a list of acceptable courses from western Canadian institutions, as well as review courses from applicants attending institutions outside western Canada to confirm acceptability.

The requirement change being recommended in terms of the current 6 credits Math/Statistics (any combination of 2 terms being acceptable) is that Statistics is more relevant than university math (especially with the variability of math courses) – knowing how to assess scientific data/information.

4. Removing Earlier Year(s) Policy

(Process change – College approval required & notice required based on significant change from current – effective 2025 entrants)

Current	Recommended change
<p>The Admissions Committee will consider removing one or two earlier years of university grades from an applicant’s overall average calculation at the point of completing 5 or 6 full years of university, respectively. The number of credits required to be considered a 5-year student is 150 credits (50 one-term courses), and 180 credits (60 one-term courses) to be considered a 6-year student. Removal of an earlier year (or two) is not automatic, as the Committee requires specific criteria to be met – generally speaking, this includes completing three higher, more current years of university with sustained improved academic performance. More current/higher years should be full (30 credits within the Sept-Apr year) and consist predominantly of upper-level courses. Applicants hoping to have earlier year(s) removed should contact the Admissions Office for approval of courses prior to enrollment. If an applicant’s change in rank from a year being removed doesn’t result in a change in outcome of the application, the earlier year(s) will not be removed.</p>	<p>Allow one earlier year to be removed at the point of completing a Bachelor’s degree assuming sustained improved progress of grades and full-time academic years. No possibility to remove 2 earlier years.</p> <p>2 higher sustained full years (at least 24 credits/full years).</p>

Rationale: Analysis of student data shows applicants are 9x more likely to be in severe academic difficulty (fail one course or average below 60%), if they had two previous years remove.

5. Situational Judgment Test (SJT)

(Requirement change – Senate approval required – effective 2024 entrants, not viewed same as prerequisite change requiring full-year notice)

Current	Recommended change
<p>n/a</p> <p>Agriculture-focused seats – interview selection determined by academic score (2 interviews/seat). Final selection based entirely on interview.</p> <p><u>Note:</u> SK Ag seats introduced fall 2022 entry, MB and BC Ag seats introduced fall 2023 entry.</p>	<p>A Situational Judgment Test, i.e., Casper will be required for all applicants. A minimum threshold will be determined annually by the Admissions Committee.</p> <p>Agriculture-focused seats – interview selection remains as current. Final selection based on weighted score – 80% interview, 20% SJT</p>

Rationale: A situational judgment test (SJT) to evaluate social intelligence and professionalism is recommended. Further information on the specific SJT being considered (Casper) is included in this package.

Situational Judgment Test (SJT) Background Information

e.g., Casper - <https://takealtus.com/casper/>

Casper is the SJT initially being suggested and is offered online through Altus Assessments, but other SJT's may be considered in the future. Applicants would take the test yearly – at point of application, and results are scored by Altus and released as a z-score to institutions chosen by the applicant. The fee to write Casper is \$40 and \$12 to release scores. Casper data will be compared with other metrics in the future to determine as to how best utilize it in the admissions process.

What is Casper?

Casper is an online, open-response situational judgment test (SJT). It asks what you would do in a tough situation, and more importantly, why. This helps determine behavioral tendencies of applicants pursuing people-centered professions.

Supports the holistic review of applicants beyond their GPA, MCAT/GMAT, Dean's letter, and other traditional admissions criteria.

- Provides a standardized evaluation of social intelligence and professionalism
- Is an open-response format that elicits authentic answers, with less chance of “gaming” the system
- Gives a single score which is easily integrated into your admissions process

Casper consistently predicts future performance by evaluating an applicant's social intelligence and professionalism.

- Delivers strong validity and reliability, tested across programs and verticals
- Ensures consistently lower demographic differences relative to other admissions assessments

What does Casper assess for?



COLLABORATION



COMMUNICATION



EMPATHY



EQUITY



ETHICS



MOTIVATION



PROBLEM SOLVING



PROFESSIONALISM



RESILIENCE



SELF AWARENESS



Made up of 2 sections

The test is divided into 2 sections. The first is the typed response section. In this section, you will be presented with 3 word-based scenarios and 6 video-based scenarios. The second section is the video response section. Here, you will be presented with 2 word-based scenarios and 4 video-based scenarios.



Made up of 15 scenarios

Each scenario contains three open-ended questions. Test takers have 5 minutes to type their responses to all three questions in the typed response section and 1 minute to video-record their responses to each of the 3 questions in the video response section.



100-120 minutes in length

Casper progresses from one scenario to the next automatically. It typically takes 100-120 minutes to complete the whole test. We provide an optional 5 minute break half-way through the typed response section and an optional 10-minute break before the video response section.



Scored by a group of human raters

Each scenario of a test is scored by a different rater. The group of raters reflects the diversity of the population. All raters are extensively trained, put through implicit bias training, vetted, and understand the importance of their work as a Rater and the impact it has on an applicant's future. The Altus team has numerous quality assurance measures in place to ensure the integrity of scores assigned by our raters.



Scores get sent to selected programs automatically

Once a test is rated, 2-3 weeks after the test date, the score from the typed response section is sent automatically to the programs that the applicant has selected for distribution. Programs then update application statuses within their individual application portals.

Access the Evidence



Using Casper in your Admissions Process Guide

Guide on the design, scoring, and use of the Casper test in higher education admissions



Case Studies with Partners

Learn how our customers have implemented Acuity Insights



Academic Publications

List of useful research resources for Casper and Duet

Science behind Casper: <https://acuityinsights.com/science-behind-casper/>

Further Resources provided to WCVI Admissions Committee:

[Casper Technical Manual](#)

[Understanding Scores Guide](#)

[Peer-reviewed Casper Research](#)

Appendix B - WCVM Consultation Meeting with College of Arts & Sciences

WCVM Consultation Meeting with College of Arts & Sciences

Date: Feb 1, 2023 – 11:30 am (via Zoom)

Re: Indigenous Studies prerequisite (3 credits) effective for Fall 2025 entry to the Doctor of Veterinary Medicine Program

Attendees: Dr. Nicole Fernandez, Acting Associate Academic Dean, WCVM
Heather Mandeville, Manager of Recruitment and Admissions, WCVM
Dr. Lorin Elias, Vice Dean Academic, Arts & Sciences
Alexis Dahl, Director of the Programs Office, Arts & Sciences

An informal meeting/consultation as outlined above was held to discuss the WCVM's current motion to require a 3-credit Indigenous Studies prerequisite as per the WCVM's proposal being submitted to Academic Programs Committee for consideration at the Feb. 15, 2023 meeting. Further information considered (as included in the Proposal to APC):

There will be some flexibility in courses that will satisfy this requirement from the varying institutions WCVM applicants attend; however, ***the focus should be on historical context and effects of colonialism on Indigenous people***. The WCVM Admissions Office will compile and post a list of acceptable courses from western Canadian institutions, as well as review courses from applicants attending institutions outside western Canada to confirm acceptability.

Background information regarding the WCVM

The Western College of Veterinary Medicine is a regional college which is jointly funded through the provinces of British Columbia, Manitoba and Saskatchewan. Currently 88 students are admitted to the first-year class yearly, and seat allocations that have been confirmed for fall 2023 entry are: 20 British Columbia, 25 Saskatchewan, 20 Manitoba, 1 Other/Territory, and 2 Education Equity. Note: In March 2022, British Columbia government made an announcement to increase their provincially-funded seat quota from 20 to 40 for fall 2022 entry, and they have indicated it is their intention to do the same for fall 2023 entry (pending provincial budget funding to be announced March 2023). In the event that British Columbia doesn't fund 40 seats, the 20 seats may be allocated to other provinces or non-interprovincial agreement seats (as offered in 2020, 2021 and 2022).

Based on the regional nature of the WCVM described above, applicants to the DVM Program are residents from across British Columbia, Manitoba, Saskatchewan and the Territories attending universities and colleges primarily in western Canada, but often include institutions across Canada, the US or outside North America. For this reason, consultation with the University of Saskatchewan Colleges of Arts & Sciences and Agriculture & Bioresources wasn't done extensively to ensure capacity with the U of S' Indigenous Studies courses. However, meetings were held with both Colleges' Associate Academic Deans to ensure this recommended change was known. Notices of pending changes to the WCVM prerequisites will be added to the sequence of courses for pre-veterinary students within both the BSA Animal Science and BSc Animal Bioscience programs - <https://agbio.usask.ca/programs/pre-veterinary-medicine.php>.

Alexis Dahl provided the following list of courses which the College of Arts & Sciences allow to fulfill the **Indigenous Learning Requirement** in each of their degree programs (starting in 2020-21) as follows:

- **ANTH 202.3** Anthropology and Indigenous Peoples in Canada
- **ANTH 480.3** Indigenous Peoples and Mental Health Anthropological and Related Perspectives

- [ARCH 350.3](#) Introduction to Boreal Forest Archaeology
- [DRAM 111.3](#) Practicum I Indigenous Performance Methods
- [ENG 242.3](#) Indigenous Storytelling of the Prairies
- [ENG 243.3](#) Introduction to Indigenous Literatures
- [ENG 335.3](#) The Emergence of Indigenous Literatures in Canada
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [GEOG 465.3](#) Environment and Health in Indigenous Communities
- [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History
- [HIST 257.3](#) The Canadian Prairie to 1905 (may only be used if taken in 2022-23 or later)
- [HIST 266.3](#) History Wars Issues in Native Newcomer Relations
- [HIST 315.3](#) Indigenous Health History
- [HIST 316.3](#) History of the Metis in Twentieth Century Prairie Canada
- [INDG 107.3](#) Introduction to Canadian Indigenous Studies
- [LING 253.3](#) Indigenous Languages of Canada
- [PLAN 445.3](#) Planning with Indigenous Communities
- [POLS 222.3](#) Indigenous Governance and Politics
- [INDG — 200-Level, 300-Level, 400-Level](#)

Upon review of this list, the WCVM doesn't expect all courses to fulfill the WCVM's Indigenous Studies requirement, e.g., similar to the [College of Medicine's current listing](#) which includes approximately half of these courses as per the specific intent of this prerequisite - the focus should be on historical context and effects of colonialism on Indigenous people.

A similar list of acceptable courses for the WCVM will be compiled in the next few months and continue to be built over time as applicants submit courses for review.

Discussion and follow-up points from meeting:

- WCVM doesn't require a degree to apply, only two full years (60 credits), so slight difference when comparing students completing an Arts & Sciences degree vs. applying to WCVM (need Indigenous Studies in first two years).
- Suggestion to consult with specific departments, i.e., Indigenous Studies and possibly History/Political Studies of courses being accepted – to make them aware of the new requirement and anticipate increased pressure/interest in these courses.
- List of acceptable courses will be comprehensive of the most commonly accepted first-year Indigenous Studies from institutions across western Canada where the majority of WCVM applicants apply for yearly. This list will be expanded as new courses are reviewed and approved.
- Other courses to consider – discussed why AREC 220 (land-based course) didn't meet the intent of this requirement. Arts & Sciences gave further information on DRAM 111, HIST 195 and POLS 222, as well as recommended adding any 200+ level Indigenous Studies from the U of S on the acceptable list describing with the latter than any transfer student coming into the U of S who obtains transfer credit for INDG 100 JR (3 credits) would proceed into upper-level courses which all cover some aspect of colonialism.
- Identified possible areas of concern with registration dates opening to 1st year Arts & Sciences students prior to students from other colleges, i.e., AgBio, for courses. This may result in an increased demand for overrides. Similarly, POLS 222 (if accepted) has a prerequisite listing of 60 credits university level, but this may be waived – or at minimum should be a discussion point with the department.
- Approximate gauge of impact – number of potential pre-vet students. This is difficult to know, but WCVM is able to report that 90/300 applicants for 2023 entry have a U of S student number which is highly variable in terms of taking as little as one summer course, to completing a full Bachelor's degree, to students here for graduate program. Rough estimate for demand may be 50 students every 2-year cycle.

Email confirmation:

From: Dahl, Alexis <alexis.dahl@usask.ca>
Sent: Thursday, February 2, 2023 8:58 AM
To: Mandeville, Heather <heather.mandeville@usask.ca>; Elias, Lorin <lorin.elias@usask.ca>
Cc: Fernandez, Nicole <nicole.fernandez@usask.ca>
Subject: RE: WCVM Indigenous Studies prerequisite - Consultation Summary

Hi Heather,

Your summary of our conversation looks good to me.

Take care,
Alexis

From: Mandeville, Heather <heather.mandeville@usask.ca>
Sent: Wednesday, February 1, 2023 3:40 PM
To: Elias, Lorin <lorin.elias@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>
Cc: Fernandez, Nicole <nicole.fernandez@usask.ca>
Subject: WCVM Indigenous Studies prerequisite - Consultation Summary

Dr. Elias and Alexis,

Thank you both for taking the time to meet with us today and discuss the WCVM's recommendation to require 3 credits Indigenous Studies of applicants effective Fall 2025 – as being put forward at the Feb 15th Academic Programs Committee. The information and suggestions you provided are most useful, and we will definitely reach out to departments within the College of Arts & Sciences for courses we would allow to fulfill this requirement to ensure they are aware and allow them to anticipate demand/capacity of such courses in the upcoming years.

I've attached a summary of my notes from our meeting and ask you both to feel free to add any comments or further feedback you have through email. In addition, your confirmation email would be most appreciated to include with our proposal being put forward to APC by Friday.

Thanks again,

Heather Mandeville
Manager, Admissions & Recruitment
Western College of Veterinary Medicine
WCVM 4104.2
52 Campus Drive
Saskatoon SK S7N 5B4

Website: <http://www.usask.ca/wcvm/>
Email: heather.mandeville@usask.ca
Phone: 306-966-7413

Consultation with the Registrar Form

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

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

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

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

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

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

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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

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

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

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

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

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

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

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

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

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

6 Is this a replacement for a current program?

Yes No

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

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

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

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

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes No Revised

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes No Revised

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

4 Does the program timetable use standard class time slots, terms, and sessions?

Yes No

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes No

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP OTHER THAN NOTED BELOW

NOTE: This change is for the DVM [Doctor of Veterinary Medicine] and DVM-NONIPA [Doctor of Veterinary Medicine] Programs

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

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

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

Addition of Situational Judgment Test (SJT)

A Situational Judgment Test, i.e., Casper will be required for all applicants.

A minimum threshold will be determined annually by the Admissions Committee.

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

Addition

The SJT (Situational Judgment Test) will be a weighted component for applicants being considered for the Agriculture-focused seats. Currently, the interview is weighted 100% to rank applicants for admission for these seats, but the new weighting will be 80% interview and 20% SJT.

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes No

Section 9: Government Loan Information - AS PER CURRENT SET-UP

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

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

Yes No

If YES, what and by what date?

Section 12: Registration Information - AS PER CURRENT SET-UP

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information - AS PER CURRENT SET-UP

1 Will instructors submit grades through self-serve?

Yes No

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

Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information - AS PER CURRENT SET-UP

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

Yes No

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

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

Yes No

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

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

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

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

7 Is there mobility associated with this program termination? Yes No

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes No

14

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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

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

- | | | | | |
|---|-----|--------------------------|----|--------------------------|
| 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 2 Has TLSE, Admissions, been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4 Has TLSE, Transfer Credit, been informed about any new / revised courses? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 6 Has the Library been informed about this new / revised program? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 7 Has ISA been informed of the CIP code for new degree / program / major? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 9 Has the Convocation Coordinator been notified of a new degree? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 10 What is the highest level of financial approval required for this submission? Check all that apply. | | | | |
| a. None - as it has no financial implications | | <input type="checkbox"/> | | |
| <u>OR</u> | | | | |
| b. Fee Review Committee | | <input type="checkbox"/> | | |
| c. Institutional Planning and Assessment (IPA) | | <input type="checkbox"/> | | |
| d. Provost's Committee on Integrated Planning (PCIP) | | <input type="checkbox"/> | | |
| e. Board of Governors | | <input type="checkbox"/> | | |
| f. Other | | <input type="checkbox"/> | | |

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

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

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

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

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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

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

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

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

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

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

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

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

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

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

6 Is this a replacement for a current program?

Yes No

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

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

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

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

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes No Revised

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

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes No Revised

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

4 Does the program timetable use standard class time slots, terms, and sessions?

Yes No

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes No

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP OTHER THAN NOTED BELOW

NOTE: This change is for the DVM [Doctor of Veterinary Medicine] and DVM-NONIPA [Doctor of Veterinary Medicine] Programs

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

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

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

Update of Prerequisites	
<u>Current</u>	<u>Recommended Change</u>
6 cr Biology (lab required)	n/a
6 cr Chemistry (lab required)	n/a
6 cr English (3 cr must incl literature)	3 cr English/Communications (English may be literature, composition, or writing) 3 cr Indigenous/Native Studies (list of acceptable courses from western Cdn universities and colleges will be compiled)
6 cr Math or Statistics	3 cr Statistics

3 cr Organic Chemistry	n/a
3 cr Physics (lab required)	n/a
3 cr Biochemistry	n/a
3 cr Genetics	n/a
3 cr Microbiology	n/a
21 cr Electives	24 cr Electives

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

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes No

Section 9: Government Loan Information - AS PER CURRENT SET-UP

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

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

Yes No

If YES, what and by what date?

Section 12: Registration Information - AS PER CURRENT SET-UP

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information - AS PER CURRENT SET-UP

1 Will instructors submit grades through self-serve?

Yes No

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

Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information - AS PER CURRENT SET-UP

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

Yes No

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

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

Yes No

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

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

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

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

7 Is there mobility associated with this program termination? Yes No

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes No

14

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes No
- 2 Has TLSE, Admissions, been informed about this new / revised program? Yes No
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes No
- 4 Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes No
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes No
- 6 Has the Library been informed about this new / revised program? Yes No
- 7 Has ISA been informed of the CIP code for new degree / program / major? Yes No
- 8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? Yes No
- 9 Has the Convocation Coordinator been notified of a new degree? Yes No
- 10 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None - as it has no financial implications
 - OR
 - b. Fee Review Committee
 - c. Institutional Planning and Assessment (IPA)
 - d. Provost's Committee on Integrated Planning (PCIP)
 - e. Board of Governors
 - f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Yansun Yao, chair, Academic Programs Committee

DATE OF MEETING: March 16, 2023

SUBJECT: **Change to Admissions Qualifications – Master of Arts programs in Archaeology and Anthropology**

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

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies and the Department of Archaeology and Anthropology is proposing a relatively straight-forward clarification to their requirements for admission to clarify that applicants may apply with a four-year undergraduate degree or an undergraduate honours degree, or equivalent. This change will ensure clarity for applicants and will reduce queries to the department and the college about the requirements.

CONSULTATION:

The Academic Programs Committee reviewed the proposed changes at its February 15, 2023 meeting and were supportive of the wording change for the admissions requirements for these programs.

ATTACHMENTS:

1. **Change to admissions requirements for graduate Anthropology and Archaeology programs.**



MEMORANDUM

To: Academic Programs Committee of Council

Copy: Dr. Clinton Westman, Department Head of Archaeology & Anthropology

From: Graduate Programs Committee, CGPS

Date: January 11, 2022

Re: **Changes to admission requirements for graduate Anthropology and Archaeology programs**

The College of Graduate and Postdoctoral Studies is proposing changes to the admission requirements for the following programs: Master of Arts in Anthropology – Project-based, Master of Arts in Anthropology – Thesis-based, and the Master of Arts in Archaeology – Thesis-based.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on January 10, 2023. The committee felt this proposal was clear and concise in reasoning why this small change in wording was essential to provide clarity to prospective students. The following motions were passed:

Motion(s): To recommend approval of the requested change to the admissions requirements for the Master of Arts in Anthropology – Project-based (Practicing Anthropology).

(Heavin/Simonson) 1 recusal abstention CARRIED

To recommend approval of the requested change to the admissions requirements for the Master of Arts in Anthropology – Thesis-based.

(Heavin/Simonson) 1 recusal abstention CARRIED

To recommend approval of the requested change to the admissions requirements for the Master of Arts in Archaeology – Thesis-based.

(Heavin/Simonson) 1 recusal abstention CARRIED

Attached please find the proposal outlining the changes to the admission requirements.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

To: Graduate Programs Committee
College of Graduate and Postdoctoral Studies (CGPS)
From: Angela Lieverse, Acting Graduate Chair
Department of Archaeology and Anthropology
Date: 05 December 2022
Re: Minor Program Changes to MA Anthropology, MA Practicing Anthropology, and MA
Archaeology

Dear Members of the CGPS Graduate Programs Committee

My colleagues and I are requesting a minor program change—specifically clarification regarding our admission requirements—for our three graduate programs, MA in Archaeology (thesis-based), MA in Anthropology (thesis-based), and our new project-based MA in Practicing Anthropology. All three programs currently list “a four-year honours degree, or equivalent” as one of the admission requirements. While we interpret “or equivalent” to include a four-year degree (and often accept students with four-year degrees), students consistently interpret it as requiring an honours degree. This has caused a lot of confusion and anxiety among students, sometimes preventing them from applying to our graduate program or forcing them to take an extra year to earn an (unnecessary) honours degree. Because our practice, for at least the 15 years that I have been a faculty member here, has been to NOT require an honours degree for admission into our graduate programs, we would like to reword this in the graduate program catalogue to make it less ambiguous and misleading. Faculty members approved this decision at our November 18 faculty meeting. Below is a catalogue mark-up for each of the three programs with the word “or” (in red font) added to each.

Anthropology - Master of Arts (M.A.) - Project-based (Practicing Anthropology)

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year **or** honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

Anthropology - Master of Arts (M.A.) - Thesis-based

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year **or** honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

Archaeology - Master of Arts (M.A.) - Thesis-based

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a course in archaeological method and theory
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year **or** honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

Thank you for your assistance. I'm happy to provide additional detail if needed.

Sincerely,



Angela R. Lieverse
Professor and Acting Graduate Chair

Consultation with the Registrar Form

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

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

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

Yes No

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

Yes No

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

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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

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

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

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

Yes No

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

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

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

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

One major is required on all programs [4 characters for code and 30 characters for description]

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

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

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

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

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

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

6 Is this a replacement for a current program?

Yes No

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

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

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

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

Yes No

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes No Revised

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

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

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

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

5

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

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

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

Yes No Revised

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

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

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

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

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

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP

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

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

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

4 Does the program timetable use standard class time slots, terms, and sessions?

Yes No

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

Yes No

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

NOTE: The following change applies to the following program/major/concentration combinations. All items not noted below are as per current set-up.

- Program = MA-P-GP [Master of Arts-Project] and Major = ANTH [Anthropology] and Concentration = PRAN [Practicing Anthropology]
- Program - MA-T-GP [MA-T-GP Master of Arts-Thesis] and Major = ANTH [Anthropology]
- Program - MA-T-GP [MA-T-GP Master of Arts-Thesis] and Major = ARCH [Archaeology]

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

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

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

Update the admission requirement *from* “a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study” *to* “a four-year or honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study”.

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

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes No

Section 9: Government Loan Information - AS PER CURRENT SET-UP

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

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

Yes No

If YES, what and by what date?

Section 12: Registration Information - AS PER CURRENT SET-UP

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information - AS PER CURRENT SET-UP

1 Will instructors submit grades through self-serve?

Yes No

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

Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information - AS PER CURRENT SET-UP

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

Yes No

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

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

Yes No

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

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

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

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

7 Is there mobility associated with this program termination? Yes No

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

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

Yes No

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes No

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes No

14

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

--

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes No
- 2 Has TLSE, Admissions, been informed about this new / revised program? Yes No
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes No
- 4 Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes No
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes No
- 6 Has the Library been informed about this new / revised program? Yes No
- 7 Has ISA been informed of the CIP code for new degree / program / major? Yes No
- 8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? Yes No
- 9 Has the Convocation Coordinator been notified of a new degree? Yes No
- 10 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None - as it has no financial implications
 - OR
 - b. Fee Review Committee
 - c. Institutional Planning and Assessment (IPA)
 - d. Provost's Committee on Integrated Planning (PCIP)
 - e. Board of Governors
 - f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: March 16, 2023

SUBJECT: College of Graduate & Postdoctoral Studies Bylaws

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

SUMMARY:

This is a request for decision to University Council is to approve the College of Graduate and Postdoctoral Studies Faculty Council Bylaws. Faculty Council bylaws require approval by University Council (Council) at the recommendation of the Governance Committee of Council. In keeping with due process and requirement for 30-days' notice, a notice of motion was submitted to Council to on January 26, 2023. There were no further amendments stemming from the notice.

ATTACHMENT:

1. CGPS Faculty Council Bylaws



COLLEGE OF GRADUATE AND POSTDOCTORAL STUDIES BYLAWS

The University of Saskatchewan is situated on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another. The College of Graduate and Postdoctoral Studies is committed to decolonization leading to reconciliation and fostering equity, diversity, and inclusion.

These bylaws describe the membership, duties and procedures relating to the governance of the College of Graduate and Postdoctoral Studies and are subject to the bylaws, policies, and regulations of [University Council](#), which establishes faculty councils.

The College of Graduate and Postdoctoral Studies is unique among colleges in terms of the size of the faculty complement including over a thousand faculty members and hundreds of Adjunct members such that the faculty membership mirrors the general academic assembly in size and scope. Due to the size of the graduate faculty complement, the Graduate Faculty Council is a representative body designed to meet the unique needs of the College of Graduate and Postdoctoral Studies.

To the extent that any previous resolution of the Graduate Faculty Council or its predecessors or any committee of that council is inconsistent with these bylaws, these bylaws have precedence.

The College of Graduate and Postdoctoral Studies will be abbreviated in these bylaws as CGPS.

The CGPS Faculty Council Membership, standing committees and terms of reference for the committees are to be reviewed at least once every 5 years.

PART 1. APPOINTMENT OF FACULTY TO CGPS¹

Faculty membership in CGPS is required to participate in graduate education. The membership elects members at large to the CGPS Faculty Council.

Academic units may nominate individuals associated with their respective departments, colleges and schools who are actively engaged in furthering the education of graduate students and enhancing the research, scholarly and artistic work at the University of Saskatchewan for membership in the College of Graduate and Postdoctoral Studies (CGPS). Nomination for appointments to CGPS must have the support of the head of the academic unit and the office of the dean/executive director of the college/graduate school supporting the graduate program

A nominee may be eligible for membership within the CGPS provided at least one of the following three criteria are met:

1. The nominee has had previous experience supervising graduate students and/or has taught graduate-level course work in at least two of the last three years or;
2. The nominee has conducted a peer review, or has had an article, book or exhibition of artistic work published or accepted for publication within the last three years or;
3. The nominee has had substantial involvement in ongoing research which offers resources and opportunities for graduate students.

¹ The membership eligibility in these draft bylaws is verbatim from the current Section 18 of the CGPS Policy and Procedure Manual with revision.

Appointments are made for five-year renewable terms July through June in the following categories:

Graduate Faculty: Individuals with academic appointments within other colleges/schools may be nominated as members of graduate faculty within the CGPS. This includes tenured, probationary, continuing term, emeriti, or in some circumstances academic programming appointments. Membership is renewable for as long as the member remains in good standing and active in graduate and postdoctoral studies

Medical Graduate Faculty: Medical graduate faculty members must be a licensed Saskatchewan physician or a clinical PhD, holding a clinical appointment in the individual's respective health region as well as an academic appointment in a department or a division within the College of Medicine at the University of Saskatchewan. A medical graduate faculty membership is subject to the limitations outlined by *The University of Saskatchewan Act* with respect to the statutory definition of a faculty member and as defined by the Procedures Manual for Medical Faculty. Graduate medical faculty members are members of graduate faculty within the College of Graduate and Postdoctoral Studies. Appointments are renewable for as long as the member remains in good standing and active in graduate and postdoctoral studies.

Adjunct Professor: An individual who is not an employee of the University of Saskatchewan whose knowledge, expertise and skills contribute to the academic unit's research and teaching functions with respect to graduate students and postdoctoral fellows, may be recommended for appointment as an adjunct professor (**USFA collective agreement 13.1.2**). Adjunct professors are members of graduate faculty within the College of Graduate and Postdoctoral Studies and are encouraged to participate in the affairs of the college as appropriate. Memberships is renewable for as long as the member remains in good standing and active in graduate and postdoctoral studies.

A **one-time member** may be appointed to serve on a graduate student advisory committee, teach a graduate-level course or serve as an external examiner of a master student's thesis. At minimum, the one-time member is expected to be a subject matter expert and typically have an earned degree equivalent to or advanced beyond that sought by the student. Generally, one-time members are non-CGPS members who have specific expertise in a specialized area and wish to contribute to the program of an individual graduate student.

PART 2 COLLEGE OF GRADUATE AND POSTDOCTORAL FACULTY COUNCIL (CGPSFC)

The College of Graduate and Postdoctoral Studies (CGPS) is established under the authority of the University of Saskatchewan Council, whose powers and duties are in turn established by [the University of Saskatchewan Act 1995](#). CGPS Faculty Council conducts business on behalf of the University Council as laid out in its bylaws.

CGPS Faculty Council [has](#) authority over all matters related to the academic affairs of the College. The Dean [of CGPS convenes an annual Graduate Faculty Membership meeting in May of each calendar year to provide a report to its membership on college activity.](#)

Membership of the Faculty Councils (as per 220616 University Council Bylaws)

(*denotes non-voting members)

- (a) The President of the University*;
- (b) The Provost and Vice-President, Academic*;
- (c) The Vice-President, Research*;
- (d) The Vice-President, Finance and Resources*;
- (e) The Vice-President, University Relations*;
- (f) The Vice-Provost, Teaching, Learning, and Student Experience*;
- (g) The Vice-Provost, Indigenous Engagement*;
- (h) Chief Information Officer and Associate Vice-President Information and Communications Technology*;
- (i) The Dean of the college, or the Executive Director of the school, when the school is not encompassed within a college;

- (j) The Dean of the College of Graduate and Postdoctoral Studies or designate;
- (k) The Dean of the University Library or designate*;
- (l) The University Secretary or designate*;
- (m) The University Registrar or designate*;
- (n) Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*.

In addition to the membership listed in the University Council Bylaws (Section V; Paragraph 1. noted above from (a) to (o), the CGPS Faculty Council includes the following voting members:

- (p) The Vice, Associate or Assistant Dean(s) or delegates appointed to support graduate studies and by the Dean or Executive director of Colleges and Schools;
- (q) *The Vice-President, Research, the Vice-Provost, Indigenous Engagement and the Dean or Designate of the University Library will all serve as CGPSFC voting members;*
- (r) A representative from each department that delivers graduate programs who *will typically be* the Graduate Chair; for non-departmentalized schools and colleges, or programs delivered within a college, *the representative will typically be* a director of graduate studies or graduate chair (e.g., MBA Program);
- (s) Graduate Chairs of Interdisciplinary Programs;
- (t) Nine (9) Faculty members at large, *self-nominated through an open call process managed by CGPS' Nominations committee; each* given three-year appointments;
- (u) The president and vice-president, *(or) two delegates of the Graduate Students' Association executive team;*
- (v) Five (5) *graduate students registered in CGPS self-nominated through an open call process managed by CGPS' Nominations committee;*
- (w) *One (1) Indigenous Graduate Student appointed by the GSA; if the GSA is unable to make an appointment, the Dean will appoint a student;*
- (x) *Two (2) graduate administrators appointed as non-voting members representing operational perspective of graduate programming; individuals will self-nominate through an open call process managed by CGPS' Nominations committee;*
- (y) One (1) Postdoctoral *Scholar*; appointed annually
- (z) CGPS Council Standing *Committee chairs, if not already serving in a voting capacity (e.g., Grad Chair).*

Responsibilities

- To make recommendations to University Council, President, Vice-President (Academic), Vice-President (Research), or other parties regarding the maintenance of academic and research standards in the requirements in graduate studies for admissions, programs of study, conditions for graduation, and the nature of degrees to be conferred;
- To establish academic policies for the advancement and graduation of graduate students and their suspension for neglect of studies, or defective scholarship;
- To have jurisdiction over scholarship and discipline in the graduate area;
- To recommend candidates for graduate degrees and diplomas, including the Earned D.Litt. and D.Sc.;
- To establish procedures to investigate any cases of alleged graduate student misconduct or complaints by graduate students of misconduct of which they may be victims, and to report to Council any cases which subsequently call for investigation by that or other bodies;
- To create standing and ad hoc committees; to name members to these committees; to delegate to committees, where appropriate, study and action on matters under its jurisdiction; to receive and take appropriate action on reports of committees;
- To initiate or consider and approve proposals on new or changed CGPS policies;
- To receive reports from the CGPS Awards Committee; to advise the Dean and Associate Dean on procedures and criteria for the distribution and allocation of existing graduate student awards, as well as for the enhancement of these awards, and to approve changes in policies for awards and honours proposed by the Awards Committee;
- To establish criteria for membership in the Faculty of the College of Graduate and Postdoctoral Studies;

- To establish criteria for the appointment of Graduate Faculty, Medical Graduate Faculty, Adjunct Professors and Professional Affiliates;
- To recommend to the Graduate Academic Affairs initiatives to improve the graduate student experience;
- To recommend to the Graduate Programs Committee initiatives to strengthen the quality of graduate programs;
- To delegate to the Graduate Programs Committee the authority to approve new and revised graduate programs and courses and inform Council;
- To amend regularly review and amend these bylaws.

Meetings and Voting

- Council **will** meet at least typically monthly from **October** to May.
- **Council meetings are chaired by CGPS Dean; in the event a conflict, (e.g., motion to which the Dean has an active role), the Dean as chair will remove themselves and the Associate Dean will act as chair for the duration of that business. The Associate Dean will be appointed as Chair in the absence of the Dean.**
- Attendance shall be taken and any member missing two consecutive meetings may be asked by the Council Chair to resign their position if elected or for the unit to name another designate.
- Quorum shall be 50% + 1 of the voting membership.
- The meetings are open to anyone wishing to attend, but only members and invited guests will be recognized to speak.
- Any member of the CGPS Faculty may request in writing to be heard by CGPS Faculty Council and may suggest motions or other documents for the consideration of the CGPS Faculty Council.
- Minutes shall be recorded and accessible through the CGPS website.
- Any member may request to be named in the minutes.
- Meetings will be held virtually or in person with provisions to attend virtually.
- Voting will be done through electronic poll for virtual (or hybrid) meetings.
- Votes are recorded in the minutes as carried.
- Motions are carried by a simple majority of voting members present.
- Motions of substantive policy changes should be brought initially for discussion and/or as notice of motion.
- Motions from the floor require a 2/3 majority of the voting members present.

PART 3 STANDING COMMITTEES OF CGPS FACULTY COUNCIL

General Regulations

- The roles identified on each committee are constructed to provide inclusion across disciplinary areas where appropriate is sensitive to rank and experience in administration of graduate programs.
- The nominations committee is charged with providing a slate of nominees that aligns with the university values for **Equity, Diversity, and Inclusion (EDI)**.
- The slate of committee members **is** put forward by the nomination committee.
- Unless stipulated in the **respective CGPSFC Committee(s) Terms of Reference, Committee Chairs will be appointed** by the nominations committee **to** three-year terms.
- Committee meetings shall be monthly and fall on a regular schedule to be published in March for the following year; those accepting committee **membership appointments** must be available for the majority of the meetings.

Meetings and Voting

- **Will typically** meet monthly from September to May.
- Quorum shall be 50% + 1 of the voting membership of the committee or any subcommittee thereof.
- The meetings are open to anyone wishing to attend, but only members and invited guests will be recognized to speak.
- Minutes **will** be **taken** and **are** accessible to **CGPS stakeholders through USask's intranet (CGPS PAWS Channel)**.
- Any member may request to be named in the minutes.

- Meetings may be held virtually or in person with a provision to attend virtually.
- Voting will be done by a show of hands by calling for abstentions, objections, and in favour in that order including those who are attending virtually.
- Votes are recorded as carried or not carried.
- Motions of substantive policy changes should be brought as initially as notice of motion for discussion and input.
- Unless otherwise stated in the terms of reference for the committee, all committee meetings are open to observers who can attend but will not be recognized by the Chair unless they are invited guests to speak to an agenda item.
- A committee may meet in camera when items warrant such as when private information regarding a student is involved.

Terms of reference for Standing Committees of the CGPS Faculty Council are as follows:

- [Graduate and Postdoctoral Council](#)
- [Nominations Committee](#)
- [Executive and Coordinating Committee](#)
- [Awards and Scholarships Committee](#)
- [Graduate Programs Committee](#)
- [Graduate Academic Affairs Committee](#)
- [Postdoctoral Studies Advisory Committee](#)
- [Interdisciplinary Committee](#)
- [Earned D.Litt. Committee](#)
- [Earned D.Sc. Committee](#)

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
FOR INFORMATION**

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: March 16, 2023

SUBJECT: Update on Council Elections 2023/24

Summary

The Governance Committee is responsible for advising University Council on interpretations of legislation and bylaws for academic governance. Recently, the Committee has generally been considering matters of Council membership, elections, and nominations as they relate to interpretations of *The University of Saskatchewan Act, 1995*, and the Council Bylaws. In response to specific questions raised concerning the 2023/24 Council elections process, the committee has recently made decisions and recommendations to the University Secretary and Chief Returning Officer about the current 2023/24 Council Elections, as well as preparing for future Council elections. The Governance Committee is reporting to University Council on the advised procedures for and timing of Council elections in 2023/24, and the need to develop “guidelines” to clarify interpretations for future elections (beyond 2023/24).

The Governance Committee recommended that the call-for-nominations for University Council 2023/24 be extended. An announcement and invitation were sent to faculty to that effect, extending the nominations period to March 22, 2023, at 4:30pm. Faculty members can submit nominations at the following link.

https://www.surveymonkey.ca/r/USask_Council_2nd_Call-for-Nominations

Council Elections Processes

In February 2023 a question was raised to the Governance Office concerning the practices and interpretations of *The University of Saskatchewan Act, 1995*, and the Council Bylaws (2022) for the 2023/24 Council elections and nominations processes. The matter was referred to the Governance Committee of Council, per their responsibility for advising Council on its responsibilities within *The Act* and *The Bylaws*, at the committee’s regularly scheduled meeting.

On February 10, 2023, the Governance Committee reviewed these statutory documents. The University Secretary provided an overview of past practices and the interpretations

of the categories for nomination and elections (see Attachment 1). The Governance Committee determined that there was sufficient ambiguity such that a review would be required to determine the processes for future elections, i.e., in 2024/25. It was also deemed that until that review takes place, current Council election practices should continue.

College Representatives on University Council

On February 13, 2023, the 2023/24 call-for-nominations to University Council was opened. Several categories for nomination were listed per the applicable sections of *The Act* (Attachment 1), sections 53(2)(b), (c), (d), (e), and (i).

College faculty representation on University Council is covered under sections 53(b) and (c) of *The Act*. These seats on Council turn over every three years, so nominations in these categories were open to all the colleges. This is in addition to the regular annual turnover of members-at-large (section [i]), of which there are 18 vacancies for 2023/24).

Concerns were raised by some nominees to the Governance Office that faculty members should be able to run against the dean under *The Act* and Bylaws and requested clarification on this interpretation.

Governance Committee Review

On March 7, 2023, the Governance Office brought these concerns forward to the Governance Committee meeting. The Committee discussed the intentions and possible interpretations of these clauses in *The Act* and Council Bylaws. It was decided that the clauses were still sufficiently ambiguous that there should be a review of the language and an official interpretation documented. A recommendation from the Governance Office was endorsed to develop a set of council election guidelines, a document that does not currently exist.

In confirming the review, the committee also recognized that given the concerns raised by nominees, and given the ambiguity in *The Act* and Bylaws, that it would be prudent to err on the side of greater openness in elections. Therefore, requiring deans to run in an election should there be enough nominations to action that clause.

Governance Committee Decisions

The Governance Committee decided on three matters:

- The procedures for nominating, appointing, and/or electing deans and college representatives for Council elections in 2023/24;
- Extension of the call-for-nominations for Council members for 2023/24;
- Development of “guidelines” for Council elections.

These are respectively expanded upon below.

The Governance Committee passed the following motion on procedures for Council nominations and elections for populating Council vacancies in 2023/24. It was explicitly stated that this practice would only apply to this election cycle and the decision to do

this was not intended to set a precedent or to prejudice a more formal discussion and interpretation of these clauses for future Council elections.

Motion to Endorse the Recommended Practice Regarding Council Elections and Deans (Dobson/Yao): *The Governance Committee of Council advises the University Secretary and Chief Returning Officer that if two, or more faculty put their name forward to be elected as a representative for a College under 53(2)(b) or 53(2)(c), and they wish to let their name stand, and the dean wishes to let their name stand, an election among the candidates, including the dean, shall occur.*

CARRIED March 7, 2023.

In addition, the Governance Committee decided that in the spirit of electoral fairness that the nominations period, which already closed on February 24, 2023, would be extended, as determined by the Governance Office.

Motion to Extend Call-for-Nominations for the 2023-24 Council Elections

(Larre/Squires): *In light of the interpretations of The University of Saskatchewan Act, 1995, and University Council Bylaws (2022) at the meeting of the Governance Committee on March 7, 2023, the Governance Committee advises the University Secretary and Chief Returning Officer to extend the call-for-nominations to University Council for 2023-24, which had previously closed on February 24, 2023. CARRIED March 7, 2023.*

The Committee also agreed with the University Secretary's recommendation that an elections guideline document be crafted to better support future Council elections. This would follow from the review by the Governance Committee of interpretations of *The Act, Council Bylaws*, and practices regarding elections of members to University Council.

ATTACHMENTS:

1. Excerpts from *The University of Saskatchewan Act, 1995*
2. Excerpts from the University of Saskatchewan Council Bylaws (2022)

ATTACHMENT 1.

Excerpts from *The University of Saskatchewan Act, 1995*

Composition of council

53(1) In this section:

- (a) "member of a college" means a faculty member whose primary responsibilities are within the college;
- (b) Repealed. 2009, c.31, s.15.
- (c) "student member of the college" means a full-time student registered in the college.

(2) The council is composed of:

- (a) the following persons who are members of the council by reason of their office:
 - (i) the president;
 - (ii) the vice-president designated by the president as the vice-president responsible for academic affairs;
- (b) one faculty member representing each college and affiliated and federated college [and University Library per (d) and (e)] who is a member of the college and who has been elected by the members of the college;
- (c) one representative, in addition to the member mentioned in clause (b), representing each college and affiliated and federated college who is either:
 - (i) the dean of the college, or a member of the college, who has been elected by the members of the college; or
 - (ii) if there is no election, the dean of the college;
- (d) one librarian elected by the librarians employed by the university;
- (e) one librarian, in addition to the member mentioned in clause (d), who is either:
 - (i) a librarian, including the University Librarian, elected by the librarians employed by the university; or
 - (ii) if there is no election, the University Librarian;
- (f) Repealed. 2009, c.31, s.15.
- (g) Repealed. 2009, c.31, s.15.
- (h) one student representing each college and each affiliated and federated college who is a student member of the college and who has been elected by the student members of the college; and
- (i) 54 faculty members who have been elected by faculty members.

1995, c.U-6.1, s.53; 2009, c.31, s.15.

ATTACHMENT 2.

Excerpts from the University of Saskatchewan Council Bylaws (2022)

Part One, II. Election of Faculty Members to Council

3. A faculty member may choose to stand for election under **one** of the following sections:

(a) Section 53(2)(b), 53(2)(d); “one faculty member representing each college or affiliated and federated college who is a member of the college and who has been elected by the members of the college;”

(b) Section 53(2)(c), 53(2)(e), “one representative, in addition to the member mentioned in clause (b), representing each college or affiliated and federated college who is either:

(i) the Dean of the college, or a member of the college, who has been elected by the members of the college; or

(ii) if there is no election, the Dean of the college;”

...

6. If there is a nomination or nominations under section 53(2)(c), or 53(2)(e), the Dean of the college or Dean, University Library, as the case may be, will be so informed and asked if they wish to stand for election under this section.

Part Two, II. The Governance Committee Terms of Reference

The Governance Committee is responsible for:

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

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

UNIVERSITY COUNCIL
Joint Committee on Chairs and Professorships
REQUEST FOR DECISION

PRESENTED BY: Mary Buhr, Interim Vice-Provost, Faculty Relations
Chair, Joint Committee For Chair and Professorship

DATE OF MEETING: March 13, 2023

SUBJECT: **Wolfe-Saskatchewan Fellowship At-Large**
for Outstanding Newly Recruited Research Scholars REVISION

DECISION REQUESTED: *It is recommended:*

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

PURPOSE:

The purpose of the revised Wolfe-Saskatchewan Fellowship for Outstanding Newly Recruited Research Scholars at the University of Saskatchewan is to support the appointee in their first or second year at the University, whether the appointee is an Assistant, Associate or full Professor and is open to any Faculty / Department across the University campus. Appointees must demonstrate leadership and exceptional future potential within their areas of research.

The Fellowship will support the newly recruited faculty member(s) during the initial first or second year of their appointment, allowing the faculty member increased capacity to focus on research activities, with 70 per cent of academic time dedicated to research or research-related activities, 20 per cent of academic time teaching, and 10 per cent of time dedicated to service to the community, the discipline and the university.

CONTEXT AND BACKGROUND:

The Fellowship will initially be for a two year term, which shall be extended for an additional two years pending review, for a total of four years. Extension will be based on review of continued eligibility based on the quality of the incumbent's research program and overall performance. The Fellowship may be held only once by a faculty member.

The holder of the Wolfe-Saskatchewan Fellowship will be chosen on a competitive basis from among the most talented Assistant, Associate or Full Professors who are in the first or second year of their first appointment at The University of Saskatchewan. Faculty members must be nominated by their Dean and will be chosen on the significance of the nominee's research, how he or she exhibits leadership in their area of research, the potential impact of the research, any cross-faculty or interdisciplinary aspects of the research, how the research aligns with the University's areas of research strength, their career to date.

CONSULTATION:

The revised conditions include:

1. Change to length of term (moved from a five-year term to a two-year term, eligible for extension for a total of four years)
2. Expanded eligibility from first year faculty to faculty in first **and** second year
3. Number of chairs: if preferred, the committee is amenable to creating two fellowships for a lower value. This would be at the discretion of the committee based on resources available. Each fellowship holder will receive a minimum of \$37,500 annually.

These revisions have been discussed with, and endorsed by, the donor, the CRC Oversight committee, the Office of the Vice-President Research and approved by JCCP.

SUMMARY:

The revised terms will enable incoming faculty more time to become familiar with the terms of the Chair and therefore enable a wider range of faculty to demonstrate their leadership and research potential and ultimately support establishment of outstanding research careers at USask.

ATTACHMENT:

Revised terms for the Wolfe-Saskatchewan Fellowship At-Large for Outstanding Newly Recruited Research Scholars.



UNIVERSITY OF SASKATCHEWAN

Wolfe-Saskatchewan Fellowship At-Large for Outstanding Newly Recruited Research Scholars REVISION

Terms of Reference

Purpose:

To create an endowment that will support a Wolfe-Saskatchewan Fellowship for Outstanding Newly Recruited Research Scholars at the University of Saskatchewan. The appointment of the Fellowship will be in the appointee's **first or second year** at the University, whether the appointee is an Assistant, Associate or full Professor and is open to any Faculty / Department across the University campus. Appointees must demonstrate leadership and exceptional future potential within their areas of research.

The Fellowship will support the newly recruited faculty member(s) during the initial **first or second year of their appointment**, allowing the faculty member increased capacity to focus on research activities, with 70 per cent of academic time dedicated to research or research-related activities, 20 per cent of academic time teaching, and 10 per cent of time dedicated to service to the community, the discipline and the university.

Source and Amount of Funding:

A Gift of \$937,500 from the Donor will be endowed at the University to establish the Fellowship. A contribution from the Greystone Heritage fund of \$937,500 to create in perpetuity the fully endowed Wolfe-Saskatchewan Fellowship At-Large for Outstanding Newly Recruited Scholars Endowment Fund (the "Endowment Fund") with an initial value of \$1,875,000.

The Donor commits to provide \$937,500 to the University within six weeks of receipt of written notification that the Approvals have been obtained.

Tenability:

The University shall invest the Endowment Fund in accordance with the University's investment policies for endowed funds, as may be amended from time to time.

The amount available for spending will be allocated one complete fiscal year after the donation is received. The first award is anticipated to be made in the **2023-24 academic year**.

Eligible Expenditures:

Funds will be used exclusively to support research expenditures of the chairholder(s). The salary and benefits will be paid by the administering college.

Selection Criteria:

Selection of the Wolfe-Saskatchewan Fellows will be based on the quality of the nominee's research and record of accomplishments, as well as, the extent to which the nominee has contributed to research excellence and innovation in their chosen field in Canada and internationally relative to their career stage. It will also be based on the candidate's leadership potential in their chosen field in Canada and internationally.

The committee may choose to award one or two Fellows, based on the financial resources available. Fellows should receive a minimum of \$35,000 annually.

Initial appointments to the Fellowship will be for a two year term, which shall be extended for an additional two years pending review, for a total of four years. Extension will be based on review of continued eligibility based on the quality of the incumbent's research program and overall performance. The Fellowship may be held only once by a faculty member.

Selection Process:

The holder of the Wolfe-Saskatchewan Fellowship will be chosen on a competitive basis from among the most talented Assistant, Associate or Full Professors who are in the first or second year of their first appointment at The University of Saskatchewan.

Faculty members must be nominated by their Dean to be considered for the Wolfe-Saskatchewan Fellowship.

Deans will be asked to submit a nomination package including:

- A cover letter signed by the Dean and nominee explaining the significance of the nominee's research, how he or she exhibits leadership in their area of research, the potential impact of the research, any cross-faculty or interdisciplinary aspects of the research, how the research aligns with the University's areas of research strength, and a narrative regarding the nominee's career to date;
- A current CV including a list of publications; and
- Up to three letters of support.

Selection Committee:

A selection committee, chaired by the Vice-President (Research) or designate, will choose the recipient of the Wolfe-Saskatchewan Fellowship. Membership of the selection committee will include an appropriate balance across Faculties to enable adjudication of a broad range of research disciplines.

Management Committee:

The Management Committee shall consist of the Vice President, Research, the Provost and Vice President Academic, the Dean (academic home of the chair), and the Manager, Donations and Trusts (or respective designates). The Vice President, Research will act as the chair of the Management Committee. The Vice President at their discretion, may also appoint additional members to the management committee as circumstances warrant.

The Management Committee's responsibilities shall include the following:

1. Oversee the activities of the fellow annually to ensure they are in keeping with the fellow's purpose and are integrated with the university's priorities.
2. Receive and review the annual and financial report on the activities of the fellow and a budget for the upcoming year.
3. Provide an annual financial and activity report of the fellow with commentary as appropriate to the Joint Committee on Chairs and Professorships.
4. Provide a copy of the annual financial and activity report to the Development Office to be shared with the WOCO Foundation.
5. Form a selection committee upon the completion of each term to select the new fellow, or at an earlier date should the Management Committee deem appropriate.

Fund Administration:

At such time that the endowment becomes administered at the University of Saskatchewan, the University shall have the power to administer the fund as part of the University's general trust and endowment funds, in keeping with and under the University's investment and administrative guidelines and practices as may be established and changed from time to time. At the date of this agreement, and under the above guidelines and practices, provision shall be made for the investment of trust funds in common with other trust funds and the payment of administration fees with respect to the management of trust funds, such fees to be determined by the University acting reasonably.

If it becomes necessary to make changes to the terms during its period of execution, any such changes will be made by the University after consultation with the Woco Foundation or any successor organization. If after

timely efforts, including at least two (2) letters over the course of six (6) months to each of the Woco Foundation (17 Metamora Crescent, London, ON N6G 1R2) and Harrison Pensa LLP (450 Talbot St, Box 3227, London, ON N6A 4K3) or their representative and/or successors, no representative is available for consultation, the University will make any required changes adhering as closely as possible to the original intent of the Woco Foundation.

The creation of this Fellowship is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

The Office of the Vice-President, Research recommends acceptance based on the above terms.

Dr. Baljit Singh
Vice-President, Research

Date

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.

Cheryl Hamelin
Vice-President, University Relations

Date



UNIVERSITY OF SASKATCHEWAN

Wolfe-Saskatchewan Fellowship At-Large for Outstanding Newly Recruited Research Scholars

Terms of Reference

Purpose:

To create an endowment that will support a Wolfe-Saskatchewan Fellowship for Outstanding Newly Recruited Research Scholars at the University of Saskatchewan. The appointment of the Fellowship will be in the appointee's first year at the University, whether the appointee is an Assistant, Associate or full Professor and is open to any Faculty / Department across the University campus. Appointees must demonstrate leadership and exceptional future potential within their areas of research.

The Fellowship will support the newly recruited faculty member during the initial five years of their appointment, allowing the faculty member increased capacity to focus on research activities, with 70 per cent of academic time dedicated to research or research-related activities, 20 per cent of academic time teaching, and 10 per cent of time dedicated to service to the community, the discipline and the university.

Source and Amount of Funding:

A Gift of \$937,500 from the Donor will be endowed at the University to establish the Fellowship. A contribution from the Greystone Heritage fund of \$937,500 to create in perpetuity the fully endowed Wolfe-Saskatchewan Fellowship At-Large for Outstanding Newly Recruited Scholars Endowment Fund (the "Endowment Fund") with an initial value of \$1,875,000.

The Donor commits to provide \$937,500 to the University within six weeks of receipt of written notification that the Approvals have been obtained.

Tenability:

The University shall invest the Endowment Fund in accordance with the University's investment policies for endowed funds, as may be amended from time to time.

The amount available for spending will be allocated one complete fiscal year after the donation is received. The first award is anticipated to be made in the 2021-22 academic year.

Eligible Expenditures:

Funds will be used exclusively to support research expenditures of the chairholder. The salary and benefits will be paid by the administering college.

Selection Criteria:

Selection of the Wolfe-Saskatchewan Fellows will be based on the quality of the nominee's research and record of accomplishments, as well as, the extent to which the nominee has contributed to research excellence and innovation in their chosen field in Canada and internationally relative to their career stage. It will also be based on the candidate's leadership potential in their chosen field in Canada and internationally.

Appointments to the Fellowship will be for five years, subject to an annual review of continued eligibility based on the quality of the incumbent's research program and overall performance. The Fellowship may be held only once by a faculty member.

Selection Process:

The holder of the Wolfe-Saskatchewan Fellowship will be chosen on a competitive basis from among the most talented Assistant, Associate or Full Professors who are in the first year of their first appointment at The University of Saskatchewan.

Faculty members must be nominated by their Dean to be considered for the Wolfe-Saskatchewan Fellowship.

Deans will be asked to submit a nomination package including:

- A cover letter signed by the Dean and nominee explaining the significance of the nominee's research, how he or she exhibits leadership in their area of research, the potential impact of the research, any cross-faculty or interdisciplinary aspects of the research, how the research aligns with the University's areas of research strength, and a narrative regarding the nominee's career to date;
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Selection Committee:

A selection committee, chaired by the Vice-President (Research) or designate, will choose the recipient of the Wolfe-Saskatchewan Fellowship. Membership of the selection committee will include an appropriate balance across Faculties to enable adjudication of a broad range of research disciplines.

Management Committee:

The Management Committee shall consist of the Vice President, Research, the Provost and Vice President Academic, the Dean (academic home of the chair), and the Manager, Donations and Trusts (or respective designates). The Vice President, Research will act as the chair of the Management Committee. The Vice President at their discretion, may also appoint additional members to the management committee as circumstances warrant.

The Management Committee's responsibilities shall include the following:

1. Oversee the activities of the fellow annually to ensure they are in keeping with the fellow's purpose and are integrated with the university's priorities.

2. Receive and review the annual and financial report on the activities of the fellow and a budget for the upcoming year.
3. Provide an annual financial and activity report of the fellow with commentary as appropriate to the Joint Committee on Chairs and Professorships.
4. Provide a copy of the annual financial and activity report to the Development Office to be shared with the WOCO Foundation.
5. Form a selection committee upon the completion of each five (5) year term to select the new fellow, or at an earlier date should the Management Committee deem appropriate.

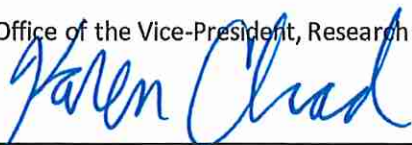
Fund Administration:

At such time that the endowment becomes administered at the University of Saskatchewan, the University shall have the power to administer the fund as part of the University's general trust and endowment funds, in keeping with and under the University's investment and administrative guidelines and practices as may be established and changed from time to time. At the date of this agreement, and under the above guidelines and practices, provision shall be made for the investment of trust funds in common with other trust funds and the payment of administration fees with respect to the management of trust funds, such fees to be determined by the University acting reasonably.

If it becomes necessary to make changes to the terms during its period of execution, any such changes will be made by the University after consultation with the Woco Foundation or any successor organization. If after timely efforts, including at least two (2) letters over the course of six (6) months to each of the Woco Foundation (17 Metamora Crescent, London, ON N6G 1R2) and Harrison Pensa LLP (450 Talbot St, Box 3227, London, ON N6A 4K3) or their representative and/or successors, no representative is available for consultation, the University will make any required changes adhering as closely as possible to the original intent of the Woco Foundation.

The creation of this Fellowship is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

The Office of the Vice-President, Research recommends acceptance based on the above terms.




 Dr. Karen Chad
 Vice-President, Research

Jan 20/20

 Date

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.



 Debra Pozega Osburn, Ph.D.
 Vice-President, University Relations

Jan 20, 2020

 Date

**UNIVERSITY COUNCIL
EXECUTIVE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Dirk de Boer, University Council Vice Chair

DATE OF MEETING: March 16, 2023

SUBJECT: Council Bylaws: Governance Committee Terms of Reference

MOTION: *That Council approve revisions to University Council Bylaws for the Governance Committee's terms of reference, effective March 16, 2023.*

SUMMARY:

In keeping with due process, following the Notice of Motion presented to University Council on January 26, 2023, it is recommended that University Council approve refinements to the Terms of Reference of the Governance Committee of Council (attached). The revisions will:

- More explicitly and accurately reflect the committee's role in advising University Council and Faculty Councils on their bylaws and recommending changes to those bylaws to Council;
- Editorial changes fore responsibilities of nominating members to the Nominations Committee of Council;
- Delegate approval authority for editorial changes to the Council Bylaws to the Governance Committee.

These proposed changes are in the spirit of good governance at USask, reflecting the need for accountability, transparency, and faculty and student engagement in academic decision-making. The second proposed change will make better use of University Council's time in deliberating and deciding on matters of academic governance. This will also provide for more efficient use of Council members' efforts while appropriately delegating operational and administrative tasks to the business of the standing committee.

FACULTY COUNCIL BYLAWS

It has been the practice that membership changes in Faculty Council bylaws have been brought forward for approval to University Council (Council) at the recommendation of the Governance Committee of Council. Yet the Governance Committee is also consulted on the full scope of the Bylaws and provides expert advice and guidance to Faculty Councils, their Governance and Executive Committees, and chairs. The authority of Faculty Councils is delegated by University Council. Therefore, their bylaws must be in keeping with University Council Bylaws and governance.

Through the Governance Committee's recent review of several proposals for revisions to Faculty Council bylaws (College of Graduate and Postdoctoral Studies, School of Environment and

Sustainability, College of Arts & Science, College of Pharmacy & Nutrition, College of Nursing), several misalignments between University Council and faculty council Bylaws became apparent. Furthermore, there must be alignment between legislation, bylaws, and practices. This is the role of a governance and/or executive committee in higher education organizations, hence these proposed revisions.

EDITORIAL CHANGES

In response to the Notice of Motion on January 26, 2023, it was suggested that approval authority for editorial changes to the Council Bylaws be delegated to the Governance Committee. The Executive Committee passed a motion to this effect on February 7, 2023, as follows:

(Detmer/de Boer): That in the March 16, 2023 request for decision to University Council, the Executive Committee add that the Governance Committee be delegated approval authority for editorial (not substantive) revisions to the Council Bylaws. Such changes will not change the reading of the Bylaws, their potential interpretations, meanings, or significance.

All Executive Committee members voted in favour of the motion, and the Governance Committee was in supportive of the amendment.

In practice, the Chair of the Governance Committee in agreement with the Chair of Council will affirm that such changes are not substantive, i.e., will not change the reading of the Bylaws, their potential interpretations, meanings, or significance (per Bylaws excerpt in attachment). For example, corrections related to title changes for senior administrative positions, spelling, formatting, or proofing can be approved by the Governance Committee. Such revisions will be communicated to the University Council by the committee on at least an annual basis.

NOMINATIONS TO THE NOMINATIONS COMMITTEE

Language is clarified for the role of the Governance Committee in nominating the Nominations Committee members and chair to University Council.

ATTACHMENT:

1. University Council Bylaws Excerpt: Governance Committee Terms of Reference – updated March 16, 2023

Attachment 1. University Council Bylaws Excerpt: Governance Committee Terms of Reference

GOVERNANCE COMMITTEE

Tracked changes as of March 16, 2023

Membership

Three elected members of Council, one of whom will be Chair

President's designate

Chair of Council

Chair, Academic Programs Committee of Council

Chair, Planning and Priorities Committee of Council

Ex Officio (non-voting)

University Secretary

Student members (non-voting)

One graduate student appointed by the GSA

USSU President or designate

Committee Coordination

Governance Office

The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to **University Council**, Colleges and Schools changes to their Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers, and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 6) Nominating **the** members and **chair** of the Nominations Committee of Council to **University Council**.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.

- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.
- 10) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 11) Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.

~~12. To annually (or as needed) submit to University Council syntactical or technical corrections to the Bylaws (e.g., position titles) for approval, including position titles, e.g., for senior leaders in Council committee terms of reference.~~

- 12) To review and approve editorial (not substantive) revisions to the University Council Bylaws (e.g., corrections to title changes for senior administrative positions, spelling, formatting, proofing...), and report them to Council on an annual basis. Such revisions will not change the reading of the Bylaws, their potential interpretations, meanings, or significance.

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

PRESENTED BY: Dr. Vicki Squires, Chair, and Dr. Darrell Mousseau, Vice Chair,
Planning and Priorities Committee

DATE OF MEETING: March 16, 2023

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

COUNCIL ACTION: **Notice of Motion**

MOTION:

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

PURPOSE:

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

SUMMARY:

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

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

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

CONTEXT AND BACKGROUND:

The history of the Indigenous Land Management Institute

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

Revitalization Project

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

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

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

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

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

Saskatchewan Human Rights Commission – Equity Workplace Targets

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

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

Steering Committee Members

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

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

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

Bob Badger, Cultural Coordinator, OVPIE

Loretta Delorme, Cowessess First Nation

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

Gloria Lee, Office of the Treaty Commissioner

Joely BigEagle-Kequahtoway, Buffalo People Arts Institute

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

Name Change

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

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

Revised Vision, Mission and Goals

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

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

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

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

ATTACHMENTS:

Power point presentation: Reimagining the Indigenous Land Management Institute



UNIVERSITY OF SASKATCHEWAN

Indigenous Land
Management Institute

ILMI.USASK.CA

Reimagining the Indigenous Land Management Institute

Presentation to University Council

College of Agriculture and Bioresources
University of Saskatchewan

March 16, 2023

BE WHAT THE WORLD NEEDS

Background Information

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

Background Information

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

Background Information

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

Name Change and 5 Year Renewal

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

Planning to Plan

MANÂTISIWIN ENGAGEMENT AND ACTION PLAN



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

Developing the Work Plan: The importance of Relationships

Developing the Work Plan - manâtsiwin

Reconnecting

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

Developing the Work Plan - manâtsiwin

Reconnecting

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

Developing the Work Plan - manâtsiwin

Reconnecting

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

Developing the Work Plan - manâtsiwin

Reconnecting

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

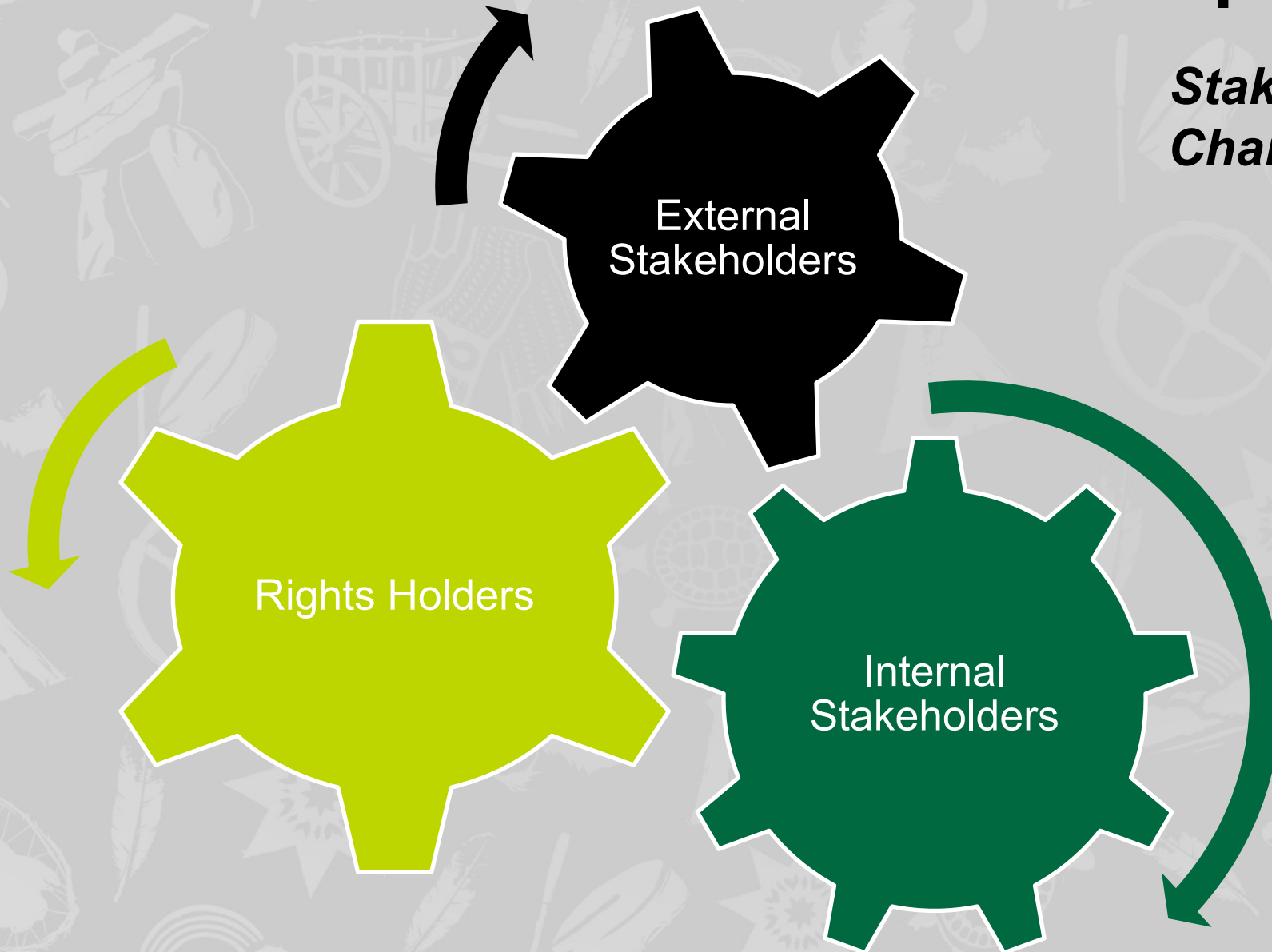
Developing the Work Plan - manâtsiwin

Reconnecting

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

Developing the Work Plan

*Stakeholder Analysis –
Changing the Narrative*



Road Map 2022-2023

“keeping track of our journey”

Indigenous Land Management Institute

Revitalizing ILMI – Road Map

March 2022

Explore and Design

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

April 2022

Outreach and Engagement

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

May 2022

Strategic Planning

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

June 2022

Strategic Planning

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

Indigenous Land Management Institute

Revitalizing ILMI – Road Map

July 2022

Action Plan Development

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

August 2022

“Nothing About Us, With Out Us”

- Indigenizing the Vision and Mission Statements

Oct/Nov 2022

miyo-atoskêwina

- ILMI Steering Committee – Working Together in a Good Way

Dec 2022

ê-sôhkatoskêcik

- ILMI Steering Committee - Working Hard Together

Indigenous Land Management Institute

Revitalizing ILMI – Road Map

Jan 2023

nêhiyawî-pihtah

- “nêhiyawî-pihtah” the Vision and Mission Statements

Feb/March
2023

Name Change and 5 Year Renewal Process

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

March 2023

Engagement Workshop and Relationship Building

- Faculty Researchers and the ILMI Steering Committee

April 2023

Strengthen Partnerships

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



The ILMJ Steering Committee
Charting out our North Star Vision Statement

BE WHAT THE WORLD NEEDS

ILMI Steering Committee Members

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

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

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

Bob Badger, Cultural Coordinator, OVPIE, USask

ILMI Steering Committee Members

Loretta Delorme, Cowessess First Nation

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

Gloria Lee, Office of the Treaty Commissioner

Joely BigEagle-Kequahtoway, Buffalo People Arts Institute

Robin Mcleod, Prince Albert Grand Council

ILMI Steering Committee Members

Angela Pratt, Director, Economic Development, FSIN

Dr. Jaime Lavallee, College of Law, USask

Leonard Tipewan, Executive Director, Saskatchewan Aboriginal Land Technicians

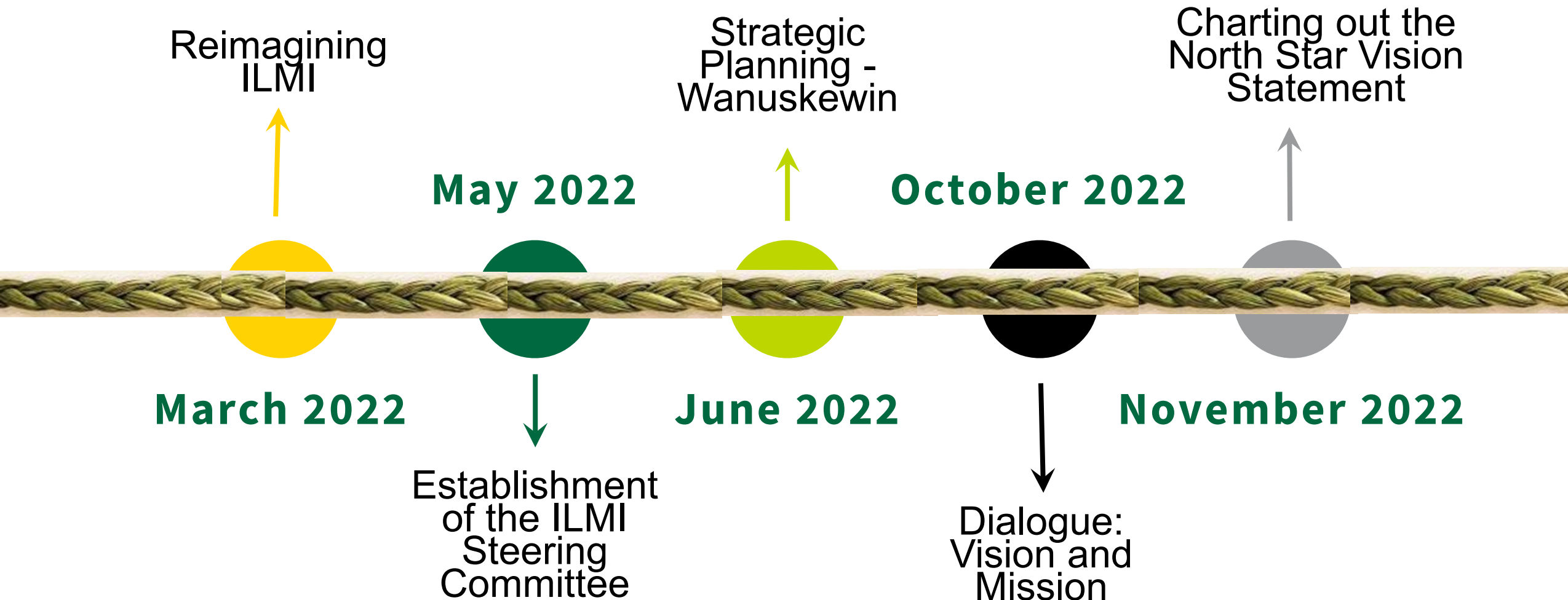
Angie Derrickson, Manager, Training, Mentorship & Professional Development,
Lands Advisory Board

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

ILMI Steering Committee

Our Story

ILMI Steering Committee - Our Story



acâhkos êkâ kâ-âhcît

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"star that does not
move"



January 2023

Co-Chairs
Planning



March 2023

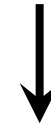
Dialogue:
Academic
Programs,
Professional
Development



December 2022



February 2023



April 2023

nêhiyawî-pihtah
Vision,
Mission, Goals

kiyokêwin
Faculty Researchers
and Steering
Committee

ILMI Steering Committee

Charting out our North Star Vision Statement

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

Julia Martins, ASANA, 2022

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

Radhika Dutt, Radical Product, 2017

Who should this resonate with?

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

Decolonizing Our Own Way of Thinking and Seeing the World

nêhiyaw concepts of askiy

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

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



**nêhiyaw way
of seeing the
world**

nêhiyawêwin

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

The Shift from English to nêhiyawêwin

The North Star

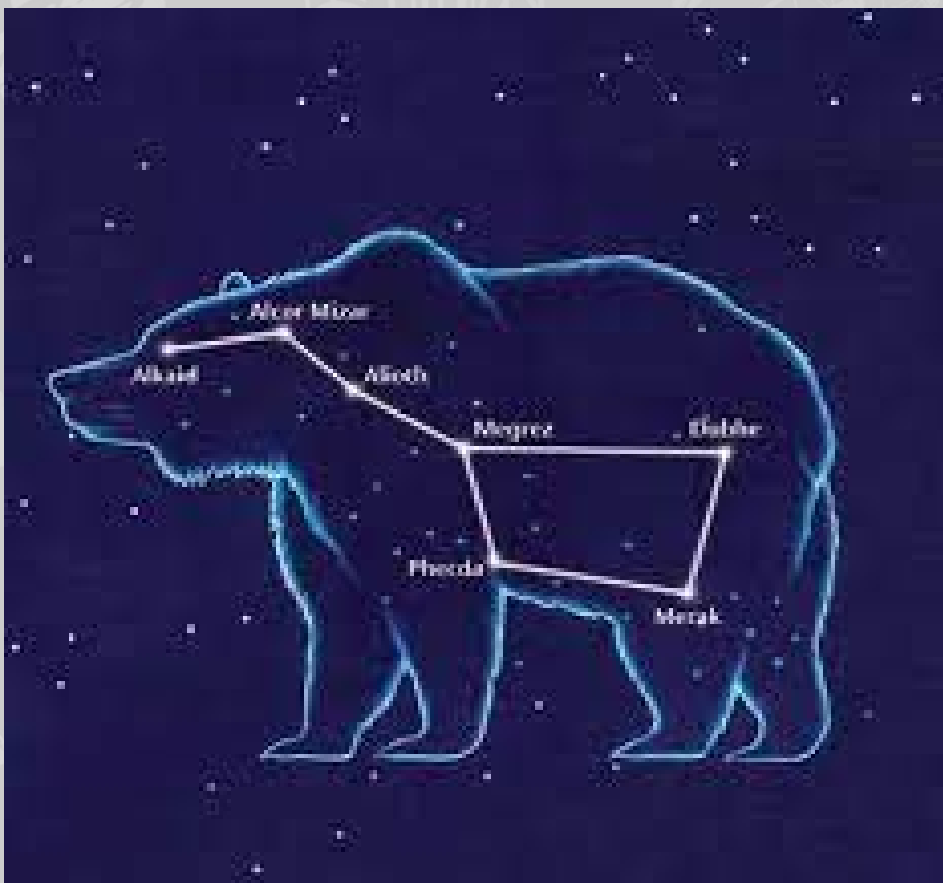
or

Polaris

acâhkos êkâ kê-âhcît

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“the star that does not move”



acâhkos êkâ kâ-âhcît

ᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱ

"star that does not
move"

The Place

What do we see?

KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE



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

Vision and Mission

OUR VISION

kihci-okâwîmâw askiy
kihmehinan pimâtisiwin,
poko kwayask manâcihitatân.



OUR VISION

kihci-okâwîmâw askiy
kihmehinan pimâtisiwin,
poko kwayask manâcihitatân.

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



OUR MISSION

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



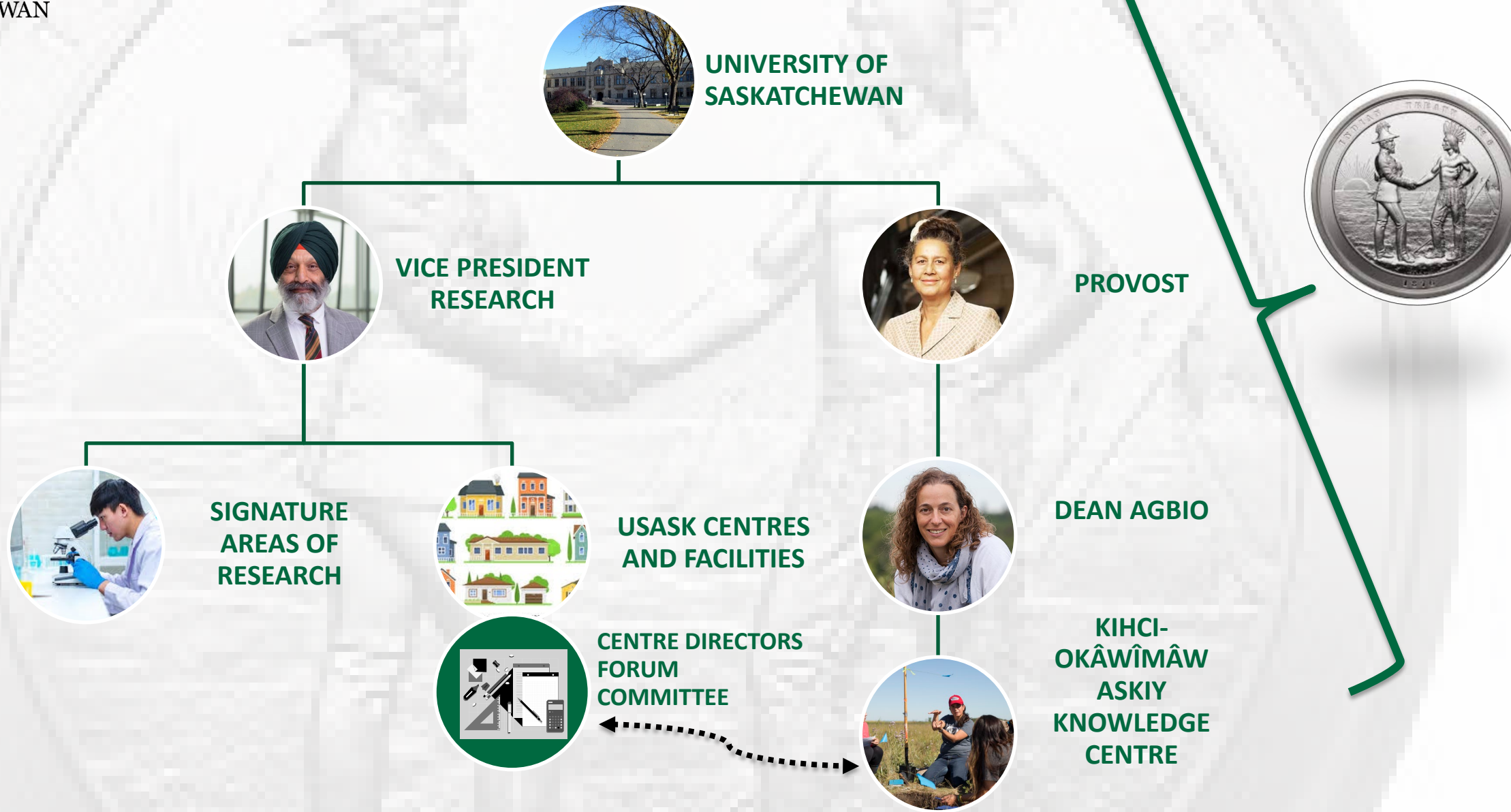
Working Towards Defining our Goals

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

USask Centres Policy

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

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



Signature Areas of Research

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

Centres and Facilities

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



MINDFUL OF OUR DEVELOPMENT AND THE CENTRES POLICY

Teaching

Research

Outreach

GOALS OF THE KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE

GOALS OF THE KIHCI-OKÂWÎMÂW ASKIY KNOWLEDGE CENTRE

Advocate for kihci-okâwîmâw askiy across a diversity of disciplines

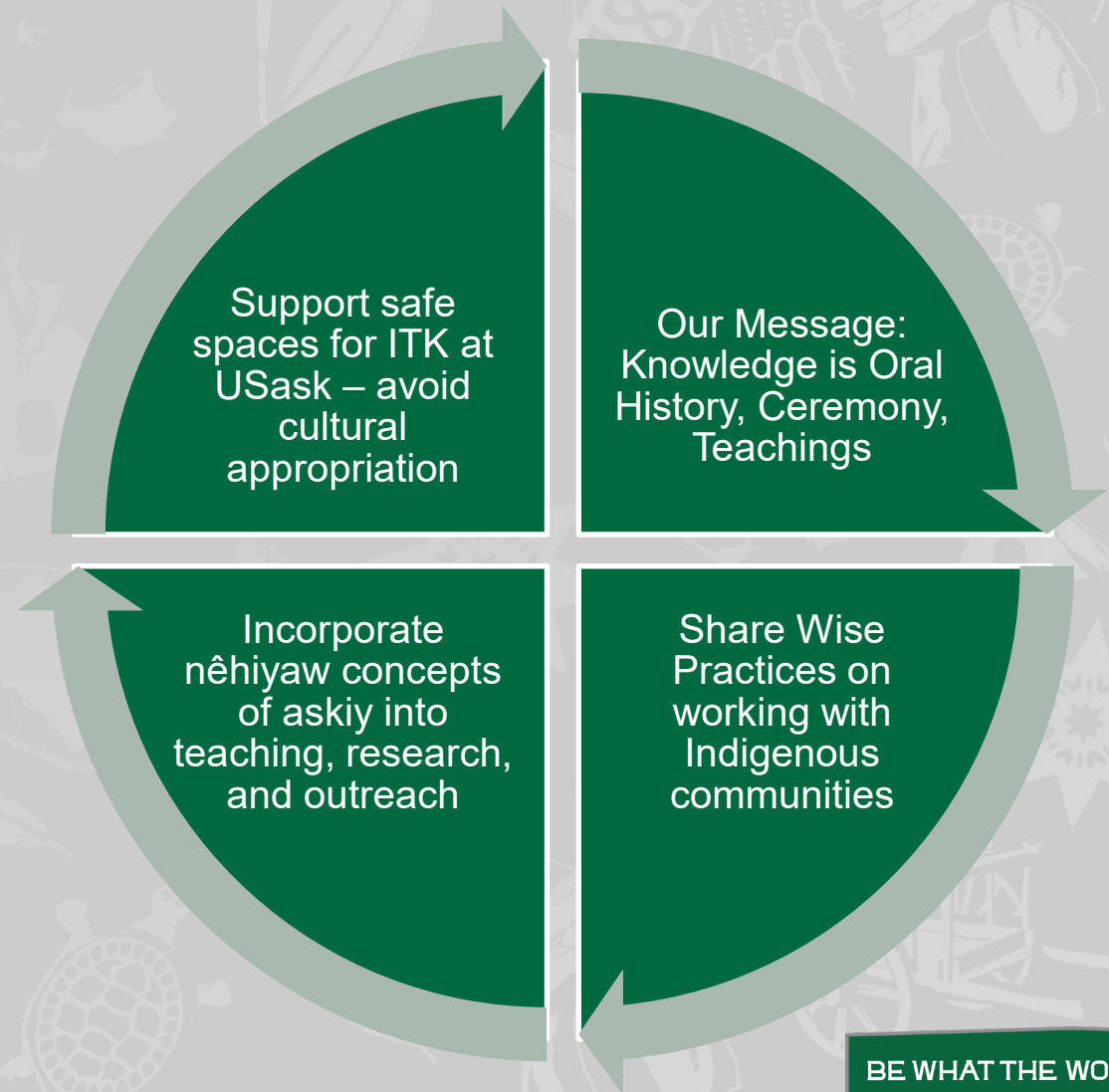
Foster the development of reciprocal relationships

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

Serve as a source of information and resources about land

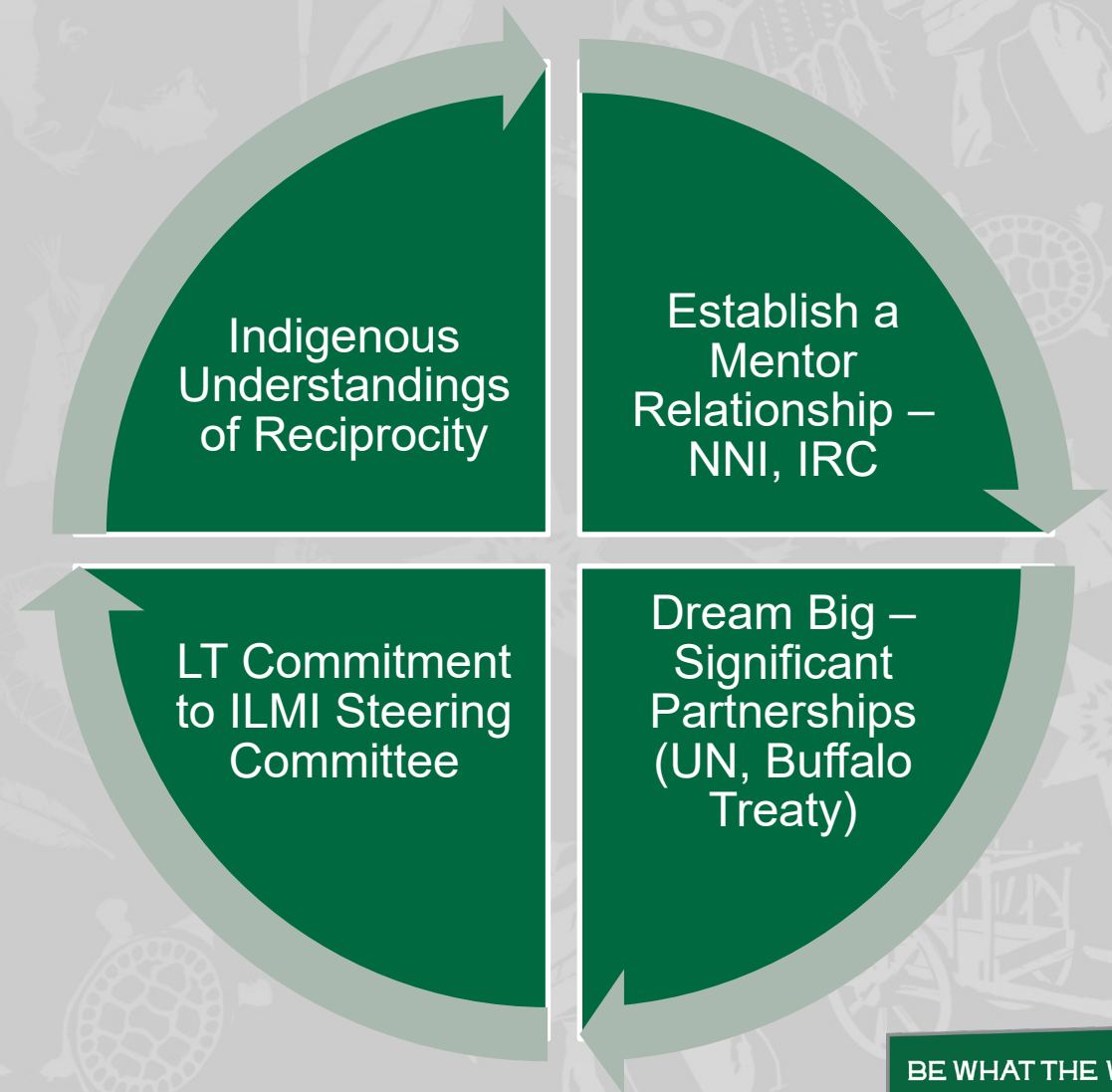
Goal 1

Advocate for
kihci-okâwîmâw askiy
across a diversity of
disciplines



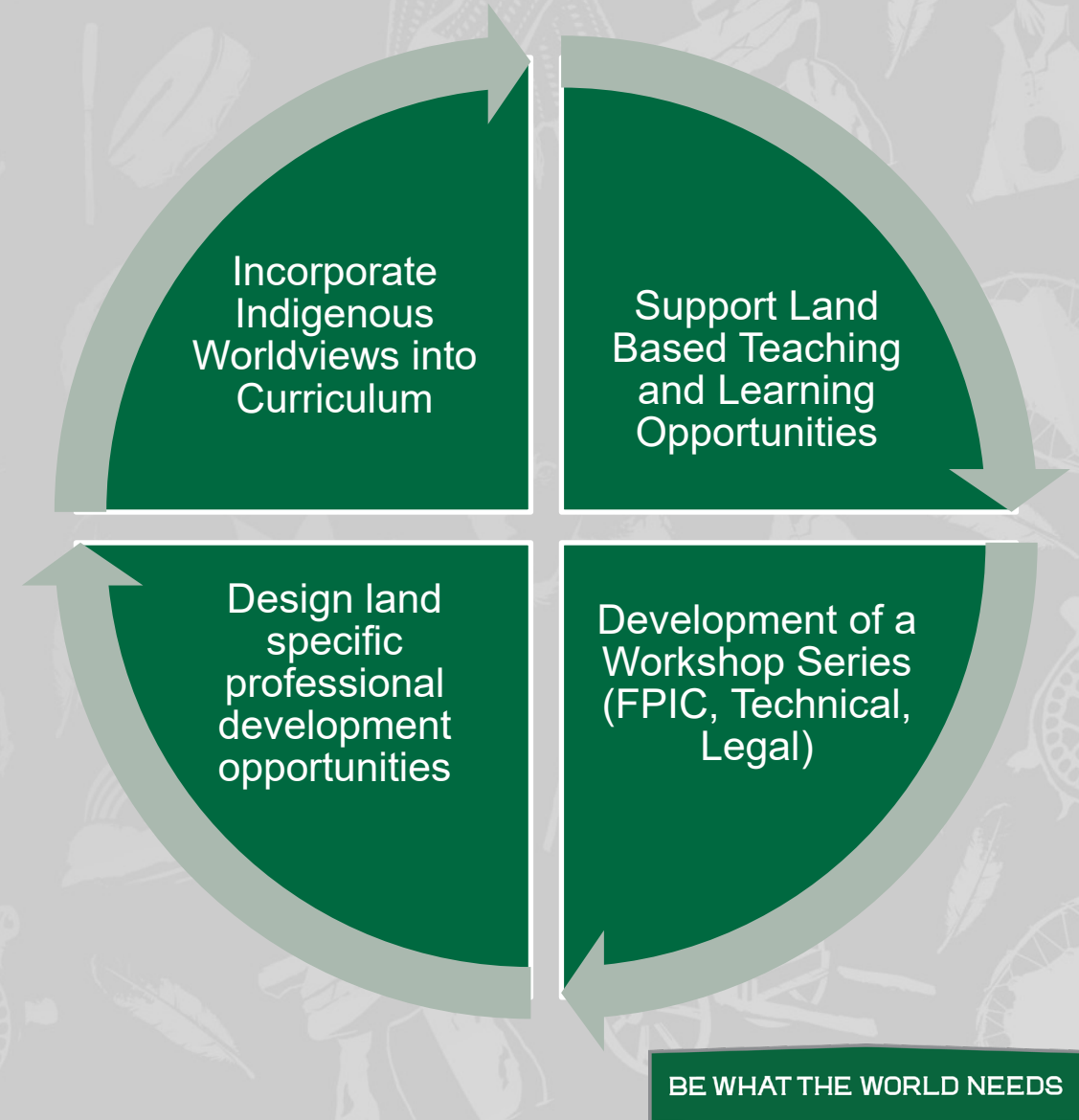
Goal 2

Foster the
development of
reciprocal
relationships



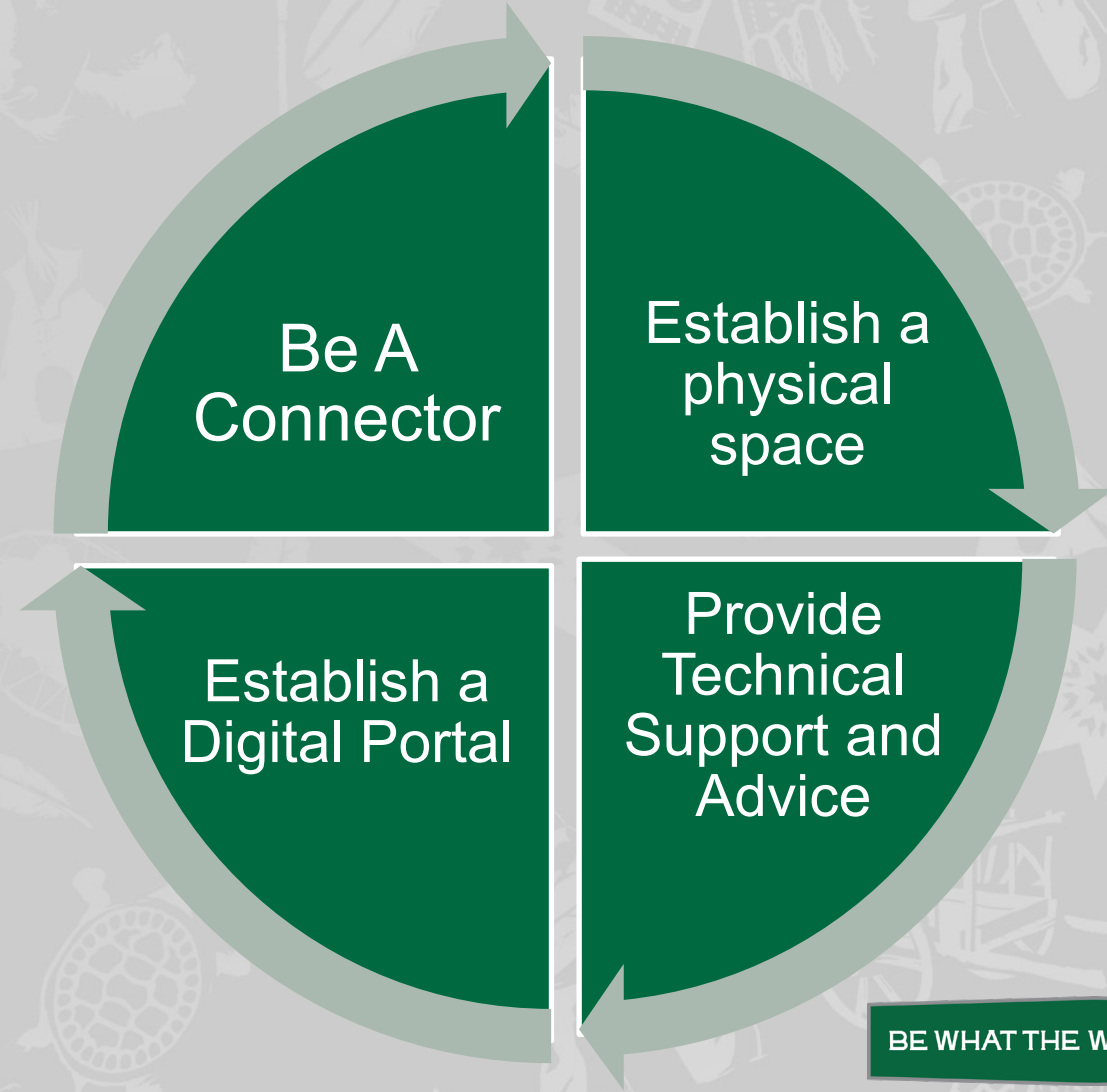
Goal 3

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

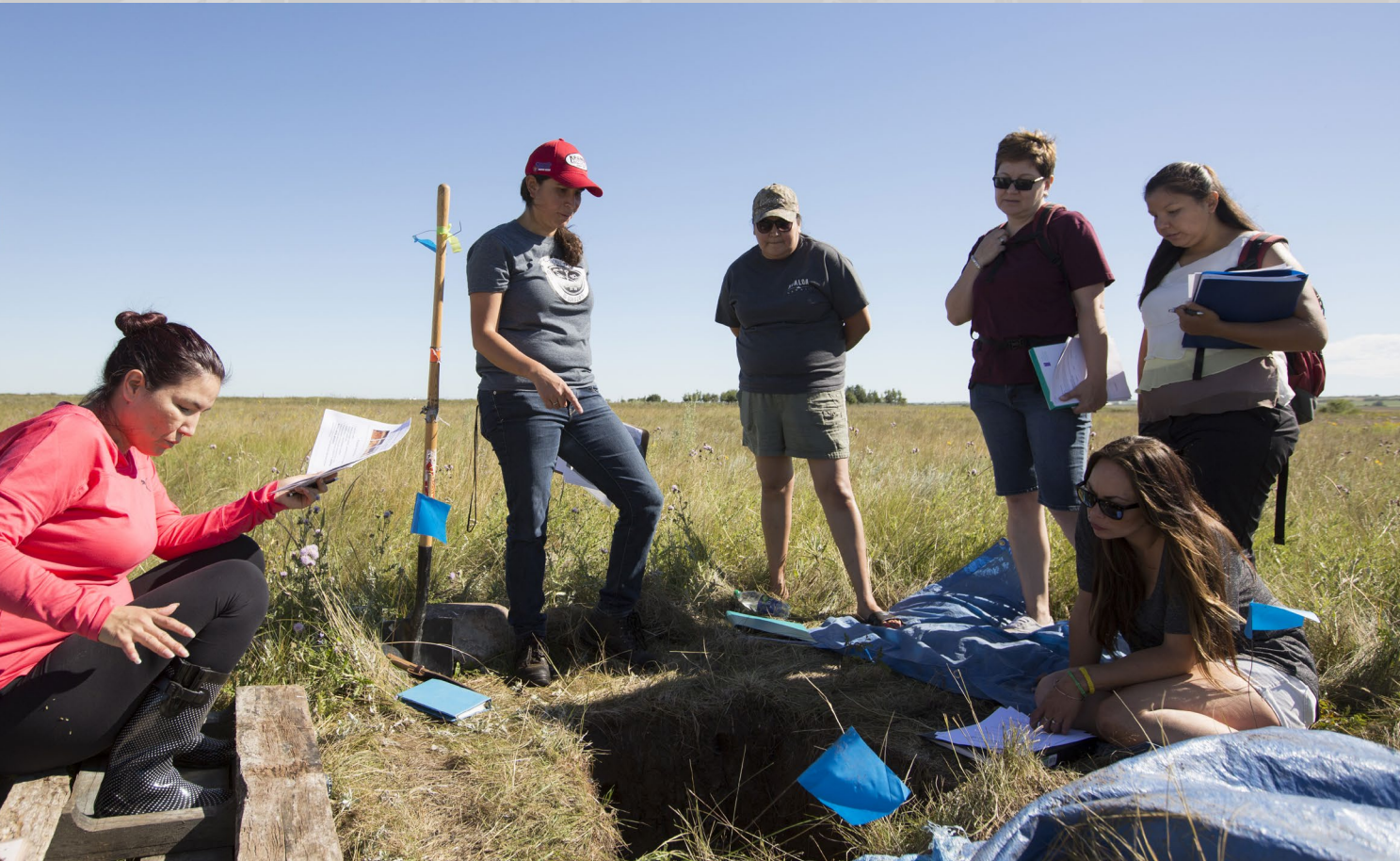


Goal 4

Serve as
a source of
information and
resources about
land



Outcomes



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

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

Outcomes



**Honour the
Voices of
kêhtê-ayak**

Outcomes

Indigenous Knowledges as a valued World View



Outcomes

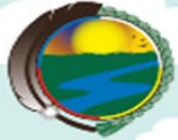


**Protect the
Voices of our
Teachers**

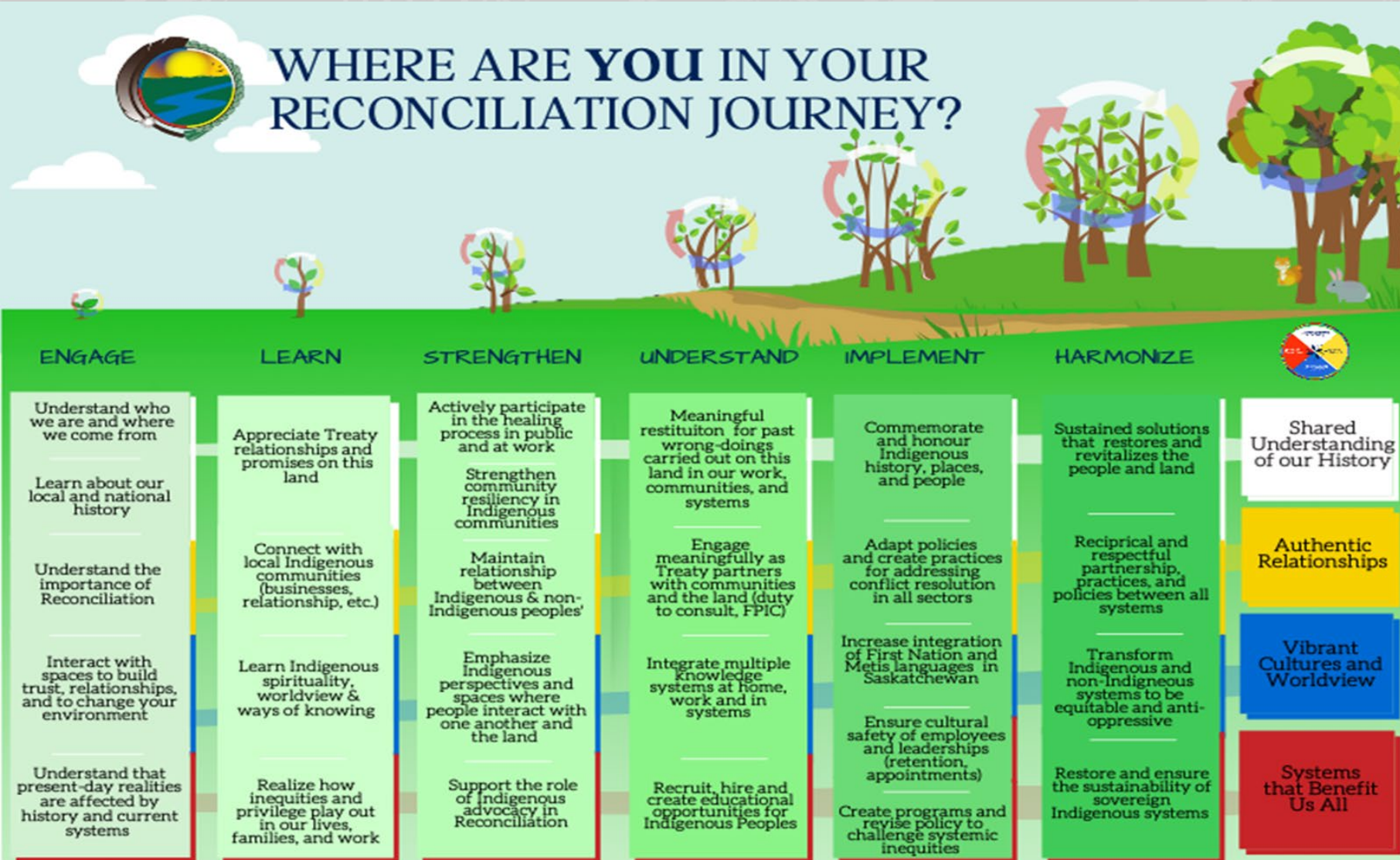
“Nothing about us, Without Us”

**Indigenous Led
Indigenous Informed
Indigenous Languages**

Indicators



WHERE ARE YOU IN YOUR RECONCILIATION JOURNEY?



Partner with
Office of Treaty
Commissioner

Development of
Indicators

BE WHAT THE WORLD NEEDS

Thank You!

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE

NOTICE OF MOTION

PRESENTED BY:	Dr. Preston Smith, Dean, College of Medicine and Dr. Janet Tootoosis, Vice Dean Indigenous Health, College of Medicine
DATE OF MEETING:	March 16, 2023
SUBJECT:	Proposal to establish a Department of Indigenous Health and Wellness in the College of Medicine
Motion:	As recommended by the Planning and Priorities Committee of Council, that Council approve the establishment of the Department of Indigenous Health and Wellness in the College of Medicine, pending the approval of the Board of Governors and confirmation of Senate.

SUMMARY:

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

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

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

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

The creation of the DIHW will serve as a permanent and formal structure that contributes to a sense of place, both an ethical and relational space, for faculty, staff, learners, and community, best suited to support the work required within our college, university, and health system. The uniqueness and expertise of this unit will reside in its’ respectful connection to Indigenous community voices.

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

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

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

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

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

CONSULTATION AND GOVERNANCE TIMELINE:

Governing Body	Request for Input	Notice of Motion	Request for Decision
College of Medicine Faculty Council		September 28, 2022	January 25, 2023
Planning and Priorities Committee	February 8, 2023		
Academic Programs Committee	March 8, 2023		
University Council		March 16, 2023	April 20, 2023
Board of Governors			April 17 or 18, 2023
Senate			April 22, 2023

ATTACHMENTS:

1. Proposal to establish the Department of Indigenous Health and Wellness, College of Medicine
2. PowerPoint - Dept. of Indigenous Health & Wellness
3. Attachment to Proposal - Letters of Support

Proposal to Establish the Department of Indigenous Health and Wellness

March 2023

1. Name of Department

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

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

2. Academic Rationale

2.1. Terms of Reference

2.1.1. GOALS OF THE DEPARTMENT

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

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

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

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

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

2.1.2. STRATEGIC LINKS TO UNIVERSITY AND COLLEGE PLANS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

23. We call upon all levels of government to:

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

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

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

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

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

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

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



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



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



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

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

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

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

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



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

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

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

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

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

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

Embracing Mentorship

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

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

Creating Safe Spaces

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

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

Being in Relationship

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

Using Restorative Processes

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

Research

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

Unique Value Proposition

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

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

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

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

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

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

Undergraduate Medicinal Education (UGME):

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

Postgraduate Medical Education (PGME):

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

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

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

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

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

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

2.2. Impact and Relationships

2.2.1. RELATIONSHIPS WITH OTHER DEPARTMENTS OR ACTIVITIES IN THE COLLEGE

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

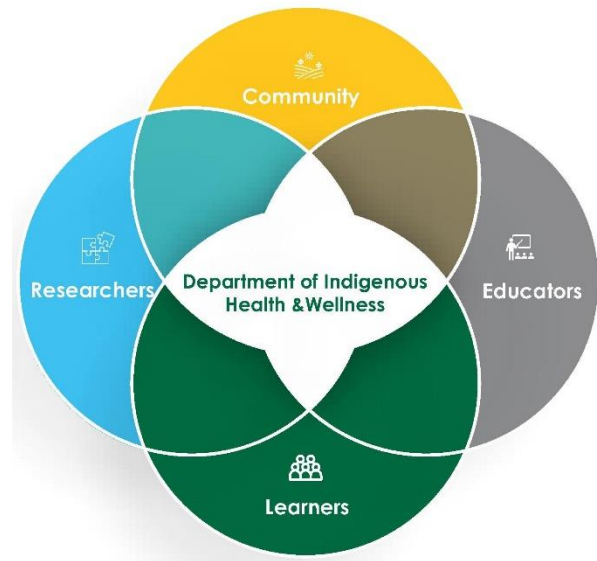


Figure 2: the Department of Indigenous Health and Wellness is a place where community, researchers, educators, and learners will collaborate

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

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

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

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

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

Links to Other Departments/Units/Portfolios of the College

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

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

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

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

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

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

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

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

2.2.2. LINKS TO ACADEMIC PROGRAMS OF THE COLLEGE

Links to Undergraduate Medical Education Admissions

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

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

Links to UGME Curriculum

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

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

Links to Faculty Development and Continuing Medical Education

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

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

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

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

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

Impacts on Colleagues and Learners

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

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

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

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

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

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

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

Links to Community

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

Links to Important National Discussions on Indigenous Medical Education and beyond

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

Links to Indigenous Governance Groups and Indigenous-led Educational Institutions

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

2.3. Consultation

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

Those working group members include:

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

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

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

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

Key Messages from these consultations include:

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

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

2.4. Scholarly Work

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

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

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

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

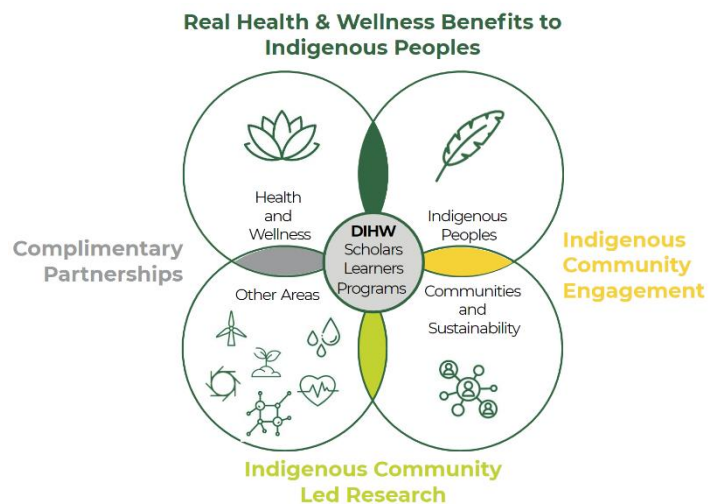


Figure 3: Anticipated engagement of DIHW with Signature Research Areas

The research hub will:

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

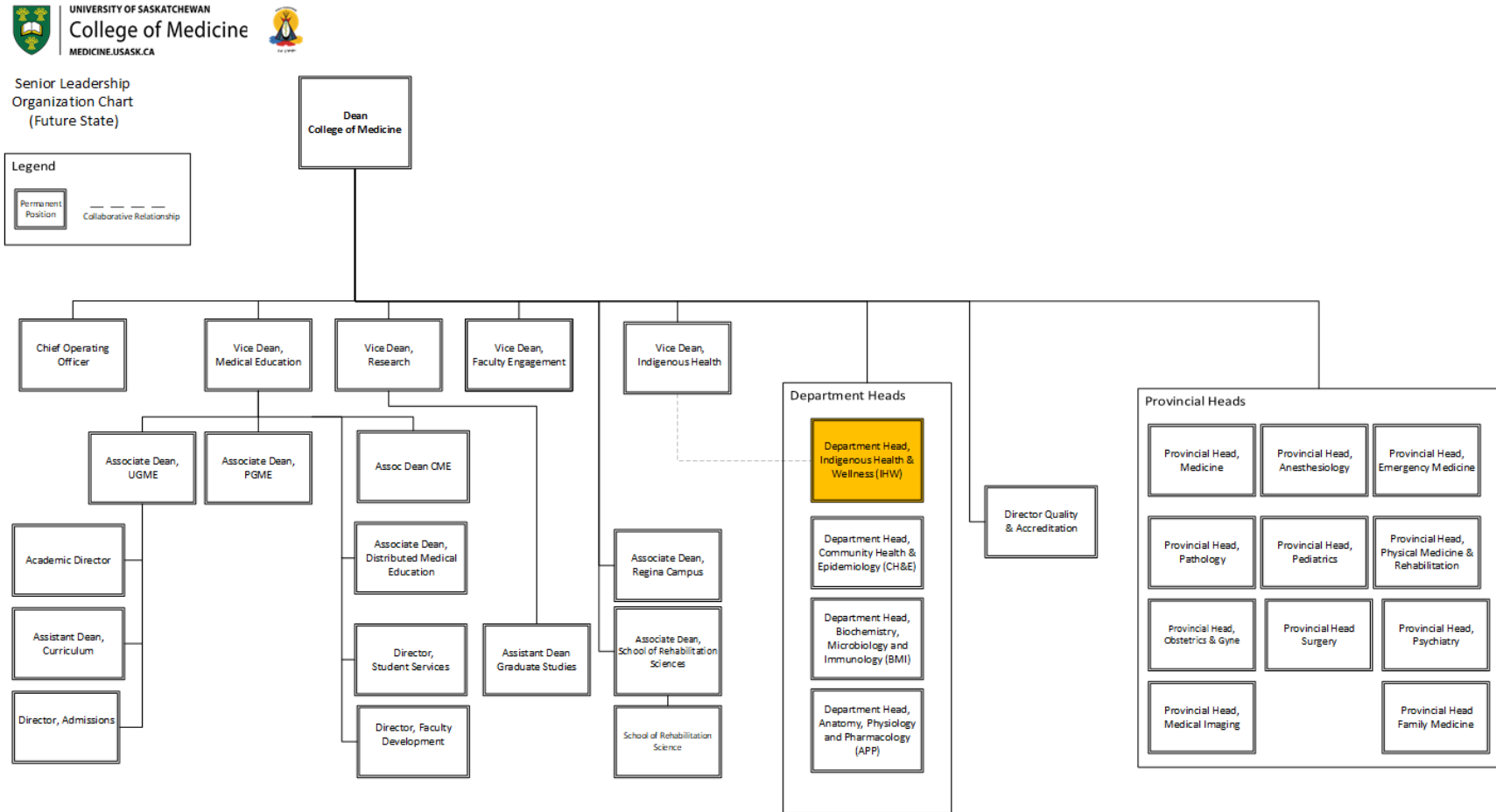
Like the department, the research hub will be grounded in the fundamental commitments articulated in [ohpahotân I oohpaahotaan – The Indigenous Strategy](#) and will work to uplift the seven fundamental and mutually reinforcing commitments articulated in the strategy. The research hub will also be guided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

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

3. Department Management

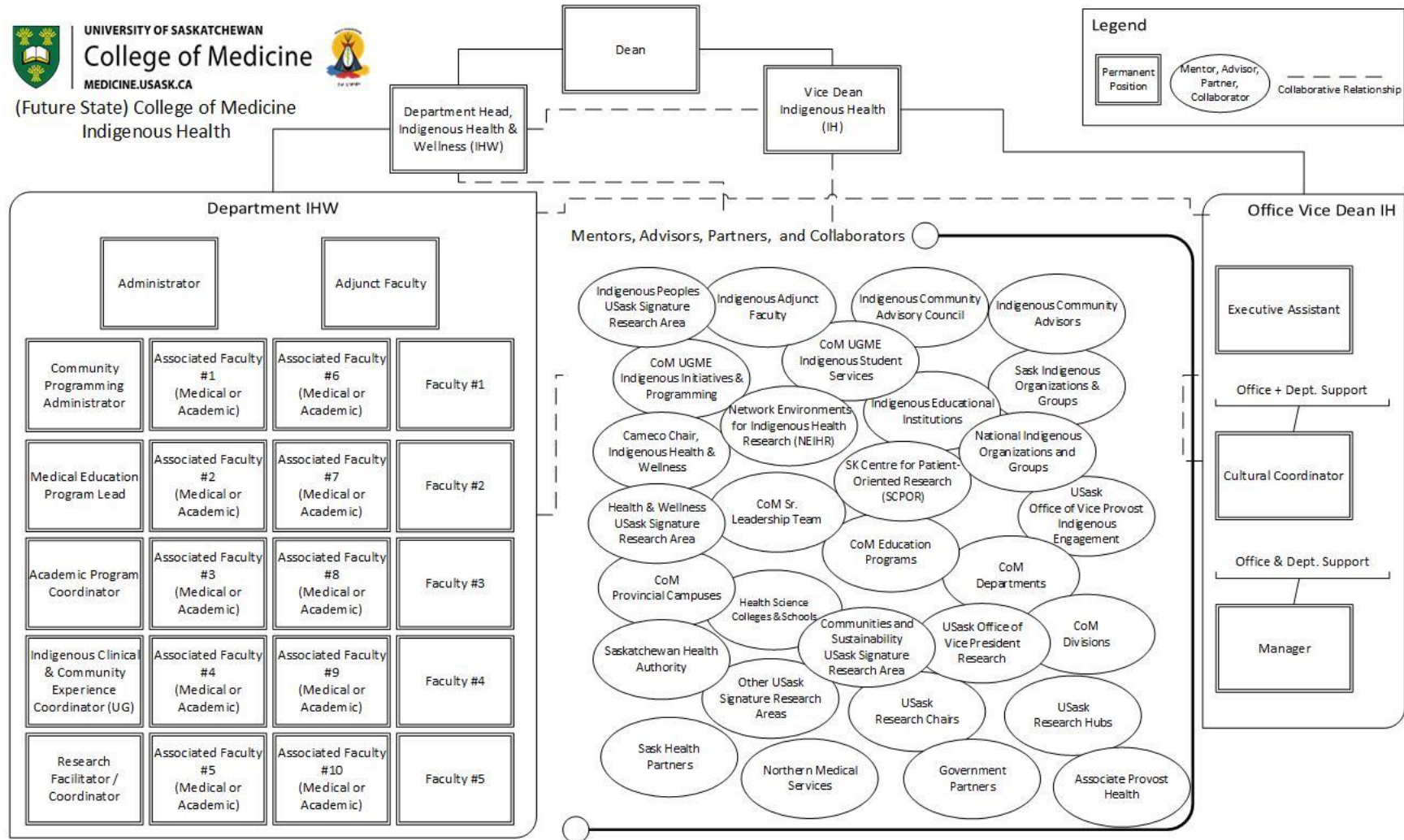
As shown in Figure 4: Proposed CoM Senior Leadership Organizational Chart, the department head will report directly to the CoM Dean, Dr. Preston Smith and have an important collaborative relationship with the Vice-Dean Indigenous Health. As members of the College’s Senior Leadership team both the Department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

Figure 4: Proposed CoM Senior Leadership Organizational Chart



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

Figure 5: Proposed CoM Indigenous Health Relational Organization Chart



Key points about the Relational Organization Chart include:

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

Department Leadership and Administration

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

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

Community Engagement and Coordination Support

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

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

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

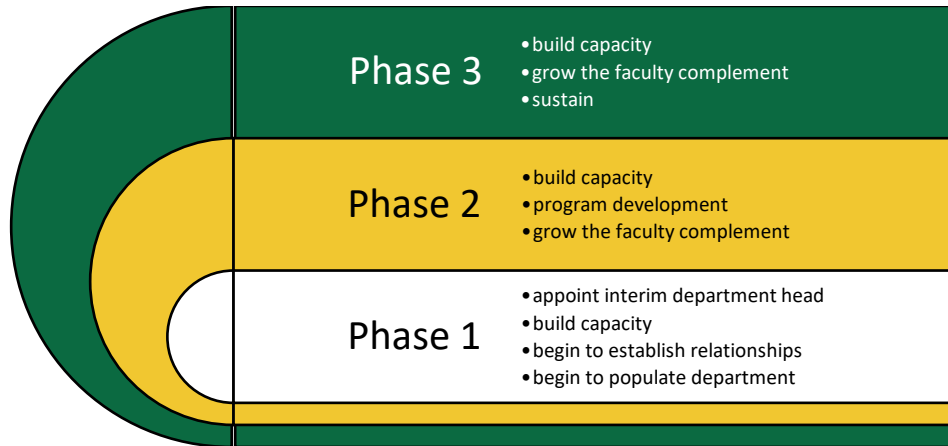
Faculty Structure

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

4. Resources and Budget

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

Figure 6: Phased implementation of DIHW



A summary of the anticipated resources required to support the department's phased growth is shown in Figure 7: Proposed Resource Plan with the high-level view of the projected costs shown in Figure 8: Proposed Budget Further details of the 5-year budget and implementation plan can be found in Appendix A – 5 Year Budget and Implementation Plan

Figure 7: Proposed Resource Plan

INDIGENOUS HEALTH IMPLEMENTATION ROADMAP

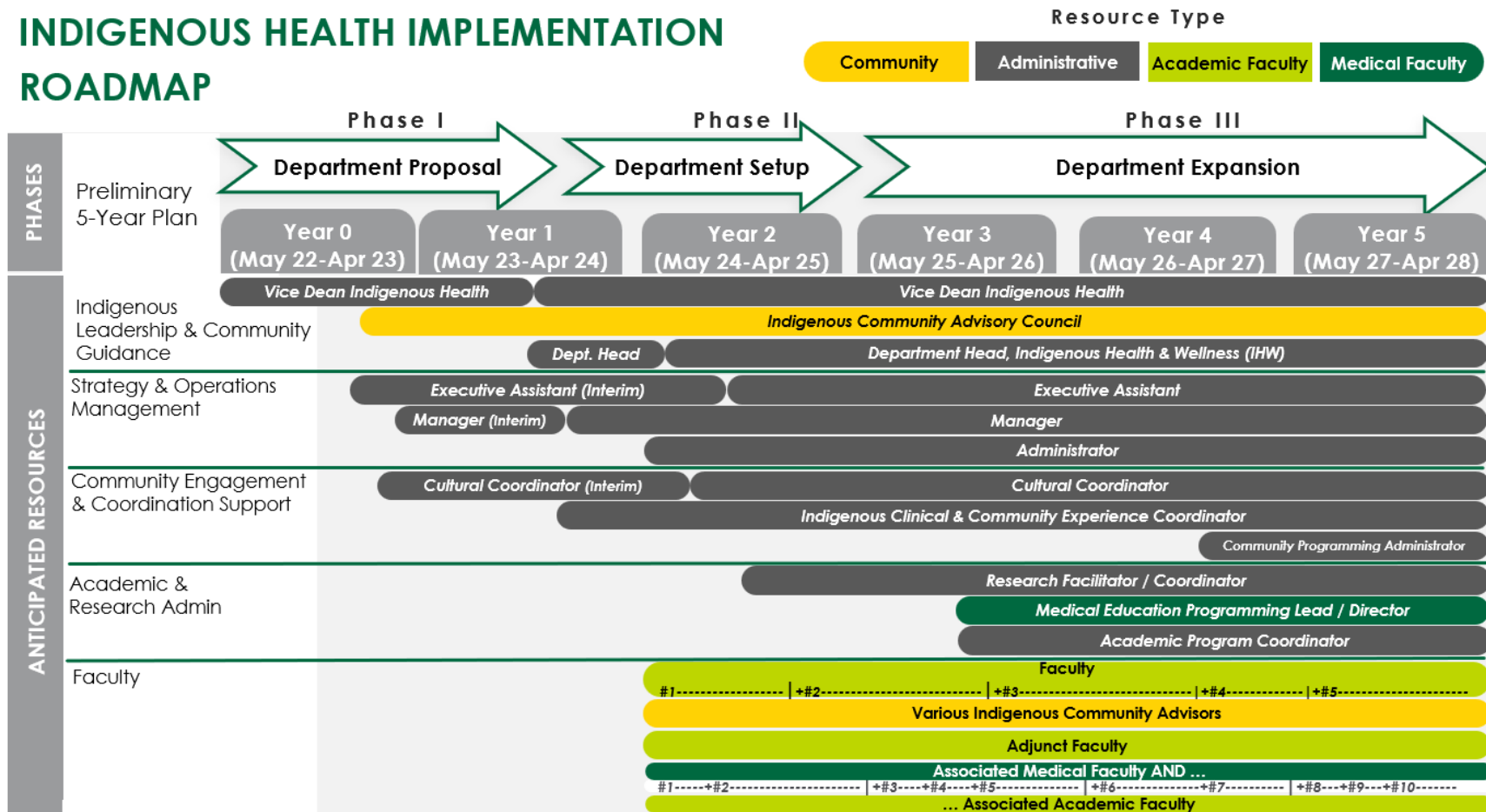
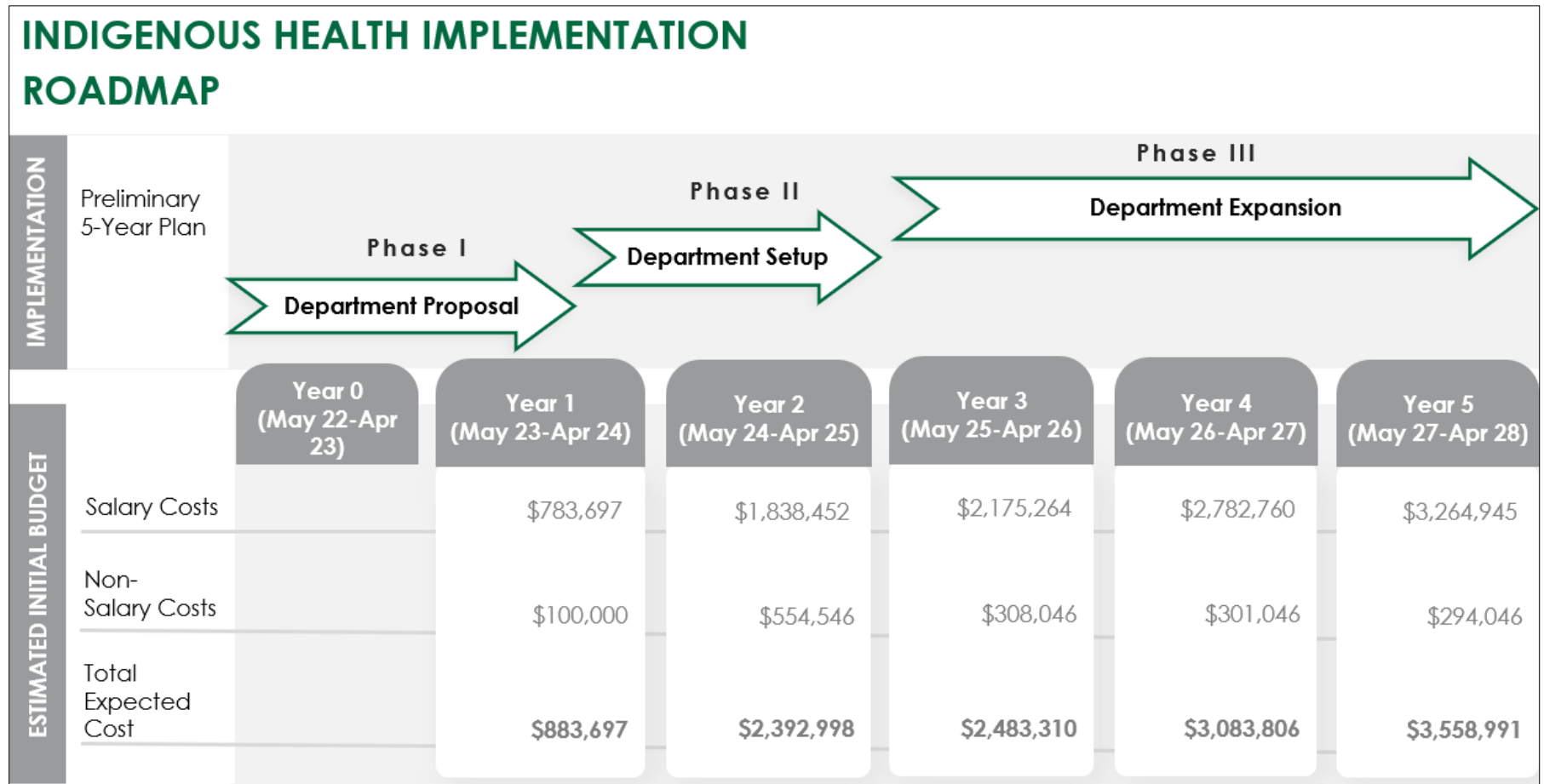


Figure 8: Proposed Budget



4.1. Funding

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

Initial Start-up Funding

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

Funding for Physician Protected Academic Time

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

CoM Restricted Funding via the USask Provincial Grant

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

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

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

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

Federal Health Funding

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

National Collaborations

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

College Collaborations

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

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

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

5. Support

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

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

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

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

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

Governing Body	Request for Input	Notice of Motion	Request for Decision
Academic Programs Committee	March 8, 2023		
University Council		March 16, 2023	April 20, 2023
Board of Governors			April 17 or 18, 2023
Senate			April 22, 2023

The Dean of the College received letters of support from leaders within the College of Medicine for the development of the Department of Indigenous Health and Wellness as well as letters from key provincial stakeholders. These letters can be found in Attachment 1 – Letters of Support.

6. Appendices and Attachments

- Appendix A – 5 Year Budget and Implementation Plan
- Appendix B – Works Cited
- Appendix C – Footnotes
- Attachment 1 - Letters of Support

Appendix B - Works Cited

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Appendix C - Footnotes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

^{xiii} Excerpts from the September 28, 2022 Faculty Council meeting.

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

13. New Business –

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

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

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

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

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

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

College of Medicine Faculty Council

5:00 p.m.

January 25, 2023

Meeting Attendees by Zoom only

a) Indigenous Health and Wellness - MOTION

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

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

TOOTOOSIS/Lawrence

31 in favor, 1 opposed, 2 abstained

MOTION CARRIED



Dept. of Indigenous Health & Wellness

Dr. Janet Tootosis, Vice Dean Indigenous Health
College of Medicine

Presentation to Academic Programs Committee
March 8, 2023

Montreal

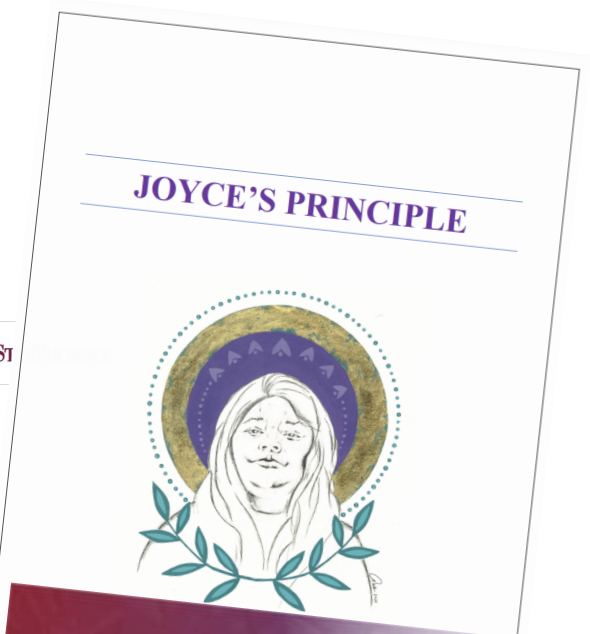
she were white, she would still be

Sections Search

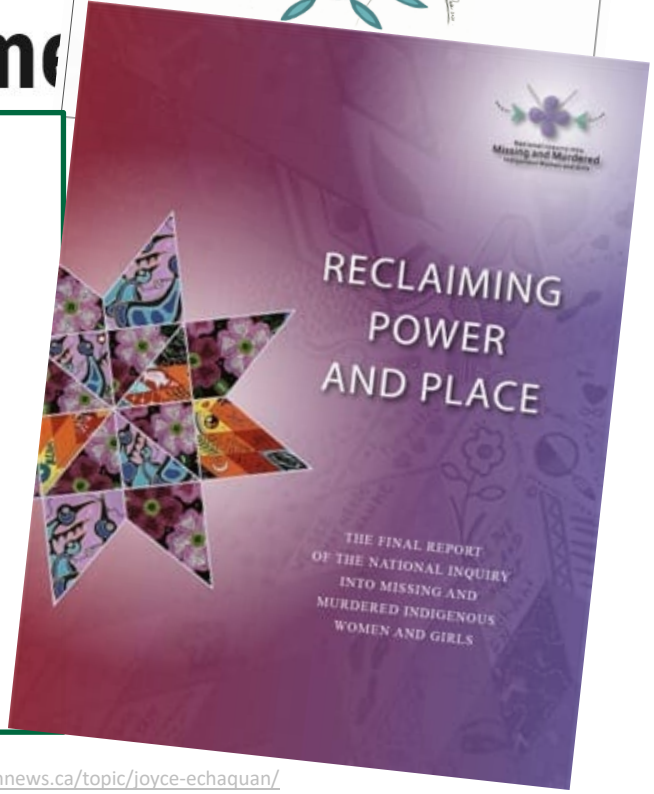
SASKATOON ST

Local News

'Heinous' forced and coerced sterilization of Indigenous women



Our social accountability mandate





Let's Fly up Together

'We are all responsible for bringing life to these strategies'

BE WHAT THE WORLD NEEDS

The University
the World
Needs
(USask Plan)

Fostering
Tomorrow's
Leaders
(LTSE Plan)

ohpahotân I
oohpaahotaan
(Indigenous
Strategy)

Indigenous
Health
Strategy
(College of
Medicine
Plan)

Discover the
World Needs
(Research
Plan)

**Authentic
Community
Engagement
(DIHW)**



The Name

Department of Indigenous Health and Wellness

- carefully considered
- importantly incorporates “*wellness*”
- inclusively recognizes the diversity of Indigenous groups

USASK

**COLLEGE OF
MEDICINE**

DIHW

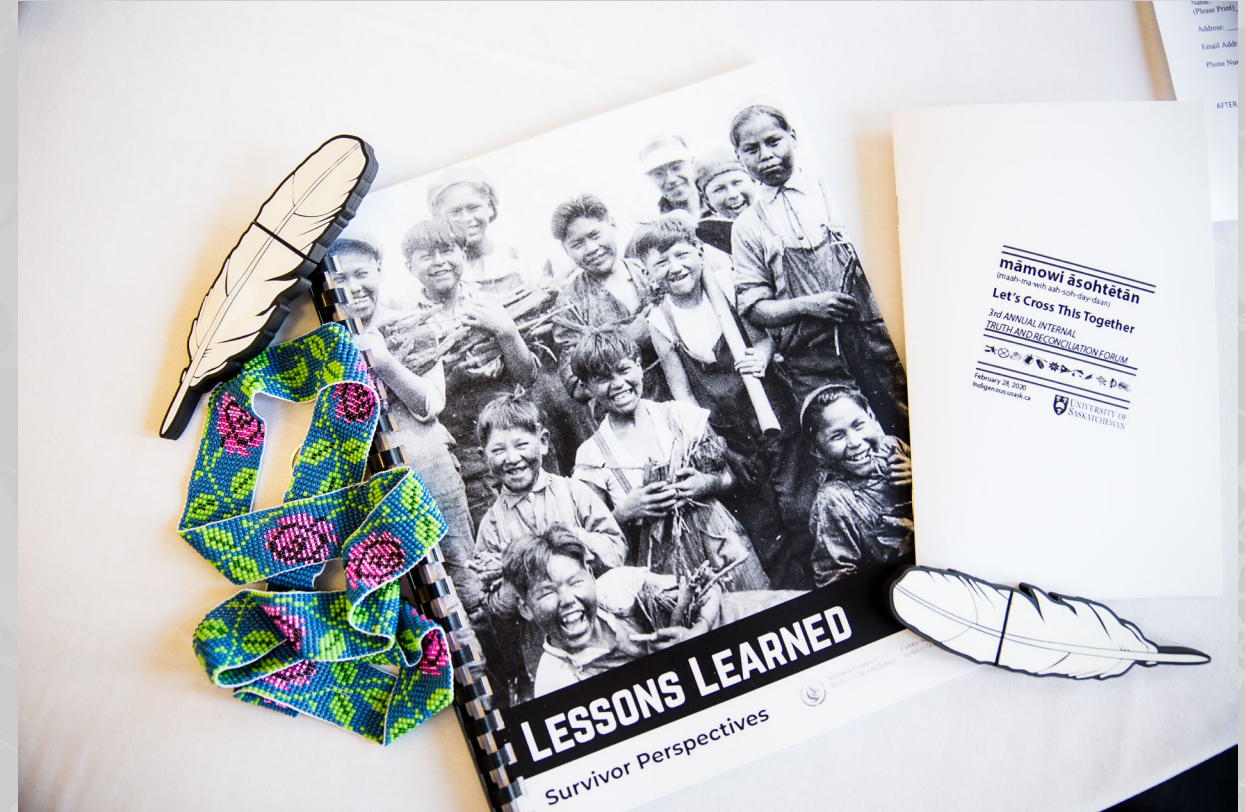


Academic Rationale

Department Goals

To meaningfully address:

- existing health inequities
- the scarcity of strength-based Indigenous health research
- knowledge translation in community; and
- systemic racism in the health system and health education system.



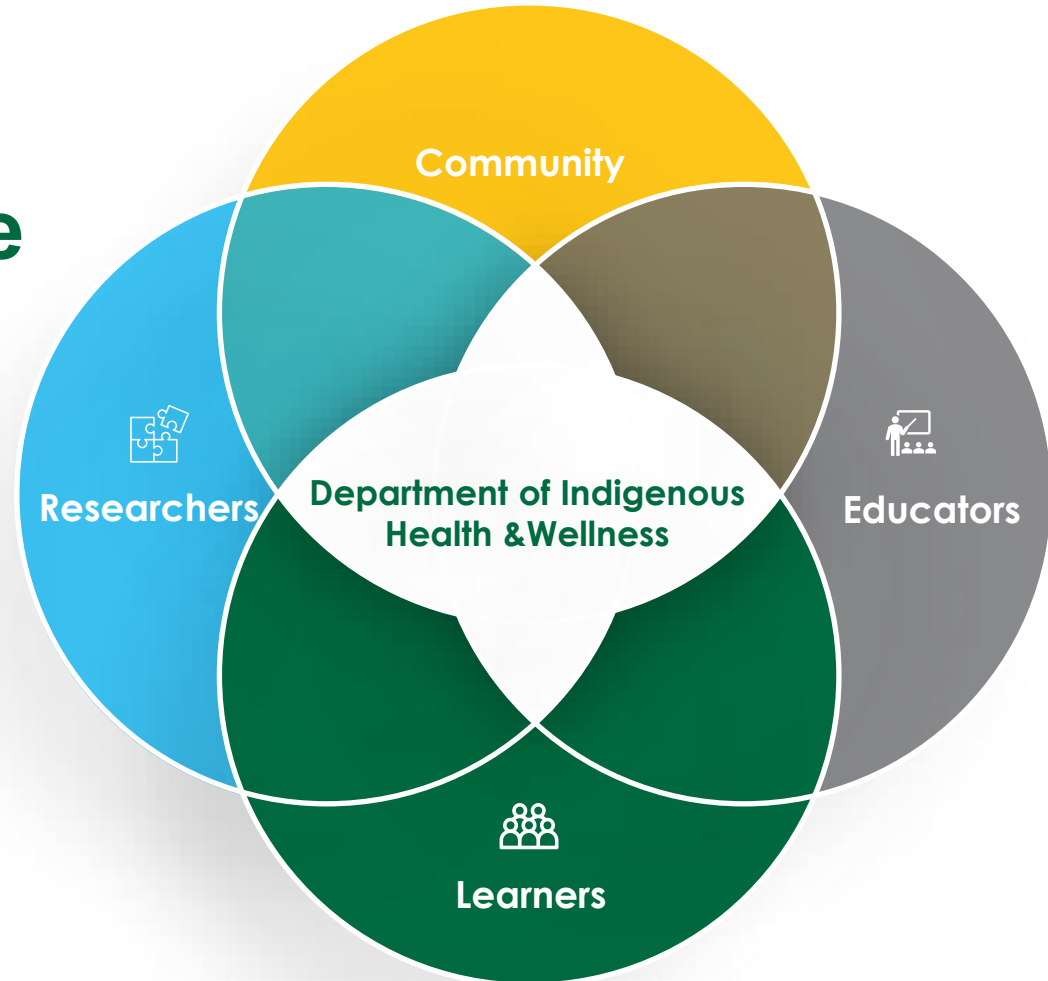
USask 3rd Annual Internal Truth and Reconciliation Forum 2020



Collaborative Relationships

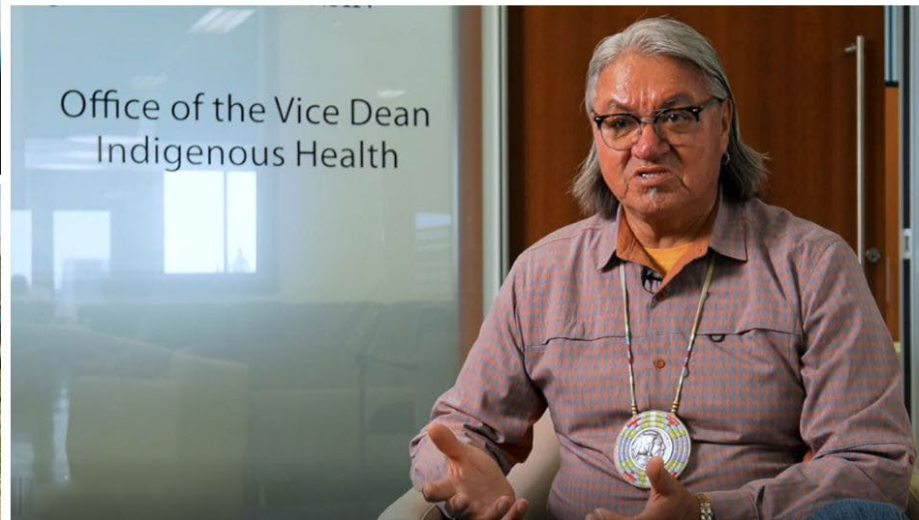
Wide in Scope
Interdisciplinary in Nature

The department will be a place where community, researchers, learners and educators come together.





Culture Change & Sense of Place





Who We Are

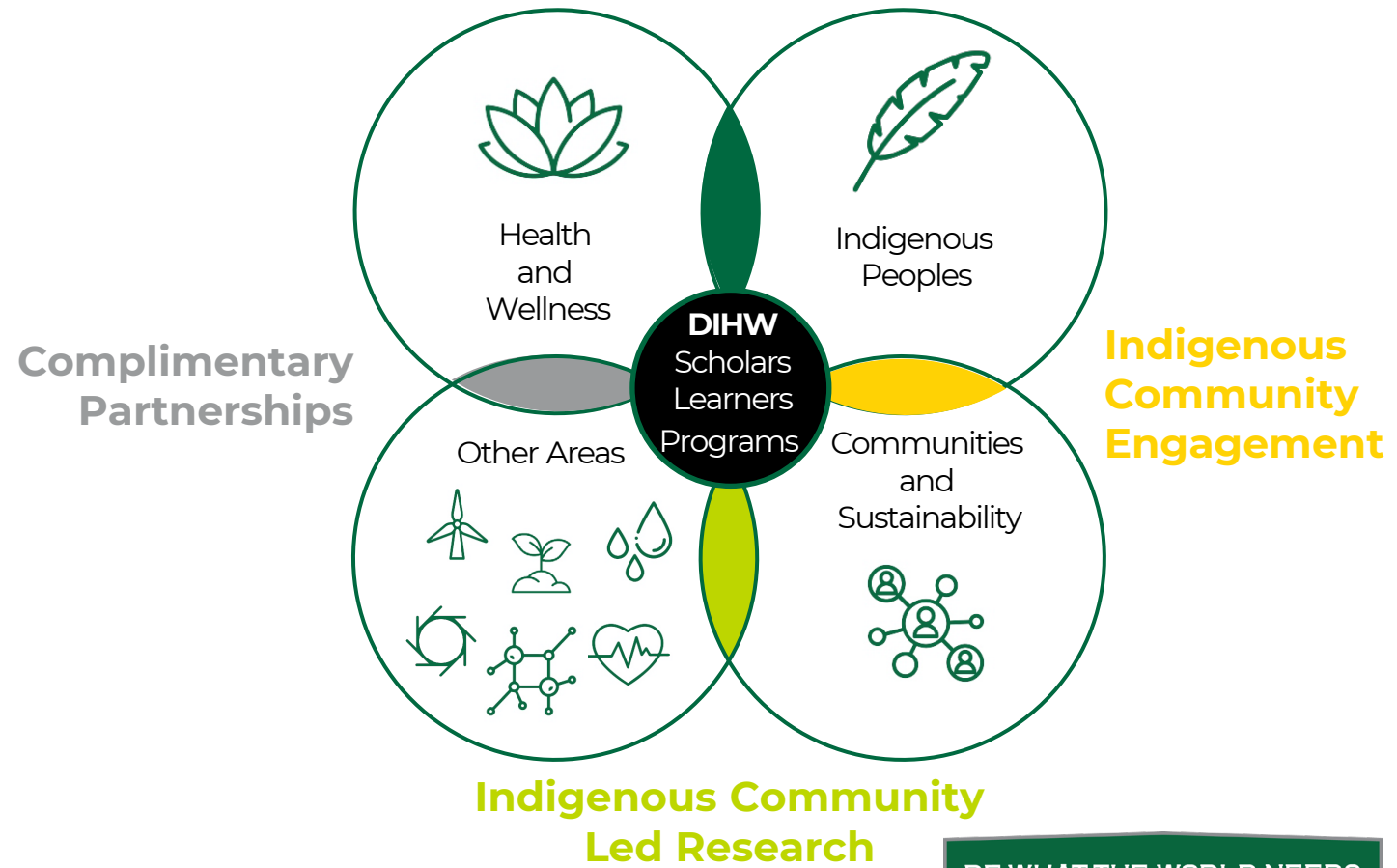
The members of the Department of Indigenous Health and Wellness will be called upon to serve in many roles.



Indigenous Health Research

“We will support flourishing Indigenous scholarship rooted in reciprocal, respectful and relational academic and community partnerships to guide our journey of transformative decolonization and reconciliation” (Research Plan 2025)

Real Health & Wellness Benefits to Indigenous Peoples



BE WHAT THE WORLD NEEDS



Academic Programming

Contributing to Existing Programs

Existing College of Medicine programs to support:

- Undergraduate Medical Education (UGME)
- Postgraduate Medical Education (PGME)
- Continuing Professional Education
- Faculty Development
- Clinical Investigator Program



CoM Clinician Scientist and Indigenous Health Researcher, Dr. Gary Groot, moderates panel discussion at the 2018 Global Health Conference



Academic Programming

Future Opportunities



Potential *future-state* post-graduate programming opportunities and ideas to explore:

- Indigenous Health and Wellness stream within the Master of Science (M.Sc.) or Doctor of Philosophy (Ph.D.) in Health Sciences
- Enhanced Skills Program – Indigenous Health and Wellness through the Department of Academic Family Medicine
- Certificate in Indigenous Health & Wellness in collaboration with the Royal College of Physicians and Surgeons of Canada

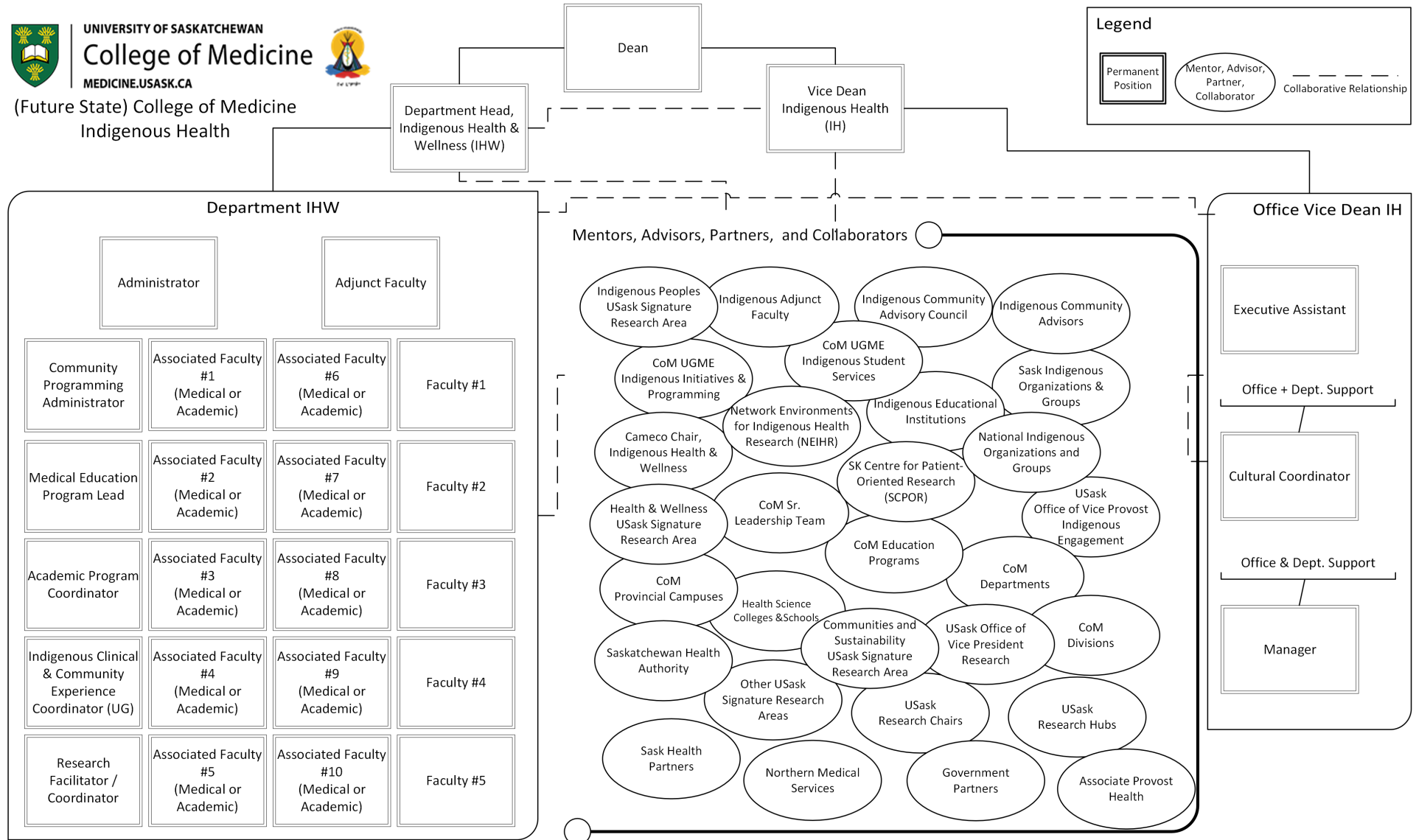
Collaboration & Relationships



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

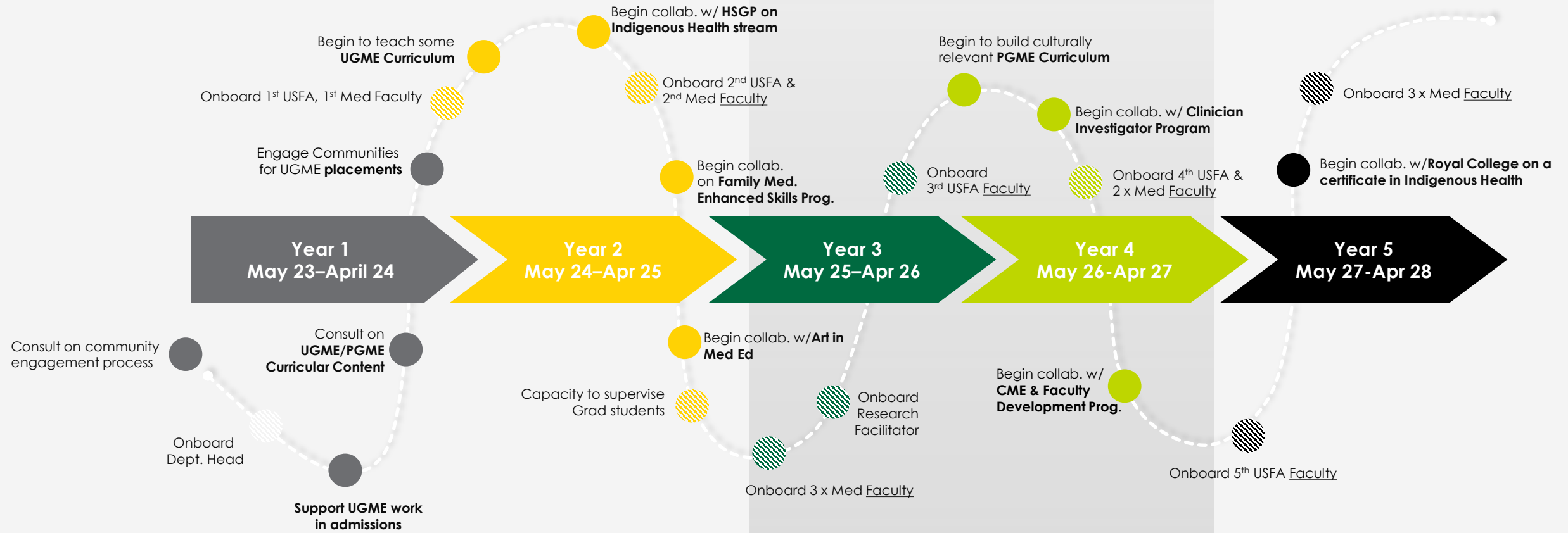


(Future State) College of Medicine
Indigenous Health





Proposed Journey of Implementation



INDIGENOUS HEALTH IMPLEMENTATION ROADMAP

Resource Type

Community

Administrative

Academic Faculty

Medical Faculty

Phase I

Phase II

Phase III

Department Proposal

Department Setup

Department Expansion

Preliminary 5-Year Plan

Year 0
(May 22-Apr 23)

Year 1
(May 23-Apr 24)

Year 2
(May 24-Apr 25)

Year 3
(May 25-Apr 26)

Year 4
(May 26-Apr 27)

Year 5
(May 27-Apr 28)

Vice Dean Indigenous Health

Vice Dean Indigenous Health

Indigenous Leadership & Community Guidance

Indigenous Community Advisory Council

Dept. Head

Department Head, Indigenous Health & Wellness (IHW)

Strategy & Operations Management

Executive Assistant (Interim)

Executive Assistant

Manager (Interim)

Manager

Administrator

Community Engagement & Coordination Support

Cultural Coordinator (Interim)

Cultural Coordinator

Indigenous Clinical & Community Experience Coordinator

Community Programming Administrator

Academic & Research Admin

Research Facilitator / Coordinator

Medical Education Programming Lead / Director

Academic Program Coordinator

Faculty

Faculty

#1-----|#2-----|#3-----|#4-----|#5-----

Various Indigenous Community Advisors

Adjunct Faculty

Associated Medical Faculty AND ...

#1-----+#2-----|#3-----+#4-----|#5-----|#6-----+#7-----|#8-----+#9-----+#10-----

... Associated Academic Faculty

PHASES

ANTICIPATED RESOURCES



Support

Phase I – Department Proposal Anticipated Timelines

❖ CoM Faculty Council

- ✓ Notice of Motion Oct 28/22
- ✓ Request for Decision Jan 25/23

❖ Committees of University Council

- ✓ PPC Request for Decision Feb 8/23
- APC Request for Input (Today - March 8/23)

Pending Approval:

❖ University Council

- Notice of Motion (Mar 16/23)
- Request for Decision (April 20/23)

❖ Board

- Request for Decision (April 17 or 8/23)

❖ Senate

- Request for Decision (Apr 22/23)



Questions?



“Education is what got us here, and education is what will get us out.”

Senator Murray
Sinclair

Attachment #1 - Letters of Support

(Names are listed in alphabetical order by last name) click on the name to take you to the letter

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September 28, 2022

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan

Dear Dr. Smith

On behalf of the Division of Oncology, College of Medicine and Medical Services Division at the Saskatchewan Cancer Agency, it is with great pleasure and enthusiasm I write this letter and pledge our support for the Department of Indigenous Health at the University of Saskatchewan, the initiative led by interim vice-dean Indigenous Health Dr. Janet Tootoosis.

Establishing the Department of Indigenous Health at the College of Medicine will be an important step for the research community to respectfully and purposefully engage with Indigenous communities and focus on research that is of value to communities.

This work is critical to bridge the existing gaps in the health system to enable us to provide culturally responsive care and create conditions that lead to improved health outcomes for Indigenous populations. We strongly believe that this will help to improve collaboration between academic and Indigenous communities, and advance the work towards health equity in Saskatchewan.

We would like to extend our appreciation for all Dr. Tootoosis' commitment and work in Indigenous health and look forward to continuing our active collaboration with her to accomplish this important work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shahid Ahmed', written in a cursive style.

Shahid Ahmed, MD, PhD, FRCPC, FRCP (Edin), FACP

Professor and Medical Director Academic

Head Division of Oncology

Saskatchewan Cancer Agency

University of Saskatchewan

Saskatoon SK

Ph: 3066552710

Fax: 3066550633

Sask
cancer
AGENCY

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Preston Smith:

RE: Creation of the Department of Indigenous Health and Wellness

As the Vice Dean of Faculty Engagement (VDFE) in the College of Medicine (CoM) at the University of Saskatchewan, I am writing this letter to express my strong support for the creation of a Department of Indigenous Health and Wellness in the CoM, at the University of Saskatchewan. There are many opportunities to work in partnership to achieve the priorities of faculty engagement. Creating a home base for our Indigenous physicians and researchers and coordinating their academic efforts is of enormous benefit for the college and for each of them to really feel the value of their contributions which ultimately impacts engagement.

The foundation of the work we do in the VDFE office is building relationships with our faculty members. Along with engagement within the department we desire to maximize faculty input and participation in College planning and decision-making and ensure faculty members experience satisfaction and success in the work they do in the College. Substantially increasing the number of Indigenous faculty is vitally important to ensure representation in this fundamental work which will lay the foundation for the future. Specifically, I see the Department of Indigenous Health and Wellness as supporting our work in the VDFE office by providing representation and input into our key activities including Collegial processes, department head searches and reviews, faculty leadership and career development, and faculty recognition initiatives.

It is our understanding that this unit will serve to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, community engagement, and cultural competence of CoM community; all through mutually beneficial partnerships with Indigenous peoples and communities. While there are currently scattered learning opportunities and smaller groups doing this work throughout the College, greater capacity is needed and a Departmental structure would provide a stronger collective, amplifying positive outcomes.

Increasing the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution is vital to creating the change we need to see in our health system. The College has stated its dedication to responding to the Calls to Action in the Truth and Reconciliation Report to address health needs in Indigenous communities. In the VDFE portfolio, we are working with the Saskatchewan Health Authority (SHA) to integrate academics into the health system. To fulfill these priorities, creation of a well-resourced, funded, and dedicated unit that is sustainable is crucial.



Dean's Office Suite, College of Medicine
Box 19, 107 Wiggins Road
4A20, Health Sciences Building
Saskatoon SK S7N 5E5 Canada
Fax: 306-966-6164

We look forward to, and support the creation of, a Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan.

Sincerely,



**Marilyn Baetz MD FRCPC CCPE
Vice Dean Faculty Engagement
College of Medicine, USASK**





December 14, 2022

I am pleased to provide this letter to Dr. Janet Tootoosis stating formally the Division of Continuing Medical Education's (CME) support to establish the Department of Indigenous Health and Wellness (DIHW) in the College of Medicine.

CME is committed to providing high quality education to support the professional lives of physicians and other health care providers on a provincial scale with the mission to enhance health care outcomes that are focused on the needs of the patient and their communities. Social accountability is one of our four strategic commitments, and a leading example of that work is our award-winning cultural safety courses. We believe it's a meaningful example of our commitment to address Call to Action 23.3 of the Truth and Reconciliation's Commission to "...Provide cultural competency training for all health-care professionals".

Many aspects contribute to the quality of the courses but a significant one is the amount of time and energy made to that was and continues to be engaging with community. This includes local Indigenous communities and organizations such as the FSIN, Indigenous and Metis elders, and Faculty. Without that guiding hand, we risk being disingenuous in our efforts and substandard in our pedagogy. Ours courses have been celebrated in ceremony with FSIN and we take this as an indication that we have listened well and are on the right path.

CME appreciates and is grateful to include the DIHW as a valued resource to support our work. We require authentic and knowledgeable advisors on Indigenous Health, knowledge frameworks and sources of truth to ensure the quality of our work remains high. A Department dedicated to supporting us as we continue this work is both welcomed and essential given that we look to expand our efforts and scope of our education to better serve our learning community in the University and beyond.

Respectfully submitted.

Dr James.W.Barton, MD, FRCPC, CCPE
Associate Dean, Continuing Medical Education
Clinical Professor of Medicine
College of Medicine
University of Saskatchewan





February 17, 2023

Preston Smith
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK S7N 5E5

Re: Establishment of a Department of Indigenous Health and Wellness

It is with much enthusiasm and anticipation of our future collaborative work that I write this letter in support of the establishment of a College of Medicine's Department of Indigenous Health and Wellness (DIHW).

This department will serve to bring the college, and indeed the University, closer to addressing the TRC calls to action. Specifically, a department of Indigenous health and wellness bring closer the realities of a health care system, education system and country that recognizes and implements the health-care rights of Indigenous Peoples, establishes measurable goals to identify and close the gaps in health outcomes, addresses distinct health needs of Indigenous Peoples, and increases the number of Indigenous health care professionals (Health-related Calls to Action 18,19, 20, 23).

The students, faculty, educators, and researchers of that make up the community of the DIHW have the potential to lead the University in purposeful and community-guided and -driven research, and equitable, wholistic and culturally safe education and practice.

Establishment of the DIHW has significant implications for the health sciences. We have a striven to improve our listening to Indigenous voices and perspectives in our practices, policies, and spaces in the health sciences. Much of the guidance and wisdom towards these efforts has come from the College of Medicines Indigenous Health Committee and we have been working the visual symbols subcommittee to include Indigenous cultural representation in our spaces.

While we are in a period of transition in health sciences of strategic reorganizing, one of our recommendations included in the reorganization is the forming of an Indigenous Advisory Committee for the health sciences. We can imagine that this committee membership may overlap in part or in whole with members of the CoM Indigenous Health Committee and the new DIHW. It is our hope that the relationships that have been built between these committees and our health sciences staff and leadership will continue to be mutually beneficially and that we can work in tandem to increase Indigenous presence, perspective, and influence in the health science.

Future collaborations will hopefully include but not be limited to, consultation on health science spaces, infrastructure, and art installations, planning and producing The Gathering event for Indigenous health research, collaborating on the Life and Health Sciences Expo, and contributing to the development of a shared vision and strategic goals for the health sciences.

I look forward to the establishment of the Department of Indigenous Health and Wellness and am in full support of this initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read 'A Baxter-Jones', with a long horizontal flourish extending to the right.

Dr. Adam Baxter-Jones, PhD
Interim Associate Provost, Health
USask Health Sciences



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

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

February 24, 2023

Dr. Preston Smith, Dean,
College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road Saskatoon SK S7N 5E5

Dear Dr. Preston Smith,

Re: Creation of the Department of Indigenous Health and Wellness

As Dean of the College of Graduate and Postdoctoral Studies, I am writing to provide my enthusiastic support for the creation of the Department of Indigenous Health and Wellness and graduate programming through the department in future.

There is no question that creating a departmental structure within the College of Medicine is a critical step in decolonization of our institution. To be the first of its kind in Canada, the department will create a unique environment for graduate students and postdoctoral scholars to train and for them to contribute to generation of knowledge that is urgently needed. The proposed relational organizational structure indicates that a supportive structure will be in place for Indigenous graduate students and postdoctoral scholars as well as providing an exemplar for others to follow. The formation of a transdisciplinary research hub and the focus for research on “community-identified health priorities” and “focus on knowledge translation and knowledge mobilization that is of value to community members” and to innovate in the pedagogy for graduate students are clear strengths that can be realized by the department. The research trainees will benefit from the opportunities to collaborate across many programs and colleges and the connection to signature areas of Health and Wellness, Indigenous People and Communities and Sustainability.

I appreciated Vice Dean Dr. Tootoosis and Assistant Dean Eriq Lukong consulted with me on the vision for graduate programming under the umbrella of the Health Sciences graduate program to be affiliated with the new department. Developing a stream within Health Sciences program has many benefits including it will provide immediate access to the funds CGPS distributes to support graduate students. I look forward to working with them as they develop the proposed graduate programming.

The Canadian Association for Graduate Studies recent [\(Re\)conciliation Task Force Report \(2022\)](#) has a key call to action for Graduate Schools to “Embed Indigenous ways of knowing and being in Graduate Programs and Policies”. The report also highlights the need to develop pathways to graduate programs for Indigenous students, to develop programs that centre Indigenous ways of knowing and being, to advocate for a core course in historical implications and contemporary Indigenous realities in Canada for



all graduate students, and, to create safe, Indigenous-centred places on campus for Indigenous graduate students that complement the services and supports of existing Indigenous student centres. To this end, CGPS recently hired an Indigenous Graduate Student Initiatives Coordinator and is currently developing an Indigenous Strategy drawing much from the (Re)conciliation Task Force Report (2022). Such transformation of graduate education can only happen in partnership with our colleges, schools and departments, especially the departments such as DIHW that will attract significant Indigenous graduate students and postdoctoral scholars.

I commit that CGPS will work collaboratively with the nascent DIHW department to ensure CGPS policies and procedures do not create barriers for their graduate students, and moreover, CGPS will strive to be an enabler of innovation in how knowledge creation and knowledge mobilization are demonstrated by Indigenous researchers in culturally appropriate ways.

Sincerely,



Debby Burshtyn, PhD
Dean, College of Graduate and Postdoctoral Studies
President, Western Canadian Deans of Graduate Studies
Professor, Department of Biochemistry, Microbiology and Immunology



November 23, 2022

Dear Dr. Preston Smith, Dean of Medicine

RE: Support for new Department of Indigenous Health and Wellness

I wanted to personally send a letter of support to the efforts being put forward in creating a new Department of Indigenous Health and Wellness in the College of Medicine. Once established and appropriately resourced, this department has the potential to lead the transformative changes that are desperately needed in the journey to truth and reconciliation in the College of Medicine and beyond.

From an admissions lens, I see the new department as a tremendous resource for our Indigenous applicants and future medical students. Although we have tremendous people working with us to support our Indigenous applicants, the demand for services exceeds our ability to offer all the support, programming and necessary changes we would like to offer. Supporting our Indigenous students from the time that they are interested in a career in medicine and throughout their medical school application to acceptance to medical school is extremely important in building relationship and trust. Having a culturally-safe space that is Indigenous-led and focussed on Indigenous peoples demonstrates to our future and current applicants that the College of Medicine fosters a supportive and learner-friendly environment. Not only is this helpful from an Indigenous student recruitment perspective, but improving the learning environment to make it culturally and psychologically safe for our Indigenous students is absolutely critical for their development as future physicians.

Building and supporting the College's Indigenous medical student base is a prerequisite to the future changes needed in our educational and health systems. Our current and future Indigenous medical students are the lifeblood of the College of Medicine – they are the future human health resources in the province and the future leaders in our college and communities. We know that having more Indigenous health providers improves the health outcomes for Indigenous patients. As a socially-accountable institution, we need to do everything in our power to support programs that move this mission forward. Additionally, having more Indigenous faculty members and leaders in our college will improve our Indigenous programming, bolster our new Department of Indigenous Health and Wellness with more clinicians, leaders and researchers and will empower and encourage more Indigenous learners to pursue medicine and academia.

As a college, we have a great opportunity to put our strategic directions into action through the development and support of this new department. Given its importance, I believe the department needs a significant boost in funding and support beyond what we have allocated traditionally to this portfolio. Again, investing here will pay dividends down the road on multiple fronts.

Sincerely,

Trustin Domes MD, MEd, FRCSC
Director of Admissions
College of Medicine, University of Saskatchewan



UNIVERSITY OF SASKATCHEWAN

College of Nursing

NURSING.USASK.CA

College of Nursing

Health Sciences Building A-Wing 1A10

107 Wiggins Road, Saskatoon, Saskatchewan S7N 5E5

Telephone: (306) 966-6221 Facsimile: (306) 966-6621

December 17, 2022

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon SK S7N 5E5

Dear Dr. Preston Smith

It is with great pleasure and enthusiasm that I write this letter to support a *Department of Indigenous Health and Wellness* in the College of Medicine, at the University of Saskatchewan. As an Indigenous (Cree) scholar in the College of Nursing, a long-time member of the Indigenous Health Committee (IHC), and most recently as the Indigenous Research Chair in Nursing, I truly appreciate the necessity and urgency for this Department within USask. My mother and all her siblings all attended residential schools. When I have mentioned the dream for this Department of Indigenous Health and Wellness, they have all responded with excitement and with hope that there will be structural changes in our health care – and that their health matters. This Department will have the capacity to create, inspire, and support current and future leaders to be innovative and to be the necessary change-makers within the health care system.

Establishing the Department of Indigenous Health and Wellness is an important step to address the current health disparities between Indigenous and non-Indigenous peoples in this province and in this country. This Department will create an Indigenous-led space for the SK Indigenous communities to engage with USask academics, undergraduate and graduate learners, provide ongoing mentorship for undergraduate and graduate Indigenous learners, and create a cadre of allies. I believe this Department of Indigenous Health and Wellness will contribute to retention and recruitment of Indigenous students, staff, and faculty. I humbly suggest an increase in the current funding allocated, as this investment is necessary to create the culture change that is required to improve Indigenous health and wellness in this province.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Holly Graham".

Holly Graham PhD, R. D. Psychologist
RN, BA, BScN, MN
Associate Professor
Indigenous Research Chair in Nursing
Ph: 306 966 6237 holly.graham@usask.ca

Thunderchild First Nation, SK

In Canada, we live, learn, play, and work on traditional Indigenous territories. We pay our respects to the First Nations, Métis and Inuit ancestors and affirm our commitment to respectful relationships with one another and this land.



UNIVERSITY OF SASKATCHEWAN

College of Medicine

DEPARTMENT OF MEDICINE
MEDICINE.USASK.CA

Royal University Hospital
103 Hospital Drive, Saskatoon, SK S7N 0W0
Telephone: 306-844-1132
Fax: 306-844-1525

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

December 12, 2022

Dear Dr. Preston Smith:

RE: Creation of the Department of Indigenous Health and Wellness

As the Provincial Department Head of Medicine in the College of Medicine (CoM) at the University of Saskatchewan, I am writing this letter to express my strong support for the creation of an Indigenous Health Department in the CoM, at the University. As an Indigenous health organization, the Department of Medicine agrees that such a unit within the College of Medicine structure is well positioned to support the work necessary to drive the culture change required within our College, University and Health system.

It is our understanding that this unit will serve to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, community engagement, and cultural competence of CoM community; all through mutually beneficial partnerships with Indigenous peoples and communities.

Increasing the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution is vital to creating the change we need to see in our health system. This department would require new and sustained funds and resources for the success and sustainability of the department which I highly support.

We look forward to and support the creation of a Department of Indigenous Health in the College of Medicine at the University of Saskatchewan.

Sincerely,

A handwritten signature in black ink, appearing to read 'Haissam Haddad'.

Haissam Haddad, MD, FRCPC, FRCP Edin, CCPE
Professor and Head Department of Medicine
University of Saskatchewan
Louis Horlick Chair in Medicine
Provincial Head, Medicine



Dr. Alexandra King
104 Clinic Place
Saskatoon, SK S7N 2Z4
Telephone: 778-870-4104
Email: alexandra.king@usask.ca

November 24, 2022

Dr. Preston Smith, Dean of Medicine
College of Medicine, University of Saskatchewan
107 Wiggins Rd
S7N 5E5

Dear Preston,

I am writing to you to ask for your support in establishing a Department of Indigenous Health and Wellness in the College of Medicine. Five years ago, my husband, Prof. Malcolm King, and I joined a cadre of pre-eminent researchers in Indigenous health, solidifying USask leadership in Indigenous health and wellness research. Expanding the College of Medicine's scope to include a department dedicated to Indigenous health research and studies is long overdue, especially in a province where 17% of the population self-identifies as Indigenous. Such a strategic move could well cement USask as a global leader in this sphere.

The Department of Indigenous Health and Wellness is an opportunity for USask to operationalize reconciliation and more importantly, strengthen Indigenous research approaches. It is an opportunity to accelerate advancements for our province in the area of Indigenous health and wellness, and meet the needs of the Indigenous community through the co-creation of knowledge centred on a collective of collaborators, Knowledge Holders and community partners. It is an opportunity to contribute to a greater understanding of Indigenous health and wellness for both our academic institution and more importantly, for the benefit of Indigenous communities nation-wide.

The Department of Indigenous Health and Wellness should include a cohort of Tri-agency research chairs in Indigenous Health, either as direct or adjunct appointments. These chairs would enhance the visibility of the department and ensure recruitment and retention of top tier Indigenous faculty to lead game-changing Indigenous health and wellness research. I am calling on USask and the College of Medicine to provide new and sustained funds and resources for this department so that there can be the necessary comprehensive, long-term vision, with sufficient tenured and staff positions so the department will have the ability to strengthen Indigenous research capacity. Too often funds are simply reallocated but this department should have new funding. I am currently involved in research grants worth over \$50M. USask receives a substantial amount of indirect funds associated with grants on which Prof. King and I are the nominated principal investigators; I would ask that some of those funds be dedicated to supporting this department. Too often, those of us already working in this field are asked to do more, but that is simply not sustainable. We are already stretched too thin, and we need to assist and nurture early career researchers and expand our capabilities through new talent supported by new funds.

My own research team, Pewaseskwan (the Indigenous Wellness Research Group), which I co-lead with Prof. Malcolm King, is in a prime position to support the Department of Indigenous Health and Wellness. In my first five years at USask, I have built a team of over 30 staff who undertake Indigenous research with



communities across Saskatchewan, as well as in Manitoba, British Columbia, Ontario and even northern Canada. We look forward to partnerships with faculty in the new department. We envision a collaborative research ecosystem in which we support them in securing new funds and mentor them in doing research in a good way. We have a strong track record with successful CIHR project grant submissions and helping to mobilize knowledge between academia and Indigenous community. USask and the RUH Foundation supported my role and I have demonstrated how institutional funding can be leveraged to achieve relevant and impactful research. We have also worked with many students and will support the recruitment, retention and mentorship of future students in the new department.

Pewaseskwan has expertise and experience on various CIHR research grants related to Indigenous people – HIV, HCV and oft-related issues such as drug use, homelessness and criminal justice system involvement, as well as heart disease, Kennedy's Disease and other conditions that impact Indigenous people at higher-than-average rates. Our work is steeped in Indigenous research ethics and involves community-centred interventions grounded in Indigenous epistemology, ontology and axiology. We have the ability to solidify existing and establish new relationships with First Nations and Métis community partners, identifying current gaps in our knowledge and forging new, iterative paths of knowledge creation and mobilization. We would bring all our experience and expertise to our partnerships with and support of the Department of Indigenous Health and Wellness.

USask has committed support to a new signature area of research, namely *Health and Wellness*, which brings five distinct health-related research pillars under one rubric, thereby better able to achieve synergies and galvanize innovation. I co-lead the *Origins of Health and Disease* pillar, which is focused on *Who we are* (our genetics/epigenetics); *How we live* (e.g., social contexts, colonization); *Where we live* (our living/working environments); and *How we develop, grow and age* (our physical and psychosocial development). The Origins pillar will elucidate impacts our health and wellness throughout our life course and across the generations. I envision this new department helping to realize this institutional agenda through greater emphasis and exploration of the social, colonial and historical context of Indigenous health, and more locally focused and Indigenous-led implementation and program science that can focus on prevention, screening, diagnosis, treatment, care and support. The Department of Indigenous Health and Wellness is an essential and coordinating part of addressing these needs.

USask has long been a leader in Indigenous studies in Canada and has taken great strides to foster an environment where Indigenous students, staff and faculty can succeed. The Department of Indigenous Health and Wellness should potentiate a ramp up of highly innovative and effective educational initiatives, including a Royal College Fellowship in Indigenous Health and Wellness. This will add clinical education to USask leadership in Indigenous education. I also see a burgeoning cadre of diversely skilled learners, keen to contribute to educating and mentoring the next generation of learners as well as undertaking Indigenous health and wellness research. Through a unifying Department of Indigenous Health and Wellness, we will transcend barriers between academic and clinical learners, and create sustainable pathways into academic and community research, education and clinical positions.

I do hope we can count on your support in the creation of the Department of Indigenous Health and Wellness.

Kindest regards,



Alexandra King, MD, FRCPC





November 17, 2022

118 -335 Packham Avenue
Saskatoon, SK S7N 4S1

Phone: 306-244-4444
Toll Free: 1-800-667-9704
Fax: 306-244-1391

Web Site: www.siiit.ca

Attention: Dean of Medicine – University of Saskatchewan

This letter affirms my support for the University of Saskatchewan (USASK) to take an increased focus on Indigenous health with the establishment of a Department of Indigenous Health and Wellness in the College of Medicine. In partnership with the Saskatchewan Indian Institute of Technologies (SIIT), there will be countless ways SIIT, and the College of Medicine can build capacity within Indigenous communities, the health sector, and create space for Indigenous knowledge and ways of understanding health and wellbeing, and continue to ensure trained Indigenous health professionals are represented in all fields.

As SIIT continues to be an Institute of choice for Saskatchewan's First Nations learners we have prioritized pathways for SIIT graduates to continue their studies after graduation. Now, more than ever, SIIT graduates are looking for lifelong learning pathways to ensure they remain relevant in their chosen field and are able to progress in their careers. SIIT's partnership with the USASK is critical to this success.

If you require any further information, I can be reached at 306.292.9417.

Sincerely,

**Tavia Laliberte
Vice President, Academics
Saskatchewan Indian Institute of Technologies**



Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan
Saskatoon, SK

December 21, 2022

Dear Dr. Smith:

This letter is written on behalf of the Department of Academic Family Medicine in support of the creation of a Department of Indigenous Health and Wellness in the College of Medicine.

A department focused on this area within the College of Medicine structure is essential to support the culture change required within our College, University and Health system. There have been some strides forward with respect to Truth and Reconciliation, but a more significant investment is required to achieve outcomes that are critical to the health and well-being of the Indigenous people of Saskatchewan. Investment in advancing Indigenous health in our institution and health system has significant benefit for all people living in Saskatchewan.

This unit will serve to advance the College of Medicine's mission around social accountability, improved health outcomes, and innovative and interdisciplinary research, education, leadership and community engagement. It will also improve cultural competence and support mutually beneficial partnerships with Indigenous Peoples and communities. The Department of Academic Family Medicine's goal is to play a role in optimizing health for, and with, Saskatchewan communities, families, and individuals through excellence and innovation in service, education, and scholarly activity. As a Department, we are all working to identify, acknowledge and address the inequities embedded in the culture and delivery of health care. We continue to learn about our true history, acknowledging past and current injustices and work to build better relationships with First Nation and Métis people as partners in their health. We would look forward to learning from and partnering with a department of Indigenous Health and Wellness and its members to help us achieve these goals.

While reorganization and a home for Indigenous faculty and learners is critical, there needs to be net new investment to meet the social accountability mandate of the College and University in this area. Increasing the number of Indigenous leaders, faculty, students, health care providers, community member researchers, and staff within our academic institution is essential to create the change we need to see in our health system.

We look forward to and support the creation of a Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan.

Yours sincerely,



Kathy Lawrence, MD CCFP FCFP
Provincial Head
Department of Family Medicine

We acknowledge that we live and work in Treaty 2, 4, 5, 6, and 10 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.

December 19, 2022

**Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5**

Dear Dr. Preston Smith:

RE: Creation of the Department of Indigenous Health and Wellness

As the Associate Dean of Rural Medicine at the University of Saskatchewan, I am writing this letter to express my strong support for the creation of an Indigenous Health Department in the College of Medicine (CoM), at the University. I believe that a dedicated department within the CoM structure is well positioned to support the work necessary to drive the culture change required within our College, University and Health system.

The creation of this unit is necessary and will serve to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, community engagement, and cultural competence of CoM community; all through mutually beneficial partnerships with Indigenous peoples and communities.

Increasing the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution is vital to creating the change we need to see in our health system. This department would require new and sustained funds and resources for the success and sustainability of the department which I highly support.

I look forward to and support the creation of a Department of Indigenous Health in the College of Medicine at the University of Saskatchewan.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Lee', written in a cursive style.

**Dr. T. Lee
Associate Dean, Rural Medicine**



UNIVERSITY OF SASKATCHEWAN

College of Medicine

DEPARTMENT OF COMMUNITY
HEALTH AND EPIDEMIOLOGY
MEDICINE.USASK.CA

March 1, 2023

Dear Dean Smith:

Re: the establishment of the Indigenous Health & Wellness Department in the College of Medicine

As the Department Head of Community Health & Epidemiology (CH&E) in the College of Medicine at the University of Saskatchewan, I am thrilled to provide this letter in support of the creation of a new and much needed department of Indigenous Health & Wellness in the College of Medicine. I had the opportunity to be involved in the working group that was tasked with pulling together all the important elements for such a venture. On behalf of the faculty in CH&E, an established department with a recognized academic track-record and many years of community-engaged research, I can state with conviction that we are committed to contributing to the growth of the newly formed department of Indigenous Health & Wellness and its academic success.

The department of Community Health & Epidemiology is actively engaged in teaching, research and community work in response to the Truth and Reconciliation call for Actions. We are very aware that the creation of a home for Indigenous faculty, staff and students in the College of Medicine is a key step to decolonize and to forge respectful and equal relationships with colleagues and communities. I absolutely applaud the words of Dr. Tootoosis stating: “The goal is ultimately creating a safe space for the good work of university faculty and community to thrive.” I have learnt over the years that an Indigenous-led health hub is critical to address some of the pain and discrimination faced by students, staff and faculty. The creation of such a department constitutes one of the steps in the right direction.

In the following paragraphs, I will describe how the department of CH&E is planning to collaborate and co-construct with the department of Indigenous Health & Wellness.

In the area of teaching and learning, several opportunities ought to be outlined.

The *Global Health Certificate or Making the Links* as it is often called, offers **undergraduate** medical and physical therapy students two didactic courses and learning placements in community health and development in three contexts: urban underserved community, remote communities in northern Saskatchewan and international communities globally. On several occasions, we attempted to strengthen the Indigenous component of the certificate with a more specific Indigenous health concentration following the two basic courses. The issue was always the lack of time and resources. Now, with the establishment of the Indigenous Health & Wellness department, the creation of a dual stream within the Global Health certificate can

become a common objective in order to better meet the needs of undergraduate students in Medicine and in the Health Sciences. Based on this experience, the department will then be able to design its own Indigenous Health certificate and other Indigenous-led programming.

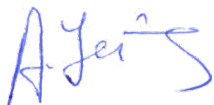
At the graduate level, relevant CH&E courses offered in the community and population health sciences graduate programs could be co-listed, and/or identified as electives in the upcoming Master of Sciences in Health Sciences-Indigenous Health & Wellness stream. For example, we teach health research methodologies, quantitative, qualitative and mixed research methods, community-based and participatory approaches as well as content courses that may be relevant to the new planned MSc such as CHEP819 (Colonization and its Impact on Indigenous Peoples' Health & Healing).

In terms of graduate students' **supervision**, we have a tradition of mentoring new faculty and integrating them in thesis committees where they can participate and learn at the same time. Co-supervision is also a practice that supports our new colleagues with little experience. We are planning to reach out to the Department of Indigenous Health & Wellness and offer our skills and expertise as needed. Faculty are also prepared to serve as co-supervisors and committee members on thesis' committees. These collaborations will be grounded on reciprocal and respectful relationships and will foster strength and growth.

In terms of scholarly work, the department of CH&E currently has 18 faculty and virtually all of them have been engaged at some level in research with Indigenous individuals, patients or communities. The research track-record of CH&E faculty has been demonstrated with millions \$ in research funds and a strong record of publications. Along with other research scholars and centres in the College of Medicine, we are ready to play an active role in supporting and sustaining the Department of Indigenous Health & Wellness development and growth. Together both departments will be stronger and will have even more impact.

Finally, it is clear that the department of Indigenous Health and Wellness will attract and retain Indigenous students, staff and faculty. However **dedicated funds and effective leadership** will be required. Informed by the full participation of this new recognized Department, the College of Medicine has the potential to meaningfully contribute to systemic changes in academia and in the health care system in order to advance the TRC call to actions and positively affect lives of Indigenous patients and communities. The CH&E department wants to be a strong ally and actor in the exciting development of the department of Indigenous Health & Wellness.

Yours respectfully



Anne Leis, PhD
Professor and Department Head

January 22, 2023

Dean, College of Medicine
University of Saskatchewan
Health Science Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dean Smith:

RE: Department of Indigenous Health and Wellness

I am very pleased to lend my support the creation of the Department of Indigenous Health and Wellness in the College of Medicine and encourage all stakeholders to take a leading role in ensuring its growth and success. It's not often that an opportunity of such far reaching significance to the lives and health of the Indigenous community arises and must be embraced and strengthened.

The College continues to undergo a transformation as it becomes truly a provincial resource. From the establishment of a robust presence in Regina and by distributing medical education to rural and remote training sites, it has signaled its commitment to meeting the growing health care demands of all people of Saskatchewan. A natural consequence of this visionary leadership is the acknowledgement that more needs to be done in the areas of aboriginal health. As the primary contributor to the physician workforce in the province, the college is strategically placed to lead improvements in Indigenous health. Indeed, as a signature area of growing expertise, the College and Province of Saskatchewan are poised to become national system leaders in this area of healthcare delivery.

Beyond addressing the significant disparity in health outcomes amongst Indigenous communities, there is a real opportunity to promote trust and understanding which will move us to a place of healing in many other spheres such as reconciliation. These benefits will also be reciprocated through a better understanding of indigenous culture and traditional healing approaches that have sustained their communities for a millennia. The potential for improved outcomes is also possible through research developed through a commitment to building partnerships with Indigenous leaders.

Integral to the mission of the Department of Indigenous Health and Wellness is to raise awareness amongst medical trainees about the opportunities for providing care in aboriginal communities, many of which are situated in the north. It has traditionally been difficult to attract physicians to these challenging yet rewarding practice locations. The Department of Indigenous Health and Wellness will contribute positively to the training, recruitment and retention of physicians willing to work by becoming an integrated presence in the curriculum and governance of the College of Medicine.

The success of this initiative will be built upon a foundation of committed and knowledgeable leadership in Indigenous health and wellbeing. Through ongoing support and growth of the department, there is an opportunity for the College of Medicine and Province of Saskatchewan to be recognized as leaders in Indigenous healthcare and wellbeing.

Sincerely,



Dr A.Gary Linassi BSc(Hons) BMedSc MB FRCPC
Provincial Department Head
Department of Physical Medicine and Rehabilitation
Associate Professor
University of Saskatchewan
Spinal Cord Injury and Amputation
Saskatchewan Health Authority
Email: gary.linassi@saskhealthauthority.ca
Phone: (306) 655-8175
Fax: (306) 655-8813



First Nations and Métis Health
Royal University Hospital
103 Hospital Drive
Saskatoon, SK S7N 0W8
T: 306.655.6480 | C: 306.514.7568

December 05, 2022

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Preston Smith:

This letter is written in support of the creation of an Indigenous Health Department in the College of Medicine, at the University of Saskatchewan. As an Indigenous health department, First Nation Métis Health agrees that such a unit within the College of Medicine structure is well positioned to support the work necessary to drive the culture change required within our College, University and Health system.

It is our understanding that this unit will serve to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, community engagement, and cultural competence of CofM community; all through mutually beneficial partnerships with Indigenous peoples and communities. Our departments values/mission/vision/goals) for health are optimal health and well-being for First Nation and Metis individuals, families, and communities align with some if not all the goals of the new department.

Increasing the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution is vital to creating the change we need to see in our health system.

We look forward to and support the creation of a Department of Indigenous Health in the College of Medicine at the University of Saskatchewan.

Sincerely,

A handwritten signature in blue ink, appearing to read "Thona Longneck".

Thona Longneck
Executive Director
SHA, First Nation Métis Health

Healthy People, Healthy Saskatchewan

**The Saskatchewan Health Authority works in the spirit of truth and reconciliation,
acknowledging Saskatchewan as the traditional territory of First Nations and Métis People.**

NOTICE OF CONFIDENTIALITY: This information is for the recipient(s) listed and is considered confidential by law.
If you are not the intended recipient, any use, disclosure, copying or communication of the contents is strictly prohibited.

January 10, 2023

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith:

RE: Creation of the Department of Indigenous Health and Wellness

As the Assistant Dean of Graduate Studies at the College of Medicine (CoM) at the University of Saskatchewan and faculty in the Department of Biochemistry, Microbiology, and Immunology, I am writing to strongly support the creation of a Department of Indigenous Health and Wellness in the CoM at the University of Saskatchewan.

Indigenous Health is not only one of the priorities of the CoM but is also part of the social accountability mandate of the AFMC (Association of Faculties of Medicine of Canada). The creation of this department is a concrete institutional change that aligns with the commitment of many medical schools in Canada. In this light, the new Indigenous Health Department will certainly serve to advance the College of Medicine's mission around social accountability, improved health outcomes, promote innovative and interdisciplinary research/education, leadership and community engagement, and cultural competence of CoM community; all through mutually beneficial partnerships with Indigenous peoples and communities.

As director of the Health Sciences Graduate Program unit, I foresee many opportunities for a collaborative academic platform that will expand learning opportunities for all health professional students at the CoM. This new department will also enhance the diversity of teaching and learning opportunities regarding Indigenous health, enable potential curriculum integration across several courses offered by the various departments and units in the CoM, and enrich faculty education on Indigenous health and wellness. For instance, the unit also serve to assist other units and departments in the CoM to develop curriculum or content related to

Indigenous health that is culturally sensitive and safe for our educational programs. The Indigenous Health Department is well positioned to support the work necessary to drive the culture change required within our College, University and Health system.

The creation of the Indigenous Health Department will increase the intake and retention not only of Indigenous faculty and students, but also of health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution, all meaningfully with measurable impact. This commitment by the College and University would obviously require new and sustained funds and resources for the success and sustainability of the department, but this is the least we can do promote full integration of Indigenous Health and Wellness into our educational programs.

I look forward to and fully support the creation of a Department of Indigenous Health in the College of Medicine at the University of Saskatchewan.

Sincerely,



Dr. Kiven Erique Lukong
Assistant Dean, Graduate Studies
Office of the Vice Dean Research
College of Medicine, University of Saskatchewan
Kiven.lukong@usask.ca



December 4, 2022

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dean Smith:

RE: Department of Indigenous Health and Wellness

I am so pleased to write this letter in support of a Department of Indigenous Health and Wellness. As the Director of Faculty Development in the College of Medicine, we recognize the need and support for this department on almost a daily basis. Increasingly the demands on faculty development require a strong understanding of the needs of our First Nations and Metis communities and how to engage and support all faculty in this work. This requires a connection to a network of Indigenous services, speakers, researchers and resources within the College of Medicine which we think this department would more ideally support and nurture. We would welcome this and are excited to support this development.

Timing is everything and now is the time. Much of our work in Faculty Development in the last few years has focused on implicit bias, raising awareness of racism and providing resources to faculty on professionalism, ethics, Equity, Diversity & Inclusion (EDI) and anti-racism. We have been building relationships with the Division of Social Accountability and collaborating on the ART in MedED project in some of these endeavors but more is needed. Always striving to be an ally and relying on the wisdom of the Indigenous Health Committee, we are ever learning and are humbled by how much more we have to learn to best support faculty in this work. We believe that the Department of Indigenous Health and Wellness will be a huge asset which is critical at this time to build and facilitate the current momentum. The challenges in healthcare and in teaching in the health care system in Saskatchewan need to be met particularly for our patients but also for our students. We cannot succeed in isolated silos. Working collectively and collaboratively will improve our overall success and the establishment of a Department of Indigenous Health and Wellness is a key ingredient.

Accreditation of residencies in medicine, increasingly demand demonstration of authentic and meaningful contributions to First Nations healthcare. This is a vulnerability in our programs. Continuing as we have will no longer meet standards. We have an opportunity to become leaders in this area in Canada. There are several national initiatives that members of our faculty have been contributing to related to Indigenous Health in both undergraduate and postgraduate medical education. With an organized and recognized department, I think their influence and the adoption of these resources would be more widespread regionally and throughout the province. With department status, there would be connections, communication and power to work with other departments to implement changes that would be instrumental in educational programs that cross jurisdictions and that would better meet accreditation standards. Advocacy efforts could be more impactful. Accreditation bodies would be more impressed with our efforts and these could become areas of exemplary contribution in medical education for others across the country.

There are implications for community engagement, research and quality improvement that could be facilitated more effectively through a Department of Indigenous Health and Wellness. We have many amazing people doing work in these areas and could amplify these efforts through the collective voice of a department. I think this might also facilitate the connections with others throughout the university working in this space; gathering momentum and achieving greater recognition through concerted efforts rather than fragmented or isolated pillars of success. This is all more achievable within a department structure in the College of Medicine.

This department will better serve to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/ education/ leadership, community engagement, and cultural competence of the College of Medicine community; all through mutually beneficial partnerships with Indigenous Peoples and communities. Our strategic priorities will be easier met in faculty development with the assistance of those working in this proposed department. We believe that this initiative could help increase the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution which is vital to creating the change we need to see in our health system.

Our Faculty Development program and the diverse team who supports faculty development in the College of Medicine across the province, strongly supports the formation of a Department of Indigenous Health and Wellness in the College of Medicine. Strategically, we see this as a key step for meeting both current and future faculty needs and will better serve both our learners and our patients.

Sincerely,

A handwritten signature in cursive script that reads "Cathy MacLean".

**Dr. Cathy MacLean MD, FCFP, MCIsc (Family Medicine), MBA, CCPE
Faculty Development Director, College of Medicine**

Telephone: (306) 236-5817
Facsimile: (306) 236-6485

8002 Flying Dust Reserve
Meadow Lake, Saskatchewan
S9X 1T8



Meadow Lake Tribal Council

Health and Social Development

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Preston Smith:

This letter is written in support of the creation of an Indigenous Health Department in the College of Medicine (CoM), at the University of Saskatchewan. This unit will be well positioned to support the work necessary to drive the culture change required within health care.

It is our understanding that this unit will serve to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, community engagement, and cultural competence of the CoM community; all through mutually beneficial partnerships with Indigenous peoples and communities.

Our organization's Mission Statement is *"The Meadow Lake Health & Social Development Authority will support the Meadow Lake First Nations to provide holistic, culturally appropriate health services which promote personal responsibility and healthy individual, families, and communities."* Our Vision is, *"Healthy individuals, families, and communities"*. These statements both align with the goals of this new department.

Increasing the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within this academic institution is vital to creating the changes we need to see in our current health care system.

We look forward to and support the creation of a Department of Indigenous Health in the College of Medicine at the University of Saskatchewan.

Sincerely,

A handwritten signature in black ink, appearing to read 'Marcia Mirasty', written in a cursive style.

Marcia Mirasty
Senior Director of Health

December 12, 2022

Dr. Preston Smith, Dean
College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dean Preston Smith,

Re: Formation of Department of Indigenous Health and Wellness

I am writing in strong support of the formation of a Department of Indigenous Health and Wellness. This department will serve as an important resource and support to the Undergraduate Medical Education program. I will summarize in the various ways in which we anticipate collaborating with the proposed department, to assist with recruiting and educating a physician workforce to better support the health of Indigenous Peoples in Saskatchewan and beyond. The formation of this department will advance, in concrete and meaningful ways, the actions we are called to make in response to the Truth and Reconciliation Commission's report to address health inequities for Indigenous Peoples (TRC#19). Working with MD program **admissions**, we anticipate that the department will provide guidance on culturally safe admissions processes for Indigenous applicants, support the Indigenous Admissions Circle, and develop recruitment programs including pre-admissions supports and mentorship opportunities working with on-campus and off-campus communities (TRC#23).

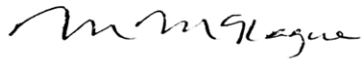
We anticipate that the department will serve as a key resource for medical program **curriculum**, providing consultation on curriculum content, and teaching by department members including on critical topics such as Indigenous health and wellness, Indigenous healing practices, cultural safety, colonization and de-colonization, and truth and reconciliation. The department will also support engagement with communities for curricular opportunities, such as pre-clerkship learning experiences within Indigenous organizations and communities and electives for both Indigenous and non-Indigenous students (TRC#22, 23, 24). The department also will support our program's ability to meet and exceed accreditation standards related to cultural competence and health care disparities.

The department will serve as a welcoming and **supportive hub** for students, providing physical space, Indigenous staff and Elders/Knowledge keepers who may provide individual and group support and cultural programming, and access to Indigenous counselling services and supports. The department will also provide **research support** for students engaged in or interested in research with Indigenous communities/patients, building the capacity of our future health care system leaders to engage respectfully and effectively in research with Indigenous communities. We anticipate the department

will serve an important role in recruitment and retention of Indigenous students to the health sciences (TRC#23).

We strongly believe that the formation of a Department of Indigenous Health and Wellness will have meaningful and positive impacts for our undergraduate medical education program and ultimately, on community health outcomes. We are fully in support of the formation of this department.

Sincerely,

A handwritten signature in black ink, appearing to read "M McKague". The signature is fluid and cursive, with the first letter of each word being capitalized and prominent.

**Meredith McKague, MD, MSc, CCFP
Associate Dean Undergraduate Medical Education**

December 7, 2022

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan

Dear Dr. Smith,


RE: Creation of the Department of Indigenous Health & Wellness

This is to convey my strongest support for the creation of the Department of Indigenous Health & Wellness in the College of Medicine at the University of Saskatchewan. As you know, Indigenous health and wellness is one of the priorities of the College of Medicine. The creation of this Department could be the academic platform upon which Indigenous health can be approached from a clinical service, education, research, and quality improvement perspectives. This department should be equitably resourced as other existing departments within the College of Medicine. Without the appropriate resources advancing Indigenous health and wellness will be a challenge.

From the historical perspective, the creation of the Department of Indigenous Health & Wellness at the College of Medicine reflects the spirit of the medicine chest clause of Treaty 6. This department has the potential to lead Indigenous health and wellness at a national level and could give our university a competitive edge in this field.

The Department of Indigenous Health and Wellness is long overdue and it is the right step to take on the spirit of truth and reconciliation and I fully support its establishment.

Yours sincerely,



Ivar Mendez, MD, PhD, FRCSC, FACS, DSc (hon), FCAHS
Fred H. Wigmore Professor & Provincial Head of Surgery

IM/be



UNIVERSITY OF SASKATCHEWAN

School of
Rehabilitation Science

COLLEGE OF MEDICINE
REHABSCIENCE.USASK.CA

104 Clinic Place
Saskatoon, SK S7N 2Z4 Canada
Telephone: 306-966-6579
Fax: 306-966-6575

December 16, 2022

Dr. Preston Smith, Dean
College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith,

Re: Department of Indigenous Health and Wellness

This letter is to state my support for the establishment of a Department of Indigenous Health and Wellness in the College of Medicine. I believe this department would be an important asset and should take a leadership role in the College in advancing the Calls to Action for Truth and Reconciliation.

I would look forward to the School of Rehabilitation Science (SRS) working with this department to advance the mission of the school and the college regarding social accountability, community engagement and cultural competence. I see needs in the SRS that would be supported and guided by this department in improving the culture and supports for Indigenous students, attracting Indigenous faculty to the school, and increasing opportunities for innovative education and research in Indigenous health and wellness for the betterment of rehabilitation in the province and beyond. To that end, I support appropriately funding this department to enable it to engage in this much needed and timely work.

Sincerely,

A handwritten signature in blue ink, appearing to read 'T. Paslawski'.

Teresa Paslawski, PhD, CCC-SLP
Associate Dean, School of Rehabilitation Science,
College of Medicine, University of Saskatchewan



FSIN OFFICES

November 21, 2022

Head Office

#10 – 134 Kahkewistahaw
Crescent
Saskatoon, SK S7R 0M9
Business (306) 665-1215

Attention: Dean of Medicine, University of Saskatchewan

This letter is on the behalf of the Federation of Sovereign Indigenous Nations (FSIN) and affirms our support for the University of Saskatchewan (USASK) to commence working towards the establishment of a Department of Indigenous Health and Wellness in the College of Medicine. As we work towards being inclusive, and mindful that the future home will create the opportunity for western medicine, and Indigenous Ways of Knowing to complement one another in understanding health, and well-being.

We are looking forward to seeing USASK lead this important work, partnering with other institutions including the Saskatchewan Indian Institute of Technologies (SIIT), where they continue to lead and be the institute of choice for First Nations peoples. There is a monumental opportunity to forge new paths and create innovative programming that will assist in ensuring that USASK College of Medicine will create the necessary space for those wishing to pursue Medicine, and all other health related fields.

The proposed Department of Indigenous Health and Wellness, situated in the College of Medicine is promising, and we're hopeful that this reaffirms, rekindles, and reawakens reconciliation pathways that will forge health, and well-being for all.

chi-miigwech – kinanâskomitin – pilâmayaye – mars,

Vice Chief David Pratt

Office of the First Vice Chief

FEDERATION OF SOVEREIGN INDIGENOUS NATIONS

Indian Governments of Saskatchewan

cc. Tavia Laliberte, Vice President, Academics, SIIT

*Protecting and
enhancing
Treaty Rights for
First Nations of
Saskatchewan*



UNIVERSITY OF SASKATCHEWAN
College of Medicine

OFFICE OF THE VICE-DEAN RESEARCH
MEDICINE.USASK.CA/RESEARCH.PHP

Office of the Vice-Dean Research
<https://medicine.usask.ca/research/>

Dean's Office Suite
Box 19, 107 Wiggins Road
4A20, Health Sciences Building
Saskatoon SK S7N 5E5 Canada
Telephone: 306-966-2621
Fax: 306-966-6164

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Preston Smith:

RE: Creation of the Department of Indigenous Health and Wellness

As the Vice-Dean of Research in the College of Medicine at the University of Saskatchewan, I am writing this letter to express my strong support for the creation of an Indigenous Health Department in the College of Medicine. The Office of the Vice-Dean Research agrees that forming such a unit within the College of Medicine structure will provide the leadership and organizational support necessary to drive the culture change required within our College, University, and healthcare system.

This department will be well positioned to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research, and education. The Department of Indigenous Health and Wellness will provide leadership in developing genuine community engagement, and improving the cultural competence of the College of Medicine community through its mutually beneficial partnerships with Indigenous peoples and communities.

The Office of the Vice-Dean Research aspires to strengthen the research capacity in the College of Medicine by providing support for the research community with transparency, accountability, and equity. We are committed to enabling meaningful health research across the College of Medicine and encourage interdisciplinary collaboration, seeking to empower and engage of our faculty, staff, and students to challenge the boundaries of knowledge creation. These efforts would be improved through partnership with the Department of Indigenous Health and Wellness

To conduct this important work, this department would require new and sustained funds and resources for the success and sustainability of the department which I highly support. Increasing the number of Indigenous faculty, staff, students, health care providers, and

community researchers within our academic institution is vital to creating the change we need to see in our health system.

We appreciate the opportunity for us to provide our support for improving Indigenous health within our College and Saskatchewan as a whole. We look forward to and support the creation of a Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan.

Sincerely,

A handwritten signature in black ink that reads "Marek Radomski". The signature is written in a cursive style with a period at the end.

**Marek Radomski, MD, PhD, DSc, Dhc, FCAHS
Vice-Dean Research, College of Medicine
University of Saskatchewan**

Vivian R Ramsden, RN, BSN, MS, PhD, MCFP (Hon.)
Professor & Director, Research Division
West Winds Primary Health Centre
3311 Fairlight Drive
Saskatoon, SK S7M 3Y5

November 29, 2022

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith:

Re: Letter of Support for the Department of Indigenous Health and Wellness

I am honoured to submit a Letter of Support for the Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan.

Context:

I have had the opportunity to a Member of the Indigenous Health Committee for a number of years. Thus, the idea of bringing together both Indigenous and non-Indigenous clinicians and scholars to address the needs of the communities with the communities is awe inspiring.

This framework would adhere to the Ethical Framework outlined in Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council, Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) – Chapter 9, December, 2018. The building of relationships with the community is integral to engaging in research with the community. Thus, this has the potential to engage Indigenous Elders, Knowledge Keepers and communities in co-creating questions with researchers that will work with them to answer the questions in a meaningful way.

There are a number of scholars who are a part of research teams that are grounded in the community by the community. Such a Department would be able to demonstrate both the breadth of practice improvement (quality improvement, local data that will change policy/practice and research) and further mentor and co-create projects, programs and clinical activities that meet the needs of the peoples in ways that are meaningful to them.

Departmental Activities:

Given the development of this new Department, “new” resources will be required if we are going to both change the way the Department engages with communities who in turn will drive the research to be undertaken in and with the communities. Funding needs to be available to engage in ceremony e.g. Elders supporting and encouraging the work, Knowledge Keepers, tobacco and

cloth, smudging; to ensure that clinical practice takes into account ethical space (bringing Western medicine and traditional healing practices together); and enhance teaching and engagement in communities so that the values of the communities are espoused e.g. respect, kindness, humility. These ceremonies and activities will ensure that the Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan is role-modelling authentic engagement at every level while working with Indigenous communities in new and innovative ways.

Scholarship will recognize communities, clinicians integrating scholarship into daily practice, and encourage collaborative opportunities that address community questions that address the gaps in health/wellness.

Summary:

Thus, it is my pleasure to strongly support the creation of a Department of Indigenous Health and Wellness in the College of Medicine at the University of Saskatchewan. This Department has the potential to improve the health of the communities with the communities. If you have any questions or concerns, do not hesitate to contact me at your earliest convenience.

Yours sincerely,



Vivian R Ramsden, RN, PhD, MCFP (Hon.), FCAHS

Tel: 306-655-4214 Cell: 306-229-2412

Fax: 306-655-4895

e-mail: viv.ramsden@usask.ca



December 19, 2022

Dr. Preston Smith, Dean
College of Medicine
University of Saskatchewan

DELIVERED VIA EMAIL

Dear Dr. Smith:

This is to provide my strong support for the development of the Department of Indigenous Health and Wellness (DIHW) in the College of Medicine at the University of Saskatchewan.

The University of Saskatchewan's University Plan 2025 is aspiring toward Transformative Decolonization leading to reconciliation, productive collaboration, and meaningful impact. The DIHW will ensure we are, focusing on our indigenous students, faculty, and staff at the College of medicine. This will be a major step in demonstrating the commitment to the plan of productive collaboration.

Given the above strategic direction of the University, the specific focus and priorities within the college of medicine (Strategic Plan 2017-2025), and the PGME (PGME strategic Plan 2021-2025) to ensure our college aligns with University Plan 2025 the establishment of DIHW will provide a much-needed academic base and become a critical resource for education and research- two aspects of the core business of our university. Up until this time, this work has had pockets of excellence and an overall ad hoc approach. Going forward, a strategic approach is required and this department will become a "central" space to pull together isolated initiatives and a silo approach to provide a coherent and a synergistic means to establish a vision and move towards excellence. My understanding is that this department, in addition to indigenous faculty and students, would be a welcoming space for those who are working to gain a better understanding of our indigenous communities, and partners in medical education. DIHW will provide a more coherent approach to cultural teaching and education across CoM which will have an impact across campus. The proposed DIHW will be the first of its kind in Canada - this is important to enhance and demonstrate the College of Medicine is a leader in taking steps toward the commitment to Respond to the Calls to Action in Canada's Truth and Reconciliation report. This "differentiation" will help our university's meaningful work and contribute to its branding and global aspirations. The benefits of DIHW to both the educational and social communities, by working to build culturally relevant curriculums and assist with curriculum planning, in the education and training of future physicians is essential. The PGME office would certainly benefit from collaborations with the new department for curricular changes (incorporating indigenous perspectives, learning from elders and knowledge keepers, and integrative medicine), developing new sites of training and recruitment and retention. It is vitally important to gain this required knowledge working toward these calls to action and EDI from the Knowledge Keepers who have the experience to better serve our Indigenous communities.

As we head toward becoming the University the World needs it is my privilege to provide my support for this important department in the College of Medicine.

Sincerely,

Anurag Saxena MD, M.Ed., MBA, FRCPC
Associate Dean, Postgraduate Medical Education
University of Saskatchewan



December 21, 2022

Dr. Preston Smith
Dean of Medicine

Dear Dean Smith:

I am writing to express my support for the development of a Department of Indigenous Health. Doing so would demonstrate that we recognize the need to be intentional in our efforts to elevate Indigenous Peoples' place in society. As a province with one of the highest percentage of Indigenous citizens, it behooves us to lead the way nationally.

A Department of Indigenous Health would be instrumental in advancing health system responses to the TRC Calls to Action. We, the leaders in the University, are those people who can affect change and are called upon in Action #22 to recognize the value of Indigenous healing practices. A Department of Indigenous Health could facilitate improved cultural competence of all healthcare professionals, recruitment and retention of Indigenous healthcare providers (Action #23), and in turn provide more robust educational programming regarding Indigenous health and healthcare gaps (Action #24).

The Department of Obstetrics and Gynecology would welcome the opportunity to learn from and work alongside partners in Indigenous health. Indigenous communities in Saskatchewan are seeking to revitalize and promote traditional birth practices. As a system, we need to explore opportunities to support this work, ensuring culturally safe and respectful processes and alliances.

I would also hope that the Department of Obstetrics and Gynecology would be able to collaborate with a Department of Indigenous Health in the area of research. In order to close the gap in health outcomes we need to better understand them. Historically, Indigenous peoples have not been partners in the research that has been done on them and their communities. Trust has been eroded and we struggle now to engage with Indigenous communities. Our residents and faculty would benefit from the expertise within a Department of Indigenous Health to help us ask the right questions in the right ways and become a trusted partner.

We have much to learn, including a better understanding of the impacts of past, present, and future policies on Indigenous communities. Establishing a Department of Indigenous Health would be indispensable in our work to address systemic racism. Such a department would not only benefit Indigenous Peoples, but the whole of our academic community and beyond.

Thank you for your consideration,

Joanne Sivertson, MD FRCSC
Provincial Department Head, O&G
University of Saskatchewan / Saskatchewan Health Authority

cc **Dr. Janet Tootoosis, Interim Vice Dean Indigenous Health**

lr





**Wellness
Wheel**

Culturally Responsive Care

Wellness Wheel, Inc.
3013-5th Ave
Regina, SK S4T 0L6

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

December 23, 2022

Dear Dr. Preston Smith:

RE: Creation of the Department of Indigenous Health and Wellness

As the Division Lead for Infectious Diseases (Regina) and the Clinical Director of Wellness Wheel, this letter serves to express my and my teams' strong support for the creation of an Indigenous Health Department in the College of Medicine (CoM), at the University of Saskatchewan. I wholeheartedly agree that this new department within the College of Medicine structure is well positioned to support the work necessary to drive the culture change required within our College, University, and the health system.

It is our understanding that this unit will be positioned to advance the College of Medicine's mission of social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, authentic community engagement, and cultural responsiveness. This critical priority within the CoM community can be achieved through mutually beneficial partnerships with Indigenous Peoples and communities.

As the Clinical Director for Wellness Wheel, our interdisciplinary clinical team has seen, first hand, the positive impact of developing and maintaining authentic community partnerships with First Nations leaders, communities, and community members. Collaborating with Indigenous Peoples and communities, utilizing a community led and community developed approach to health and service delivery has potential for immense benefits for community membership. This pivotal approach serves as an excellent foundation to move forward the Truth and Reconciliation Calls to Action, particularly for health, in a good and strength-based way.

Further, through a dedicated department for intersectional collaboration, an increase in the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff will significantly contribute to our academic institution. This participation is vital to inform the systemic change required for our health system to be able to provide equitable access to care for Indigenous Peoples across Saskatchewan. Although a new Department of Indigenous Health will



**Wellness
Wheel**

Culturally Responsive Care

Wellness Wheel, Inc.
3013-5th Ave
Regina, SK S4T 0L6

re quire sustained funds and re sources for the succe ss and sustainability of the de partme nt, Ifully support the commi tme nt of this important and ne ce ssary work for the be nefit of the communitie s and partne rs e ngage d with the CoM.

We thank you for the opportunity for us to offe r e nthusiastic support of this advance ment of Indige nous heal th in Saskatchewan. We look forward to the deve lopment of a De partme nt of Indige nous Health in the Colle ge of Me dicine at the Unive rsity of Saskatche wan.

Sincere ly,

Susanne Nicolay, RN for Stu Skinner

**Dr. Stuart Skinner MD, FRCPC
Infe ctious Dise ase Specialist
Clinical Assistant Professor, University of Saskatchewan
He ad, Division of Infectious Diseases**

Clinical Dire ctor, We llness Wheel, Inc

stuart.skinner@usask.ca

p. 306-757-9012

f. 855-954-4539



UNIVERSITY OF SASKATCHEWAN
College of Medicine
DEPARTMENT OF EMERGENCY MEDICINE
MEDICINE.USASK.CA

Royal University Hospital
103 Hospital Drive
Saskatoon, Saskatchewan
Canada S7N 0W8

Tuesday, October 11, 2022

Dr. Preston Smith
Dean of Medicine
College of Medicine
University of Saskatchewan

Dear Dr. Smith:

RE: Letter of Support, Department of Indigenous Health

I fully support the creation of a Department of Indigenous Health. I believe it will be an important value add to the College of Medicine, the Saskatchewan Health Authority, and the people of Saskatchewan.

Please feel free to contact me if you require any further information.

Sincerely,

James Stempien, BSC, MD, CCFPEM, FCFP, CCPE
Provincial Head
Department of Emergency Medicine

February 9, 2023

Dean's Office Suite, College of Medicine
Box 19, 107 Wiggins Road
4A20, Health Sciences Building
Saskatoon SK S7N 5E5 Canada
Fax: 306-966-6164

Dean, College of Medicine
University of Saskatchewan
4A20. 12 Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith,

RE: Department of Indigenous Health and Wellness

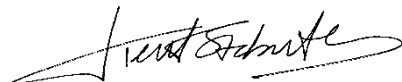
I write this letter of very strong support for the creation of a Department of Indigenous Health and Wellness in the College of Medicine. I recognize daily the important need for this department. The increasing demand on the education our learners – medical students, residents, fellows, faculty, and staff in the understanding of the needs of our First Nations and Metis communities. This new Department is well positioned to support the work necessary to drive the culture change required within our College, University, and the health system.

The support and advancement of social justice through this new Department will advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, community engagement, and the cultural competence of medical education community. The collaboration between this Department and medical education will be a mutually beneficial partnership to grow our relationships with Indigenous Peoples and communities.

Increasing the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution is vital to creating the change we need to see in our medical education system. This new Department will position the College of Medicine and the University to be local, national, and international leaders in Indigenous health excellence.

Medical educators look forward to and support the creation of a Department of Indigenous Health in the College of Medicine at the University of Saskatchewan.

Sincerely,



Kent Stobart MD MSc FRCPC CCPE
Professor
Vice Dean Education

January 11th, 2023

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dean Smith:

RE: Department of Indigenous Health and Wellness

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

There is a historical debt to Indigenous Peoples in our province: they are overrepresented as users in health systems but yet underrepresented in the health workforce, especially in higher levels of decision-making and training in medical schools. Indigenous faculty and students face specific barriers in settler colonial institutions permeated by racism. The Truth and Reconciliation Calls to Action (2015) call upon Canadian medical schools “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 of the Rights of Indigenous Peoples, Treaties and aboriginal rights, and Indigenous teachings and practices” through “skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.” (Call 24, TRC) We see the emergence of this department as a concrete way to respond to this call; to prioritize the pressing health inequities that disproportionately impact Indigenous Peoples in our province; and to provide supportive environments for Indigenous faculty, students, and staff. Most importantly, we support the need for sovereign spaces of Indigenous governance that recognize the principles of the TRC and UNDRIP.

We look forward to supporting and collaborating with the future Department of Indigenous Health and Wellness and remain hopeful that it will become a model for other medical schools in Canada.

Sincerely,

A handwritten signature in black ink that reads "Manuela Valle-Castro".

Manuela Valle-Castro, PhD

Director, Division of Social Accountability



Dr. Preston Smith
Dean, College of Medicine, University of Saskatchewan

Dr. Janet Tootoosis
Vice Dean, Indigenous Health, College of Medicine, University of Saskatchewan

Re: Indigenous Health & Wellness Department

In my role as Associate Dean for the Regina Campus, College of Medicine, I fully support the development of the Indigenous Health & Wellness Department.

This department is a key to equity, diversity and inclusiveness. It will allow our faculty, students and staff an enhanced understanding of the Indigenous culture and our collective ability to provide care now and in the future.

We have surveyed our students over the last few years and one of the distressing results were students lack of understanding of the culture and what that means to them as future physicians.

The department will help this immensely. This department will need the support of the University and the College of Medicine. This includes stable funding for the department to be successful. This department will also enhance research opportunities within the unit/the province & nationally.

It is truly a win-win for all of us.

Sincerely,

A handwritten signature in blue ink that reads 'Gill White'.

Gill White MD CCFP
Associate Dean of Medicine
Regina Campus
University of Saskatchewan



**PRINCE ALBERT GRAND COUNCIL
HEALTH & SOCIAL DEVELOPMENT**

Chief Joseph Custer Reserve #201

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September 12, 2022

Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Preston Smith:

This letter is written in support of the creation of an Indigenous Health Department in the College of Medicine (CoM), at the University of Saskatchewan. As an Indigenous health organization, PAGC agrees that such a unit within the College of Medicine structure is well positioned to support the work necessary to drive the culture change required within our College, University and Health system.

It is our understanding that this unit will serve to advance the College of Medicine's mission around social accountability, improved health outcomes, innovative and interdisciplinary research/education/leadership, community engagement, and cultural competence of CoM community; all through mutually beneficial partnerships with Indigenous peoples and communities. Our organizations (values/mission/vision/goals) for health are and align with some if not all the goals of the new department.

Increasing the number of Indigenous faculty, students, health care providers (nurses, doctors, pharmacists, physiotherapists, and occupational therapists), community member researchers, and staff within our academic institution is vital to creating the change we need to see in our health system.

We look forward to and support the creation of a Department of Indigenous Health in the College of Medicine at the University of Saskatchewan.

Sincerely,

Shirley Woods,
Director of Health and Social Development

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

PRESENTED BY: Vicki Squires, Chair; Darrell Mousseau, Vice Chair, Planning and Priorities Committee (PPC)

DATE OF MEETING: March 16, 2023

SUBJECT: Proposal to move the reporting of the Toxicology Centre from the Office of the Vice President Research to the School of Environment and Sustainability (SENS)

NOTICE OF MOTION:

The Planning and Priorities Committee (PPC) recommends that the reporting structure of the Toxicology Centre be moved from the Office of the Vice President Research to the School of Environment and Sustainability, effective April 24, 2023, pending approval of the Board of Governors and confirmation of University Senate.

SUMMARY:

This is a notice of motion for University Council’s consideration on March 16, 2023, regarding the Toxicology Centre’s reporting structure. PPC is recommending that the reporting structure be moved from the Office of the Vice President Research to the School of Environment and Sustainability (SENS).

On behalf of PPC, this document confirms that the following consultations with Council committees took place, including: the Research Scholarly and Artistic Works Committee, Academic Programs Committee, Centres Subcommittee of PPC, and finally by PPC, which was then recommended for approval to University Council on March 1, 2023.

Information was provided to these committees and is now submitted to Council by Dr. Patti McDougall, Deputy Provost, Dr. Karsten Liber, Executive Director of SENS, and Dr. Markus Brinkman, Director of the Toxicology Centre.

The recommendations will be presented to USask’s governing bodies on the following dates:

Board of Governors	April 18, 2023
University Council	April 20, 2023
University Senate	April 22, 2023

ATTACHMENTS

- a. Briefing Note on Shifting a Reporting Line: Moving the Toxicology Centre into SENS (February 2023)
- b. Toxicology Reporting Structure Presentation

Briefing Note
Shifting a Reporting Line: Moving the Toxicology Centre into the School of Environment and Sustainability
(February 2023)

1.0 Background

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

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

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

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

2.0 Current Governance Structure and the New Vision

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

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

With this proposal, we seek to move the direct reporting line of the Centre from the VPR to SENS which, as a School, reports to the Provost. The effort to make this move happen has been underway for well over one year with much discussion happening within a range of units. Information on these discussions and deliberations is included in Section 3.0.

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

Figure 1: Current Structure

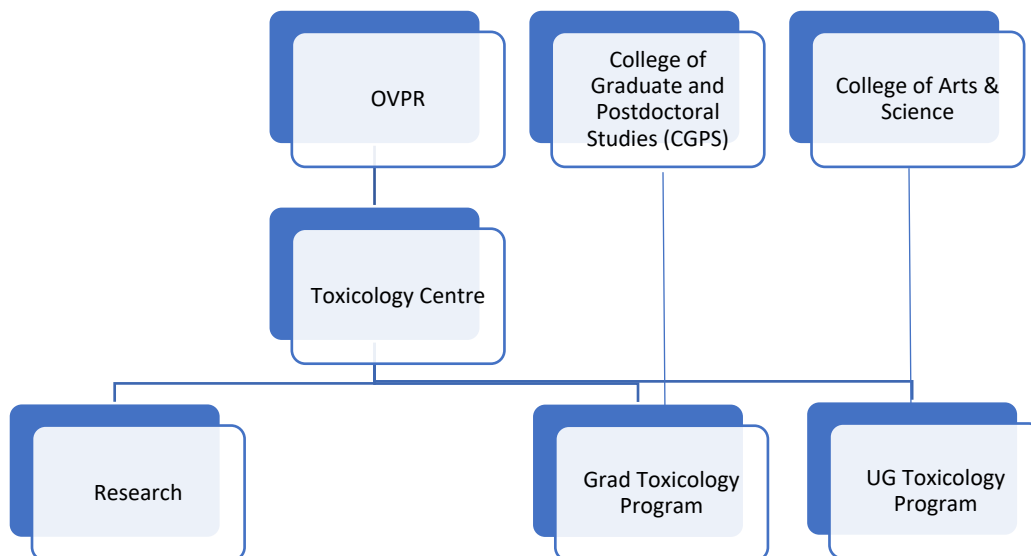
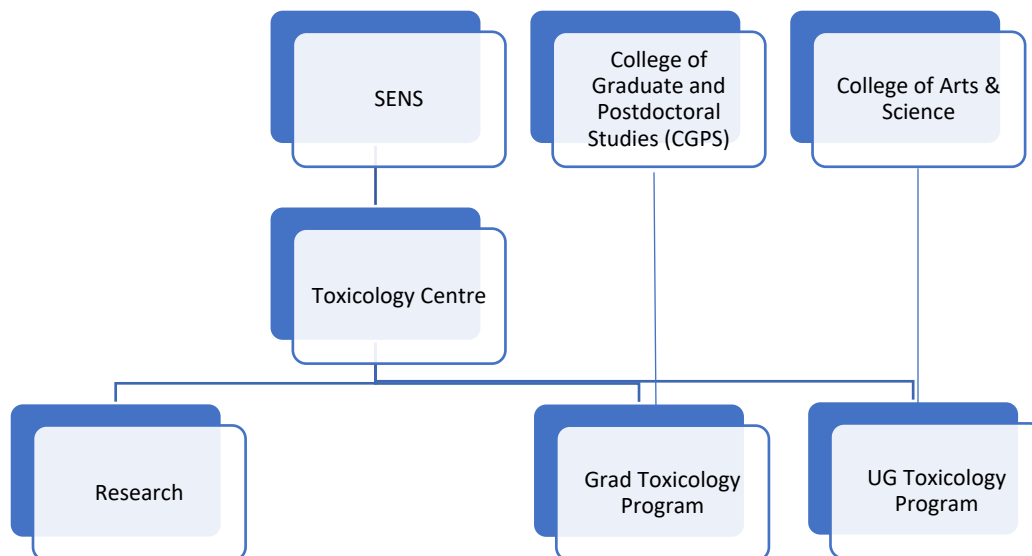


Figure 2: Proposed Structure



3.0 Why SENS as the Academic Home?

While four colleges have actively participated in building capacity in the Toxicology Centre (Western College of Veterinary Medicine, School of Environment and Sustainability, Agriculture and Bioresources, Arts and Science), two have been the strongest contributors and supporters – the WCVM and SENS. For years, the 15 core faculty members contributing to the Toxicology Centre and programs have largely had their academic homes in these two units (67% of core faculty). At the present time, most of those faculty members are in SENS and 90% of all the research activity in the Centre is conducted by SENS faculty. (Note: Today the core is down to 13 faculty members due to retirements with five of those being in SENS).

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

A summary of the steps to date:

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

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

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

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

The proposed move of the Toxicology Centre to SENS (a unit with a balanced budget) will create a solid budgetary and organizational foundation from which it can keep growing and continue building its already globally recognized brand with the aim to become the #1 Interdisciplinary Toxicology Program in the world.

4.0 Operational Principles

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

In short, existing SENS and Toxicology activities and programs will remain largely separate but operate under the umbrella of SENS. This approach will ensure the continued high-quality of research and academic activity within the two units. There will be minimal impact on the day-to-day activities of SENS.

5.0 Strategic Advantages of the Proposed Change

The need for well-trained toxicologists is escalating in response to Canada’s (incl. Saskatchewan’s) active and expanding natural resources sector, increasing regulatory requirements, and growing political focus on environmental pollution and food safety. This need is not expected to diminish and will likely increase even further in future years. In addition, Canadian society generally expects that governments and industry will ensure a healthy environment and healthy food supply, as well as provide thorough assessment and regulation of chemicals and pollutants, including industrial emissions, pesticides, and pharmaceuticals. Today, this is particularly true in Canada’s North where many Indigenous communities

worry about the expanding natural resource sector and associated environmental degradation. The Toxicology Centre and associated academic programming train students to serve in these capacities and graduates continue to be in high demand. The demand is even greater on a global scale which presents an enormous opportunity for USask to take global leadership and be seen as *the* place where top international students want to come to train in toxicology. The potential here is huge.

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

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

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

6.0 Implementation Plan and Financial Considerations

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

The proposed approach is for the Toxicology Centre to remain a centre, but to move that centre from oversight of the VPR to oversight by SENS. In short, the Toxicology Centre would become a centre solely under SENS. While Toxicology would fall under SENS, it is imperative that Toxicology remains interdisciplinary (which SENS already is) and that it retains strong relationships and partnerships with the WCVM, AgBio and A&S. Essentially, Toxicology will continue to operate more or less under the model that exists now, only the reporting line changes. No faculty will have to change their academic homes or become jointly appointed.

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

7.0 Discussions with RSAW

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

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

8.0 Discussion at the Centres Subcommittee (of PPC).

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

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

Presented by:

Patti McDougall

Markus Brinkmann

Karsten Liber

Appendix A

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

(February 2023)

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

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

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

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

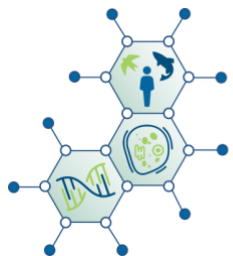
- “No concerns Markus. Good to see some things are moving along even if they don't affect me directly.”
- “I support the administrative move for Toxicology into SENS.”
- “Thanks for providing the clear email and outlining document. Your work with Karsten to move this forward quickly is very much appreciated.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

Appendix B

Letter of Support from the Chairs (Past, Present) of the Toxicology Graduate Student Association

Appendix C

Letter of Support from Dean, College of Graduate and Postdoctoral Studies



Dr. Markus Brinkmann, Director

Toxicology Centre, University of Saskatchewan
44 Campus Drive
Saskatoon, SK S7N 5B3, Canada

February 3, 2023

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

Dear Dr. Brinkmann,

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

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

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

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

Sincerely,

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

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

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

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



February 9, 2023

Patti McDougall
Deputy Provost

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

Dear Dr. McDougall,

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

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

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

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

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



Sincerely,

A handwritten signature in blue ink, appearing to read 'Debby Burshtyn'. The signature is fluid and cursive, with the first name 'Debby' being more prominent and the last name 'Burshtyn' following in a similar style.

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

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



February 21, 2023

Patti McDougall
Deputy Provost

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

Dear Dr. McDougall,

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

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

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

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

Sincerely

Peta Bonham-Smith
Dean, College of Arts & Science

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



Shifting a Reporting Line: Moving the Toxicology Centre into SENS

March 1, 2023

Areas of discussion

- Brief background on the Toxicology Centre
- Current state and the new vision
- Why SENS?
 - a) Consultations
- What changes?
- How is this a better positioning?
- Discussion

Please see the written document in the PPC package for additional detail

Brief Background

- Toxicology – a recognized strength of USask for over two decades – with activities run out of the Toxicology Centre for over 40 years
- The activities of the centre blend together research and training of students
- We train world-class toxicologists and we provide leadership – *regionally, nationally, and internationally* in the practice of toxicology.



UNIVERSITY OF SASKATCHEWAN

Toxicology Centre

TOXICOLOGY.USASK.CA

Current State - Organization

- The Toxicology Centre reports to the Vice-President Research
- Markus Brinkmann was recently appointed to be the Director of the Centre



Next Step - Organization

- In order to flourish and in order to achieve future potential, the Toxicology Centre needs to be part of an academic unit.
- The Toxicology Centre will be re-positioned as a centre within the School of Environment and Sustainability (SENS).

Why SENS?

- Early conversations and consultations included consideration of which academic home would be best for the Centre
- Two clear possibilities: WCVM and SENS
- Extensive discussions leading to a decision on moving to SENS



What will change in the daily lives of those associated with the Toxicology Centre?

- The Toxicology Centre will continue to function as a distinct unit – now under the umbrella of SENS
 - The day-to-day operational decisions made by the Director
 - Minimal impact on the day-to-day activities of SENS
- The Toxicology Centre will remain a centre under the University's Centres Policy (e.g., for review purposes)



How does this position the Toxicology Centre in a better way?

The Toxicology Centre will be positioned to be responsive to increasing demand from multiple sectors and can move forward to take global leadership

- ✓ Centre will be embedded within an academic unit
- ✓ Enhanced access to staff support (e.g., research facilitation and communication)
- ✓ Renewed foundation for collaborative spirit
- ✓ Easier participation of with USask signature areas
- ✓ Expanding graduate student opportunities (linkages between existing programs and development of new programs)
- ✓ Platform to stabilize funding for a research centre

Thank you!

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

PRESENTED BY: Vicki Squires, Chair; Darrell Mousseau, Vice Chair, Planning and Priorities Committee (PPC)

DATE OF MEETING: March 16, 2023

SUBJECT: Resource Allocation 2023/24

SUMMARY:

There will be a report for information presented to University Council on March 16, 2023, on Resource Allocation for 2023/24. The report will be presented by Dr. Airini, Provost and Vice President Academic. Resource allocations (budget allocations) to colleges, schools, and administrative units.

On behalf of PPC, this document confirms to Council that PPC received updates on the principles and guidelines, and financials for the Resource Allocation in 2023/24 on February 8, 2023. On March 1, 2023, PPC reviewed additional information. Decision related to allocations to colleges, schools, president and vice presidents, institutional funds, strategic funding, and financial sustainability strategies. Information was provided by Dr. Airini, Provost and Vice President Academic, Dr. Patti McDougall, Deputy Provost, and Institutional Planning and Assessment.

ATTACHMENTS

None.

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We are pleased to present the Council report for January and February. During this time, the University of Saskatchewan Students' Union (USSU) has been working on various initiatives to improve students' lives on campus and advocate for their needs.

Advocacy

Advocacy is crucial in meeting students' academic and non-academic needs. At the USSU, we are committed to advocating for students at all levels of government and within the university community.

Our advocacy efforts extend to federal, provincial, and municipal levels of government, where we work to promote policies and initiatives that support the needs of our student population. We also engage with the university administration to advocate for improvements to academic programs, student services, and campus facilities.

Through our advocacy work, we aim to create a positive and supportive environment for all students at the University of Saskatchewan. By working with government and university partners, we can make meaningful progress towards meeting the needs of our students and improving their overall university experience.

If you are a student at the University of Saskatchewan and have concerns or issues that require advocacy support, please do not hesitate to contact the USSU. We are here to represent and support you in all aspects of your academic and non-academic life.

USSU Provincial Lobby

This year we are putting forward advocacy policies to help students and support our province's growth plan. Saskatchewan's future is in the hands of post-secondary students. Supporting higher education in Saskatchewan is the greatest way to achieve impactful research, economic development, and dynamic employment sectors. All students in this province need a pathway to affordable and accessible education. We are presenting these recommendations to the Ministry of Advanced Education to encourage the prioritization of Advanced Education and for ongoing collaboration with Saskatchewan undergraduate students to address and alleviate systemic challenges. Investing in students means investing in Saskatchewan.

Recommendations:

1. Eliminate Saskatchewan Student Loan Interests.

2. One-Year Student Loan Repayment Grace Period.
3. Increase Scholarships, Grants, and Bursaries for Indigenous and International Students.
4. Policies to Expand Reviews of Sexual Violence Preventative Measures at Post-Secondary Institutions Every Three Years.
5. Increased Support and Funding for Student Wellness and Mental Health Resources for Northern Communities.
6. Career Development.

Food insecurity Letter

USSU has written a letter to the university administration urging them to address food insecurity on campus. And requesting them to provide financial support to students as they go through this challenging time of the year.

Student Wages Letter

President Goswami wrote a letter to VP Finance and Resources Greg Fowler about the Student Wages Discrepancy across USask Campus with the following recommendations:

1. Student representation in the wages negotiation committee for student employees.
2. Conducting a cross-jurisdictional comparison of other university undergrad rates.
3. Add in the section that clarifies that the hiring manager has the authority to place within salary band 3 if the student is from a professional college or holds other education and experience that is required.
4. Creating transparent communication channels between USask employees and students regarding hiring practices, HR policies, and employee malpractices reporting portal.

Due to our collaboration efforts and communication, we were able to complete all of the recommendations.

Letter to the Minister of Advance Education

President Goswami has written a letter to the Minister of Advance Education advocating for increased funding for post-secondary education in Saskatchewan. The letter highlights the importance of investing in education to ensure students have the resources they need to succeed.

Prayer and Wellness Spaces on Campus

President Goswami submitted the letter in collaboration with Maria Haneef and Fiza Baloch to the Provost's Office and the University library. The letter highlighted the importance of campus wellness/ prayer spaces and how they relate to students' wellbeing. Due to the lack of prayer spaces on our campus, many students pray in hallways, between bookshelves in the library, or any available space. As a student leader, I strongly believe our campus's current situation does not match our commitments' standards. I am working with the Provost's Office to identify possible space and other necessary resources.

Concerns:

1. Students require quiet and private spaces to perform their daily prayers and the current facility on campus is often inadequate, overcrowded, and inaccessible. This creates difficulties for students who have to leave their classes, offices or study spaces and travel to pray, causing them stress and distractions from their studies and other activities.
2. USask's standards to operate current prayer spaces on campus as compared to other U15 Universities.
3. The current Musallah is not well-furnished or equipped enough to handle the rapidly growing Muslim population on campus.

Recommendations:

Short-term solutions:

1. A tour of the current prayer space on campus with the provost, appropriate representatives from the university, and the USSU president in Saskatchewan Hall 21.
2. A short-term renovation and minor fixtures to make the space more accessible.
3. Online presence of resources and prayer locations visible like other U15 Universities.
4. Considering Murray Library's current renovations and including a room/time dedicated to prayer.

Long-term solutions:

1. Identify other possible prayer and wellness spaces around the campus in the next three years. Specifically, in the libraries where students spend most of their time.
2. Consideration of prayer space and wellness spaces in the upcoming university renovations or new construction projects, including residences.

Black History Month

The USSU provided significant financial support to PASA and other stakeholders in organizing events during Black History Month. This support enabled PASA to host a series of events, including panel discussions, workshops, and a gala. The financial resources, collaboration, and presence of USSU executives and the President helped

create a successful and meaningful celebration of Black history and culture on campus. Such initiatives contribute to developing an inclusive and supportive campus community, promoting diversity, equity, and inclusion.

De-Stress

The VP Miglani hosted another De-Stress initiative, the second edition of our rock climbing event, where we sponsor climbing orientations and encourage students to try rock climbing at the PAC, promoting the facilities and a healthy lifestyle.

Bike Work Stations

The Bike workstations have been envisioned as a long-term project to enhance students' physical and mental well-being and serve as a new learning and de-stressing pathway. These workstations have been receiving great numbers daily, and their usage has increased exponentially. The USSU has three work bike stations, and after conversations with the library, they are looking into purchasing some for the main floor.

Academic Awareness Week

VP Jacob organized an event called Academic Awareness Week, aimed at highlighting academic resources available to students and promoting academic success. The event was well-attended and provided an opportunity for students to learn about various academic support services and resources. One of the main highlights of the event was a quiz designed to gauge the academic experience of students across campus. The event also featured an experience-sharing session, where senior students shared their academic journey with the audience. This session was particularly helpful for first-year students who could benefit from the insights and advice of those who have successfully navigated their way through university.

Finally, the event concluded with a fun and interactive tie-and-dye activity, where students were able to engage in a creative and relaxing activity while networking with other students. Overall, the event was a great success and provided students with valuable insights and resources to help them succeed academically.

Centres

The USSU Centres have been working hard to host individual weekly sessions like Gaymers Night, Lego and Let Go, Stitch and Bitch at the Pride Centre, Desi women's night, and panels at the Women's Centre. The Help Centre is hosting ASIST training with the university, and food hamper usage has been exceptionally high.

The Women's Centre hosted Pro-Choice Awareness Week in the first week of February. The event focused on delivering information via social media on pregnancy, abortion, and adoption. The centre also worked to increase the number of resources on pro-choice topics available both in the centre, online, and on Discord.

The Women's Centre also hosted the pro-choice awareness week tabling throughout the week, spreading awareness, and is now gearing up for International Women's Day. Pride Centre hosted a makeup workshop and is hosting sex week with three events.

Looking Forward

The USSU is looking forward to several upcoming events, including the ChatGPT campaign, drag show, women in leadership, USSU elections, and sustainability week. They are also excited to announce the TEA Teaching Excellence Award, the Undergraduate Symposium, and the opening of new bike workstations and USSU Centres.

Sincere thank you from the USSU team. Kindly contact Abhineet Goswami at president@ussu.ca or (306) 966-6965 for any questions or suggestions.

With respect,
Abhineet Goswami, President
Sharon Jacob, VP Academic Affairs
Punya Miglani, VP Student Affairs



University of Saskatchewan Graduate Students' Association

GSA's Report to the University Council, March 2023

Dear Members of the University Council,

In this report, we present some initiatives that the GSA has completed or has been working on, which include:

1. Health and Dental Plan Coverage Expansion

The GSA is committed to expanding existing health and dental plan coverage to serve graduate students' needs best. The GSA has shortlisted two preliminary estimations of the health plan coverage expansion and associated premium increase. The GSA is currently reviewing dental plan coverage expansion opportunities. Thus, the GSA executive requested that the student care representative propose dental plan coverage expansion scenarios and potential insurance premium increases at the discussion table for review by the GSA executive. The GSA is expected to receive potential dental coverage expansion scenarios by March 20, 2023. Upon receiving the dental plan coverage scenarios, the GSA executives will conduct the cost-benefit analysis of both health and dental plan coverage and associated premium increase.

2. Winter Term GSA-CGPS Need-Based Bursary

The GSA awarded winter term GSA-CGPS need-based bursaries to 20 graduate students, each worth \$1000. A second call for nomination is underway to award some additional bursaries.

3. GSA Tax Clinic March 15 and 16

The GSA has scheduled two free tax clinic sessions: a) [March 15, 2023 \(5:00 pm to 7:00 pm\) for graduate students with no spouse and kids](#), and b) [March 16, 2023 \(5:00 pm to 7:00 pm\) for](#)

[graduate students with spouse and kids](#). In these tax clinic sessions, a hands-on demonstration will be provided to graduate students to help them file their taxes using **UFile software**.

4 GSA Annual Awards 2023

The GSA is currently accepting nominations for the GSA Annual Award 2023. The purpose of the GSA Awards is to celebrate graduate students and honor faculty that have generously supported graduate students in research, scholarly and artistic pursuits. Graduate students and faculty members are encouraged to nominate themselves or their students for the following awards.



The poster features the GSA logo at the top center, which is a circular emblem with 'GRADUATE STUDENTS' ASSOCIATION' around the perimeter, 'GSA' in the center, and 'U of S' at the bottom. To the left of the logo, the text 'CALL FOR NOMINATIONS' is written in large, bold, green letters, followed by '2023 GSA ANNUAL AWARDS' in large, blue-outlined letters. On the right side, a vertical list of award categories is presented in rounded rectangular boxes, connected by a vertical line with circular markers. The categories are: 'ADVISING EXCELLENCE', 'EXCELLENCE IN COMMUNITY SERVICE', 'MARK KROEKER EXCEPTIONAL STUDENT LEADERSHIP AWARD', 'PROFESSIONAL EXCELLENCE', 'RESEARCH EXCELLENCE IN HUMANITIES, ARTS, SOCIAL SCIENCES, LAW OR EDUCATION', 'RESEARCH EXCELLENCE IN INDIGENOUS STUDIES', 'RESEARCH EXCELLENCE IN INTERDISCIPLINARY STUDIES', and 'RESEARCH EXCELLENCE IN STEM'. The STEM category includes sub-points: 'STEM MEDICAL SCIENCE AND PUBLIC HEALTH', 'STEM NATURAL SCIENCES', and 'STEM TECHNOLOGY AND ENGINEERING'. At the bottom left, a 'DEADLINE' icon is next to the text '17 MONDAY, MARCH 06, 2023 @ 11:59 PM.', where the '17' is crossed out with a purple 'X'. At the bottom right, there is an 'ENROLL NOW' icon with a red megaphone and a yellow arrow, and a QR code with the GSA logo in the center.

If you have any questions, please contact gsa.external@usask.ca.

Please visit <https://gsa.usask.ca/events/annual-awards.php> for further information regarding the Awards and the nomination process.

5. GSA Sustainability Committee Events

The GSA sustainability committee is organizing two events: 1) a Guided tour to Canada's only synchrotron research center, the Canadian Light Source tour 2) Sustainable Graduate Research Challenge where students will showcase their sustainable research ideas.



TAKE A TOUR OF CANADA'S ONLY SYNCHROTRON RESEARCH FACILITY!

CANADIAN LIGHTSOURCE TOUR

3, 7, 10
MARCH

ON YOUR TOUR, YOU'LL LEARN ABOUT:

CLS history, how machines work, and examples of how researchers have used CLS facility to conduct groundbreaking research in the fields of health, agriculture, the environment, and advanced materials.



REGISTER
NOW



GSA Sustainability Committee is organizing



SUSTAINABLE

Graduate Research Challenge

Showcase sustainable research ideas with multimedia to inspire a greener future!

Scan to Enroll Now!



**Graduate Students Association
Sustainability Committee**

Share your sustainable research practices through:

- Photos
- Videos
- Contexts

**Submission Deadline
24 Feb - 21 March 2023**

5. GSA Diversity Committee Event Postponement

Unfortunately, the GSA diversity committee event: International Mother Language Day (February 21, 2023) Celebration event was postponed at the last minute because many invited guests reported seasonal flu and COVID-19 illness. This event aims to emphasize the importance of mother language conservation, the marginalization of mother language by colonial rulers across different parts of the world, and the significance of receiving an education using the mother language. The diversity committee is currently working to announce a new date for the event.

6. GSA Executive Election 2023-2024

The GSA Executive Election 2023-2024 will start on the week of March 13, 2023.

Mostofa Kamal

President, Graduate Students' Association (GSA)

University of Saskatchewan

Saskatoon, SK, CANADA

Email: gsa.pres@usask.ca | Web: <https://gsa.usask.ca/>

Facebook: [UsaskGSA](#) | Twitter: [GSA_USask](#) | Instagram: [GSA_Usask](#)

Address: 1337 College Dr, Saskatoon, SK S7N 0W6

I acknowledge that I live and work on Treaty 6 Territory and the homeland of the Métis. I pay my respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.



PRESIDENT'S REPORT TO COUNCIL

March 2023

USask implements Indigenous membership/citizenship verification policy

The *deybwewin* | *taapwaywin* | *tapwewin*: Indigenous Truth Policy recognizes the inherent right of Indigenous Peoples to determine membership/citizenship verification with documentation through their governance, customs, traditions, and procedures.

A policy focused on Indigenous citizenship/membership verification through documentation is now in the implementation phase at USask.

USask has [launched a new website](#) to share information about 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. Verification documentation will be required for all incoming assertions of Indigenous membership/citizenship by members of the university community where that claim may result in a material advantage or where the absence of verification would be otherwise contrary to the principles recognized in this policy.

Verification with documentation can take many forms, and these will be defined by Indigenous governments. Examples of verification with documentation can be, and are not limited to, a letter from a community's governance body, an Indigenous government-issued membership or citizenship card, or a status card issued by Indigenous Services Canada. Prior to the implementation of *deybwewin* | *taapwaywin* | *tapwewin* at USask, verification of Indigenous membership/citizenship relied upon self-identification.

The policy was [approved by the USask Board of Governors](#) on July 8, 2022. The name of the policy, *deybwewin* (Saulteaux)| *taapwaywin* (Michif)| *tapwewin* (Cree), means truth—truth to self, truth to each other, truth to the ancestors, and truth to the land. Its creation was [guided by a task force](#) of Elders, Knowledge Keepers, Language Teachers, and other Indigenous community and campus leaders.

Johnson Shoyama Graduate School (JSGS) awarded \$1.75M to support municipalities in advancing sustainability

Johnson Shoyama Graduate School (JSGS), at USask and the University of Regina, has been awarded \$1.75 M by the Government of Canada's Future Skills Centre to strengthen the capacity of municipal governments to move towards a net zero future.

Through the [Governing Sustainability Municipalities \(GSM\) Project](#), JSGS faculty, executives-in-residence, and research associates will work with municipal governments to identify obstacles and opportunities for developing actionable, practical, and innovative solutions for meeting their sustainability objectives.

The GSM project will help municipalities fill in these gaps by identifying the types of “green-oriented” policy expertise and capacity needed to balance their priorities and accelerate sustainable transitions at the municipal level. Specific attention will be placed on key dimensions of equity, diversity, and inclusion to ensure that sustainability efforts don't harm underserved populations. Key considerations will also include how to foster co-operation and collaboration among municipalities, and how to engage the people and organizations affected.

As a priority, the GSM team will create a Saskatchewan Municipalities Sustainability Index that will provide open-access and comprehensive mapping of past municipal practices. This will become a benchmark for tracking future initiatives, and a conceptual map of the interactions among different aspects of this complex policy area. The team will also compile a list of stakeholders from local and provincial governments, business, academia, and other sectors into a Saskatchewan Sustainable Municipalities Stakeholder Database. This tool will become a valuable resource for municipal administrators looking for advice on how to set and reach their own sustainability goals, and for policy-makers looking for information on innovative solutions happening in Saskatchewan communities.

Indigenous Achievement Week – March 6 – 10, 2023

Indigenous Achievement Week (IAW) is an annual USask event that celebrates Métis, First Nations and Inuit students, staff, faculty and alumni's successes and contributions.

This year's IAW is scheduled for March 6 to 10, 2023.

Throughout the week there will be various events hosted by USask units and colleges. Including [The Indigenous Student Achievement Awards Ceremony](#). The ceremony will take place on Thursday, March 9, at the Gordon Oakes Red Bear Student Centre. The awards celebrate Indigenous student success. Students will be honoured for their academic achievement, community engagement, leadership, research and resiliency.

For more information on events throughout the week, please visit the [Indigenous Achievement Week site](#).

USask project to improve soil health through knowledge sharing network receives \$1.4 million from Weston Family Foundation

A new project at USask has been awarded \$1.4 million through the Weston Family Soil Health Initiative to develop land-based training workshops for First Nations communities, land managers, and producers who farm First Nations lands.

The \$10 million Weston Family Soil Health Initiative seeks to expand the adoption of ecologically based beneficial management practices (BMPs) including cover cropping, nutrient management (4R principles) and crop diversification/rotation that increase soil organic matter to improve biodiversity and resiliency on agricultural lands across Canada.

The project, Indigenous Soil Health Learning Circles for Resilient Prairie Agroecosystems, aims to establish a network to share evidence-based, culturally significant outreach and education to improve prairie soil health, biodiversity, and soil organic matter for First Nations agroecosystems. USask soil scientist Dr. Melissa Arcand (PhD) will be working in partnership with Mistawasis Nêhiyawak, Saskatchewan Aboriginal Lands Technicians, and the International Buffalo Relations Institute. The Soil Health Learning Circles will share soil health knowledge from both an Indigenous and Western science-based perspective with First Nations and farmers who farm First Nations lands across the Prairies, focusing on the prairie-parkland region of Saskatchewan, Alberta, and Manitoba.

New USask research Chair to focus on Métis Governance and Policy

The Métis Nation–Saskatchewan (MN–S), USask, and Johnson Shoyama Graduate School of Public Policy (JSGS) have committed a combined \$1,130,000 over four years to support the establishment of a JSGS Research Chair in Métis Governance and Policy—the first of its kind in Canada. The funding will also support scholarships and internship opportunities for verified Métis students and the development of a Métis governance training program.

Appointed to the research chair is Dr. Kurtis Boyer (PhD), JSGS assistant professor, advisor to USask's Office of the Vice-Provost of Indigenous Engagement, and citizen of MN–S. In his new role as research chair, Dr. Boyer's work will enhance the genuine decision-making authority of the Métis Nation by exploring ways in which governance and the policymaking process can be guided and informed by Métis culture, values, and tradition.

Of the total funds committed, \$20,000/year will be allocated to attract and support Métis students interested in conducting research and increasing scholarship in Métis governance. Boyer will also work collaboratively with the provincial graduate school's USask and University of Regina campuses to develop an MN–S internship program for Métis undergraduate and graduate students. The internship program will help students gain valuable career experience and establish a professional network while providing MN–S with high-quality policy work and research capacity.

Lastly, as a key component of the funding, Boyer will work with the JSGS Executive Education unit to develop a Métis Governance Training Program for staff and elected officials at MN–S and other interested organizations.

Dr. Verna St. Denis continues work as Special Advisor to the President, Anti-Racism/Anti-Oppression

I am pleased to announce that Dr. Verna St. Denis has accepted an extension to her role as Special Advisor to the President, Anti-Racism/Anti-Oppression (ARAO) for a two-year term. Dr. St. Denis retired from her faculty role in December 2022 and will serve in the role of Special Advisor on a part-time basis.

Based on her extensive knowledge and building on work completed to date, Dr. St. Denis will continue to advance strategic priorities that will contribute to sustaining the university's focus on anti-racism/anti-oppression. These priorities include:

- Leading the development of a broad strategic vision for anti-racism/anti-oppression for USask
- Contributing to the design and delivery of ongoing education and training for leadership, faculty and staff
- Identifying possibilities for credentials (micro-credentials, certificate programs, degree requirements, etc.) related to anti-racism/anti-oppression

Please join me in thanking Dr. St. Denis for returning to this role and continuing this very important work for USask. I also encourage you view a recent On Campus News article written about [Dr. St. Denis' 45-year journey at USask.](#)



BE WHAT THE WORLD NEEDS

Provost's Report to Council

March 2023

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hān. ǎdłanet'e? taanishi. aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Sauteaux]

GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

USask to create Provost's Advisory Committee – Scarborough Charter

In November 2021, the University of Saskatchewan signed the Scarborough Charter alongside [partner institutions across Canada](#). Signatories of the [Scarborough Charter](#) are committed to redressing anti-Black racism and fostering Black inclusion in post-secondary institutions, based on four overarching principles: Black flourishing, inclusive excellence, mutuality, and accountability. The Scarborough Charter aligns with [USask's commitments to equity, diversity, and inclusion](#), and to anti-racism and anti-oppression initiatives. It also aligns with the goals, commitments, and aspirations outlined in the [University Plan 2025](#).

Signing the Scarborough Charter means that USask will engage in “a process of continuous improvement through ongoing, sustained implementing of the Scarborough Charter’s principles-based commitments to action, and to be answerable for concrete outcomes” (*Scarborough Charter, 2021*). To amplify this important work, an advisory committee will be created to provide the provost and vice-president academic with advice on priorities and actions stemming from the commitments to action outlined in the Scarborough Charter. This will include making recommendations on institutional strategy and transformative actionable steps to assist USask in achieving a more respectful, accountable, equitable, diverse, and inclusive community. The Provost's Advisory Committee – Scarborough Charter (PAC-SC) will also assist USask in preventing anti-Black racism by critically reviewing policies, processes, and practices to understand how they may contribute to systemic anti-Black racism and by providing recommendations that will further Black inclusion and excellence.

The PAC-SC will be co-chaired by the deputy provost and will include faculty, staff, students, a dean or an executive director, and the special advisor to the president on anti-racism and anti-oppression. The PAC-SC members will be appointed in spring 2023, and the advisory committee's inaugural meeting with the provost and vice-president academic will be held once the appointments have been made.

[The terms of reference for the PAC-SC were developed by a working group](#) that included Deputy Provost Dr. Patti McDougall and faculty and staff who are members of the [Black Faculty and Staff Caucus](#) (BFSC-USask). Thank you to the following working group members for their valuable insights and advice: Dr. Jacob Alhassan; Charlene Brown; Edith Conacher; Dr. Eriq Lukong; Natalya Mason; Dr. Patti McDougall; Florence Mudzongo; and Dr. George Mutwiri.

Indigenous Achievement Week celebrated from March 6 - 10

[Indigenous Achievement Week](#), an annual University of Saskatchewan week that celebrates the successes and contributions of Métis, First Nations, and Inuit students, staff, faculty, and alumni, was held on campus from March 6 - 10, 2023. Events and activities were hosted by USask units and colleges. A key part of the week was the Indigenous Student Achievement Awards Ceremony, held on March 9 at the Gordon Oakes Red Bear Student Centre. The awards celebrate Indigenous student success at USask and honour academic achievement, community engagement, leadership, research, and resiliency.

USask celebrates UN Sustainable Development Goals and Open Education Week

From March 6 - 10, 2023, USask celebrated the United Nations' [Sustainable Development Goals](#) and [Open Education](#) with a series of panels, workshops, professional development sessions, and other opportunities. [USask SDG Week](#) is an amalgamation of two nationally coordinated weeks: [SDG Week Canada](#) and [Open Education Week](#).

USask implements deybawin | taapwaywin | tapwewin: Indigenous Truth policy

The [deybawin | taapwaywin | tapwewin: Indigenous Truth policy](#) establishes a documentation verification process to be completed by Indigenous people holding Indigenous-specific employment positions, student scholarships, or other forms of material advantage created for Indigenous Peoples. Verification documentation will be required for all incoming assertions of Indigenous membership/citizenship by members of the university community where that claim may result in a material advantage or where the absence of verification would be otherwise contrary to the principles recognized in the policy.

The name of the policy, deybawin (Saulteaux) | taapwaywin (Michif) | tapwewin (Cree), means truth—truth to self, truth to each other, truth to the ancestors, and truth to the land. Responsibility for the deybawin | taapwaywin | tapwewin: Indigenous Truth policy is situated within the Office of the Provost and Vice-President Academic. The interim vice-provost of Indigenous engagement is chairing a permanent Indigenous-led standing committee that will play an integral role in the implementation of the policy.

[USask has launched a new website](#) that includes an online system through which USask faculty, staff, and students can upload verification documentation. Verification with documentation can take many forms. These will be defined by Indigenous governments and conveyed to the deybawin | tapwewin | taapwaywin Standing Committee. Examples of verification with documentation can be, and are not limited to, a letter from a community's governance body, an Indigenous government-issued membership or citizenship card, or a status card issued by Indigenous Services Canada. In situations where Indigenous government-approved documentation is not available, the [deybawin | tapwewin | taapwaywin Standing Committee](#) will guide and support the individual and the university through a verification process.

The new website also features a frequently asked questions section and information for people who are members of First Nations, Métis, and Inuit communities in Canada, as well as for Indigenous people coming to USask from international locations.

The deybawin | taapwaywin | tapwewin policy was created through the groundbreaking work of a task force led by Indigenous Elders, faculty members, staff, and community members, and was supported by an internal advisory circle of university representatives. The policy acknowledges that the documentation of Indigenous membership/citizenship must be determined by Indigenous

governments, not the university. USask is committed to reconciliation and recognizes the inherent right of Indigenous Peoples to determine their own membership/citizenship through their governance, customs, traditions, and procedures.

The policy, which was approved by the USask Board of Governors on July 8, 2022, applies to all members of the university community. This includes, but is not limited to, students, researchers, post-doctoral fellows, staff, faculty, institutional leadership, members of governing bodies, Elders, Cultural Advisors, and Knowledge Keepers, and any person participating in university business or activities (e.g., service provider, contractor, volunteer).

Positive accreditation results for College of Medicine

[USask's College of Medicine has achieved further strong results for its medical doctor program](#) from the Committee on Accreditation of Canadian Medical Schools (CACMS). Following the most recent January 2023 report, the College of Medicine has earned the satisfaction of the accrediting body across 96 elements, up from 93 in a 2020 update.

The College of Medicine achieved full accreditation in the wake of a complete onsite review in 2017. Over the past few decades, the school has worked through accreditation challenges that required a significant overhaul of the program to permanently address ongoing issues. The college followed a plan, *The Way Forward*, which was developed specifically for this purpose and released in 2013. The next CACMS visit is scheduled for 2026.

Training seats added to USask health programs

USask will [expand the number of training seats in the physical therapy and clinical psychology programs](#) beginning in fall 2023. As part of Saskatchewan's [Health Human Resources Action Plan](#), the provincial government has made an initial investment of more than \$5.5 million to help create more than 550 new post-secondary training seats across 18 health-care training programs that have been identified as immediate priorities to help address chronic and urgent vacancies in key health professions.

This commitment will increase training capacity at the province's post-secondary institutions and reserve training seats for Saskatchewan students in highly specialized programs in other provinces. Included in this expansion at USask is 15 seats, making a total of 55, in the physical therapy training program, and 15 seats, making a total of 20, in the clinical psychology (MSc/MA/PhD) training program.

30th annual Life and Health Sciences Research Expo scheduled for May 4

USask's 30th annual [Life and Health Sciences Research Expo](#) is planned for Thursday, May 4, 2023, and is returning as an in-person event for the first time since being cancelled in 2020 due to the COVID-19 pandemic. Organized by USask Health Sciences, this annual showcase of interdisciplinary life and health science research includes competition categories exploring basic, translational, clinical, and applied science, as well as social and population health.

This year, Health Sciences has collaborated with the Office of Sustainability and the Gwenna Moss Centre for Teaching and Learning to offer an optional [Sustainable Progress Award](#) for students presenting life and health sciences research addressing the Sustainable Development Goals (SDGs). Based on the quality of the research presented, there may also be additional awards presented for achievement aligning with COVID-19 pandemic research, response, and/or outreach; Indigenous health research; and interdisciplinary/interprofessional collaboration.

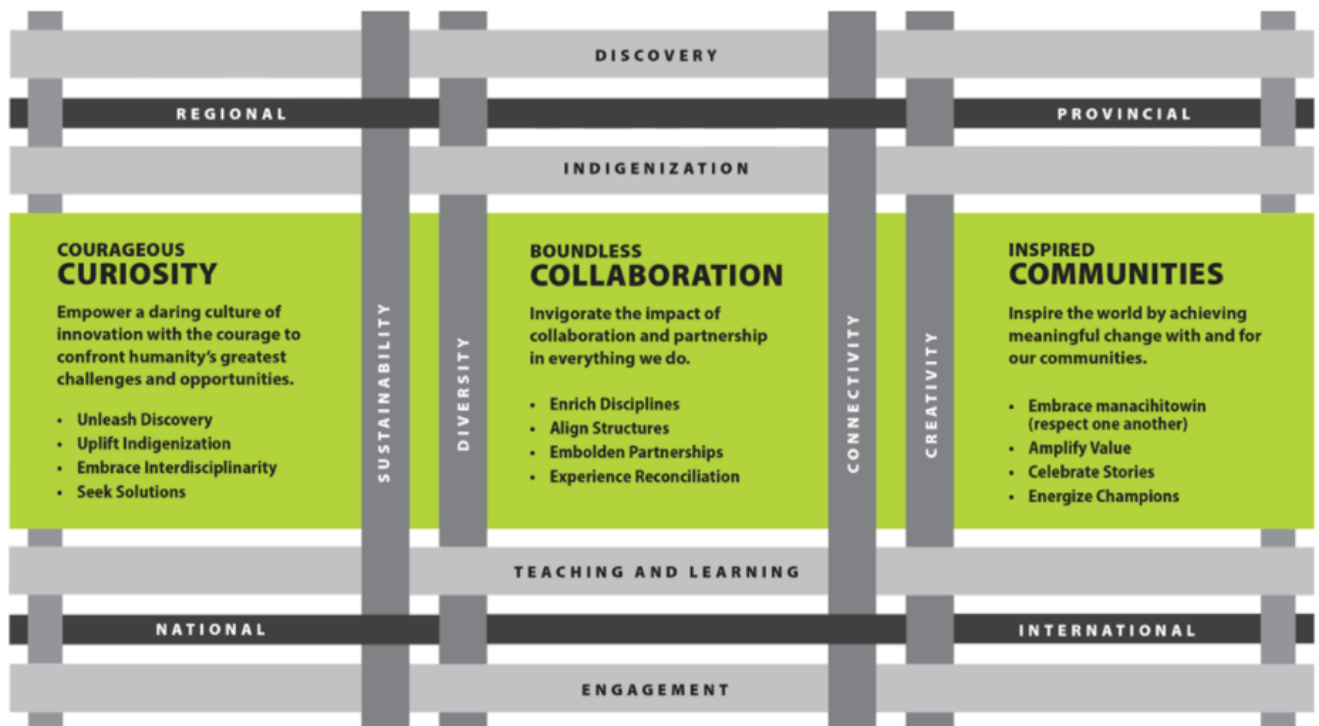
This month's appreciation:

I would like to acknowledge the members of our USask community who contributed to Black History Month activities and events throughout the month of February. The 2023 theme for [Black History Month at USask](#) was "Making History and Building with Momentum," and it was wonderful to see this momentum on our campus as we celebrated community, built connections, and engaged our collective power to shape our future. Thank you to the members of the Black History Month planning committee, led by Deputy Provost Dr. Patti McDougall, for their hard work and thoughtful planning throughout the month. Thank you to the colleges, schools, departments, and units on campus that hosted events, including panel discussions, book clubs, social media events, a film screening, and more.

I would also like to extend my gratitude to the faculty, staff, and students who attended the Provost's Book Club, which took place weekly during the month of February. The Provost's Book Club was held for the second consecutive year during Black History Month, and attendance doubled from 2022 to 2023. I enjoyed getting to know the book club members and appreciated hearing their observations and insights about the book *The Black Prairie Archives: An Anthology*, edited by Karina Vernon (2020). Thank you for joining me on my journey to learn more about Black history and life on the Prairies.

UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manāchitowinihk / ni manachīhitoonaan



Meaningful Impact

Edwards School of Business: Haddock Entrepreneurial Speaker Series marks 16 years

The Edwards School of Business celebrated the 16th annual presentation of the Haddock

Entrepreneurial Speaker Series in January 2023. [Guest speaker and alumna Cindy Lowe \(BComm'96\) spoke to students, staff, and the business community about her educational and professional journey.](#) She highlighted how the Canadian educational system needs to strengthen the financial literacy skills of students. Sponsored by two passionate and dedicated alumni, Gordon and Maureen Haddock, the annual event included the "Get a Bigger Wagon Young Entrepreneur Awards." These awards celebrate and reward children with cash prizes for their innovative businesses.

College of Education/University Library: Khodi Dill (MEd'13) presents during Black History Month

On Feb. 15, 2023, the College of Education and the University Library hosted a Black History Month event featuring USask graduate Khodi Dill (MEd'13), an award-winning Bahamian-Canadian spoken word artist, author, and anti-racist educator from Saskatoon. The event was held at the Education and Music Library with nearly 100 people in attendance in person and online. Titled [Soul's Poetry: Affirming Black Identity Through Art](#), the event centred on a conversation between Dill and USask graduate and educator Mel Sysing (BA'97, BEd'99, MEd'12) and explored topics such as anti-racist education, the experience of Black and racialized students in the K-12 and higher education systems, and the ways anti-racist teachings and art can effect change. Dill is the author of two picture books, including *Welcome to the Cypher*, which introduces young people to the transformative power of rap music, and *Little Black Lives Matter*, a book of affirmation and Black history for children. In the fall of 2023, Dill will be releasing a non-fiction book titled *Stay Up: Racism, Resistance, and Reclaiming Black Freedom*.

College of Arts and Science: Grant Cluster Development Fund to support cross-disciplinary teams

The [Grant Cluster Development Fund](#) is a pilot initiative of the College of Arts and Science supporting cross-disciplinary teams of researchers to develop and submit multiple, complementary grant applications across funding competitions within a thematic area. The primary goal of the program is to increase the number of competitive funding applications submitted by college faculty. In doing so, the program seeks to:

- Enhance competitiveness in Tri-Agency and other external grant and contract opportunities;
- Support faculty at any career stage in research team development;
- Enable supportive funding networks for early career researchers;
- Facilitate cross-disciplinary research, scholarly and artistic work (RSAW) innovation; and
- Build and sustain a vibrant research culture within the college.

Productive Collaboration

College of Dentistry/Edwards School of Business: DMD/MBA a first among Canadian dental schools

The College of Dentistry is launching a dual-track Doctor of Dental Medicine (DMD) and Master of Business Administration (MBA) option in conjunction with the Edwards School of Business—a first among Canadian dental schools. The [DMD/MBA option](#), which will be available beginning in the fall of 2023, will allow future dentists to combine their dentistry training with the management skills needed to operate a practice.

Global Institute for Food Security: Partnership produces sequenced genome of year-round jackfruit

On Feb. 21, 2023, the Global Institute for Food Security at USask announced that its partnership with the Bangladesh Agricultural Research Council and Bangabandhu Sheikh Mujibur Rahman Agricultural University has led to the [sequencing of a year-round jackfruit variety genome](#), making Bangladesh the only southeast Asian country other than China to entirely sequence a genome. This technological feat is an important outcome of the partnership, which aims to improve sustainable food security in Bangladesh while strengthening trade ties between the fast-growing country and the province of Saskatchewan.

Distinguished Learners

College of Arts and Science: Support for study abroad opportunities

The Arts and Science Study Abroad office, located in the [Undergraduate Student Hub](#), is positioned to support increased interest from students in study abroad opportunities. This year \$800,000 has been secured to help offset costs to students to study abroad, and an additional \$50,000 is available to support faculty in developing [study abroad courses](#). The latest success of \$300,000 through the Global Skills Opportunity 2022 Mobility project will support students and faculty under a proposal entitled “Exploring Culture, History, and Local Water Security in Costa Rica and the Yucatán.”

College of Dentistry: Augmented reality simulators offer preclinical training benefits

The [acquisition of 10 mixed reality simulators](#) means College of Dentistry students now have access to a virtual training opportunity that closely replicates an in-person patient procedure. The simulators open the door to new learning opportunities in the college’s preclinical labs and will help better prepare students for transition into direct patient care. USask’s College of Dentistry is the first Canadian dental college to acquire the leading-edge technology.

Edwards School of Business: MBA student attends Global Business Forum

In September 2022, Master of Business Administration (MBA) student Brit Tastad [attended the Global Business Forum](#) in Banff, Alberta. Tastad was one of 10 Canadian MBA students invited to attend the forum. This event brought together world leaders to present, explore, discuss, and debate critical global, economic, and social issues. A highlight of the event for the MBA students was presenting conference takeaways in front of 200 attendees. Tastad and her fellow MBA students gained media attention and a story was published in the *Calgary Herald* regarding their experiences.

Transformative Decolonization Leading to Reconciliation

New USask STEM+ program connects Indigenous students with mentors, career experiences

A new program at USask is connecting Indigenous students with mentors in science, technology, engineering, and mathematics (STEM) industries for early career experiences. Indigenous Student Achievement Pathways (ISAP) is an initiative within the College of Arts and Science that welcomes First Nations, Métis, and Inuit students to post-secondary studies with a small cohort learning community model. While ISAP programming focuses on enriching students’ academic experience at university, the [newly launched ISAP STEM+ program](#) will focus on building mentorship and work experiences developed specifically for Indigenous students interested in STEM-connected career pathways.

STEM+ focuses on building students’ resumes in preparation for their careers post-graduation. The program will be facilitated by ISAP STEM+ coach Sarah Gauthier as a two-year pilot sponsored by the International Minerals Innovation Institute.

New research chair at USask to focus on Métis governance and policy

On Feb. 7, the Métis Nation–Saskatchewan (MN–S), USask, and Johnson Shoyama Graduate School of Public Policy (JSGS) announced their commitment to a combined \$1,130,000 over four years to support [the establishment of the JSGS Research Chair in Métis Governance and Policy](#)—the first of its kind in Canada. The funding will also support scholarships and internship opportunities for verified Métis students and the development of a Métis governance training program.

Appointed to the research chair is Dr. Kurtis Boyer, JSGS assistant professor, advisor to USask's office of the vice-provost Indigenous engagement, and citizen of MN–S. Dr. Boyer's work will enhance the genuine decision-making authority of the Métis Nation by exploring ways in which governance and the policy-making process can be guided and informed by Métis culture, values, and tradition.

USask project to improve soil health through knowledge-sharing network

A [new project at USask has been awarded \\$1.4 million](#) through the Weston Family Soil Health Initiative to develop land-based training workshops for First Nations communities, land managers, and producers who farm First Nations lands. The \$10-million Weston Family Soil Health Initiative seeks to expand the adoption of ecologically based beneficial management practices including cover cropping, nutrient management, and crop diversification/rotation that increase soil organic matter to improve biodiversity and resiliency on agricultural lands across Canada. The project, Indigenous Soil Health Learning Circles for Resilient Prairie Agroecosystems, aims to establish a network to share evidence-based, culturally significant outreach and education to improve prairie soil health, biodiversity, and soil organic matter for First Nations agroecosystems.

USask soil scientist Dr. Melissa Arcand will be working in partnership with Mistawasis Nêhiyawak, Saskatchewan Aboriginal Lands Technicians, and the International Buffalo Relations Institute. The Soil Health Learning Circles will share soil health knowledge from Indigenous and Western science-based perspectives with First Nations and farmers who farm First Nations lands across the Prairies, focusing on the prairie-parkland region of Saskatchewan, Alberta, and Manitoba.

Global Recognition

VIDO first non-U.S. organization invited to join high containment network

USask's Vaccine and Infectious Disease Organization (VIDO) has been unanimously accepted as the first and only international organization in the Research Alliance for Veterinary Science and Biodefense BSL-3 Network (RAV3N), a partnership of 18 United States-based large biocontainment facilities focused on veterinary infectious diseases. VIDO is the largest and most advanced Biosafety Level 3 Agriculture (BSL-3 Ag) facility in Canada and the only Canadian non-government facility authorized to work with the foreign animal disease African swine fever.

The research network, headquartered at Texas A&M University's Global Health Research Complex, was established in 2020. RAV3N enables strategic and co-ordinated approaches for large-animal biocontainment infrastructure and science capacity to improve bio-surveillance, diagnostics, and countermeasure developments against high-consequence pathogens of veterinary importance. High-consequence veterinary pathogens are viruses and bacteria that have epidemic potential and lack effective vaccines or therapeutics. Examples include African swine fever virus, bovine tuberculosis, contagious bovine pleuropneumonia, and avian influenza—some of which are also zoonotic, meaning they can be transmitted between animals and humans.

USask-led Women Plus Water Expert List to help bridge gender inequity gap in science

An international initiative led at USask, featuring experts and top researchers from around the globe, is increasing diversity in sustainable water management, access, and advocacy that will lead to better decisions affecting the future of the planet. [The Women Plus Water Expert List officially launched at the United Nations \(UN\) General Assembly](#) on Feb. 10, 2023, in collaboration with Cansu SITE, a program of the Royal Academy of Sciences International Trust. The launch was part of the formal event recognizing the 8th UN International Day for Women and Girls in Science, led by her Royal Highness Princess Dr. Nisreen El-Hashemite.

Born out of the Global Institute for Water Security and Global Water Futures program, the Women Plus Water Expert List aims to introduce communities, leaders, and policymakers to a new wave of leaders in water research, management, and decision-making. The inspiration came from the more than 2,000 participants in 49 countries who attend the online [Women Plus Water Lecture Series](#) events that take on topics from water diplomacy to water modelling and more. The audience, expert guests, and hosts are from all aspects of water research, management, and advocacy and include a mix of young professionals and established leaders across academia, government, civil society, art, entrepreneurs, and the private sector.

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

Appointments:

- Dr. Michael Nickerson has been appointed as acting head, Department of Food and Bioproduct Sciences, College of Agriculture and Bioresources, for a period of up to one year, effective Jan. 1, 2023, to Dec. 31, 2023.
- Dr. Chris Willenborg has been appointed as head, Department of Plant Sciences, College of Agriculture and Bioresources, for a period of up to five years, effective Jan. 1, 2023, to Dec. 31, 2027.
- Dr. George Mutwiri has been extended as interim executive director, School of Public Health, for the period of Feb. 15, 2023, to June 30, 2023.
- Dr. Suzanne Kresta has been extended as dean, College of Engineering, for a period of six months, beginning Jan. 1, 2023.

Searches:

- Vice-Provost, Indigenous Engagement (winter 2023)
- Executive Director, School of Public Health (winter 2023)
- Dean, College of Kinesiology (winter 2023)
- Vice-Provost, Faculty Relations (winter 2023)
- Dean, College of Arts and Science (winter 2023)
- Dean, College of Engineering (winter 2023)

2023 AWARDS APPLICATIONS

Students:

Rhodes Scholarship: If your students wish to apply for the Rhodes Scholarship, they will need to complete the 2022-2023 Rhodes Competition application in the Scholarships and Bursaries channel in PAWS by early August 2023. Information is available at the link above.

Faculty:

Royal Society of Canada Fellow: All 2024 nominations must be received by the Royal Society of Canada Secretariat by Dec. 1, 2023. The RSC consists of Fellows elected in three Academies (Academy I, Arts and Humanities; Academy II, Social Sciences; and Academy III, Science), Members of the College of New Scholars, Artists and Scientists, and institutional members from across Canada. There are currently more than 2,500 RSC Fellows, more than 400 members of the College, and more than 60 institutional members. There are three pathways to Fellowship in the Royal Society of Canada, including:

- **Fellows** are those with exceptional and original publications, intellectual achievements, and creative activities. Their achievements are in the arts, the humanities, the social sciences, and the sciences. They are either Canadian citizens or permanent residents of Canada for at least three years at the time of their nomination.

Distinguished professor: The Distinguished Professorship Program was created to **honour and celebrate outstanding achievement in research, scholarly, or artistic work** by University of Saskatchewan faculty or emeriti. Professors emeriti or current members of the University of Saskatchewan faculty possessing academic qualifications corresponding with an appointment at the rank of full professor are eligible for appointment to the distinguished professor position. The nomination deadline is October 15, 2023.

thank you
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