

AGENDA ITEM NO: 8.1

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

PRESENTED BY:	Angela Lieverse, Vice Chair of the Planning and Priorities Committee and Chair of the PPC Centres Subcommittee
DATE OF MEETING:	June 13, 2024
SUBJECT:	Review of the Diefenbaker Canada Centre
COUNCIL ACTION:	For Information Only

BACKGROUND

In accordance with the [Centres Policy](#), centre reporting authorities, i.e. deans/executive directors/vice presidents, are responsible for ensuring that a strategic and operational reviews of centres are conducted at least every five years. PPC has the responsibility for undertaking the review and recommending to Council on the review of any centre at USask.

A plan to conduct an internal review of the Diefenbaker Canada Centre (DCC) was developed in February 2024, per the attached Terms of Reference. The review was commissioned by Dr. Airini, Provost and Vice President Academic, and sponsored and presented by Dr. Loleen Berdahl Executive, Director of JSGS, and Director of the Centre.

SUMMARY

The review was conducted in an expedited way. A Review Committee was struck, and the work supported by a research assistant and postdoctoral fellow in the Johnson Shoyama Graduate School of Public Policy (JSGS). Between March and April, the researchers conducted approximately 30 interviews, collected data on DCC exhibits, programming and outreach, financials, and assisted in drafting the final report for the Review Committee. Dr. Berdahl emphasized that without this support, the review could not have been completed in such a timely fashion.

On April 30, 2024, the final report was presented to the Centres Subcommittee of PPC. The Subcommittee commented that this review was a model of efficiency, but that resources were critical to that success. On May 29, 2024, the Planning and Priorities Committee of Council received the report of the Review Committee. PPC was appreciative of the presentation and report. The Committee suggested that further to the other recommendations in the report, that: a relationship be built with the Meewasin Valley Authority; and that a collaborative funding model be explored and expanded beyond museums and galleries to the collections and archives.

ATTACHMENTS

1. Terms of Reference for the Review of the Diefenbaker Canada Centre
2. Diefenbaker Canada Centre Report of the Review Committee

Title:	Diefenbaker Canada Centre Review
Committee type:	Review/Advisory Committee
Responsibility:	Executive Director, Johnson Shoyama Graduate School of Public Policy
Approval:	University Council, Planning and Priorities Committee, Centres Subcommittee
Date:	February 28, 2024 (updated)

CONTEXT

The Diefenbaker Canada Centre (DCC) is due for a Centre Review. The University's Centres Policy calls for a review every five years. The last review of the DCC was commissioned by the Executive Director of the Johnson Shoyama Graduate School (JSGS)/Director of the DCC in 2009 and was conducted by D.C. Strategic Management Ltd.

PURPOSE

The purpose of the Review Committee is to gather feedback from stakeholders both internal and external to the DCC and University, gain an understanding of the context of public affairs work being done in other Canadian universities, and provide recommendations for the future direction of the DCC.

ROLE AND MANDATE

The Review Committee will gather the following information:

- History and operating context of the DCC;
- Current status and strategic considerations (including but not limited to budget, facility status, museum status, and strategic and operational engagement with JSGS and the Canadian Centre for the Study of Co-operatives as building co-tenants, as well as cognate units at USask;
- Operating challenges and opportunities;
- Public affairs work being done in other Canadian universities;
- Vision for the future of the DCC, including its potential role as a public affairs centre; and
- Leadership and governance of and staffing for the DCC.

At the first meeting, the Review Committee will be asked if there is additional information needed to achieve their mandate.

The Review Committee will not be asked to develop a strategic plan for the DCC.

Informed by the information gathered, the Review Committee will provide recommendations to the JSGS Executive Director/DCC Director for the future direction of the DCC.

AUTHORITY

The Review Committee is an advisory committee to the JSGS Executive Director, who also serves as the DCC Director. Recommendations from the Review Committee will be considered by the JSGS Executive Director and discussed with both the USask Governance Office and the Provost and Vice-President Academic, with final recommendations being put forward to the Centres Subcommittee of the Planning and Priorities Committee.

COMPOSITION AND MEMBERSHIP

Name	Position/Role	Role
Loleen Berdahl	Executive Director, JSGS; Director, DCC	Chair
Tracene Harvey	Director/Curator, Museum of Antiquities, and Department of History representative	Member
Carin Holroyd	Department of Political Studies representative	Member
Angie Gerrard	Liaison Librarian for Political Studies	Member
Amber McCuaig	Executive Officer, JSGS	Resource Member
Jacquie Thomarat	Director, University Governance	Resource Member
Heather Braun	Administrative Coordinator, JSGS	Support Member

The JSGS Executive Director as Chair and commissioner of the review will invite each member to serve on the Review Committee. If they decline, the Chair will consider if another individual would be appropriate.

TERM LENGTH

The Review Committee is a limited-term committee and will exist until its work is complete. It is anticipated that the committee's work will take until at least June 2024 to finish; however, it is possible it will take longer. The committee members' terms will coincide with the life of the committee.

MEETINGS

It is anticipated that the committee will meet twice during the process, and any additional meetings that may be necessary will be at the call of the Chair. Normally, all committee members will be expected to attend all meetings and cannot send a delegate. The committee will not hold votes on recommendations; rather, the Chair will aim for consensus among committee members. The primary role of the two resource members will be to provide pertinent information required by the committee, but the Chair may also solicit their observations and feedback. Each meeting will be approximately one hour in length, and an agenda and accompanying materials will be provided in advance to members. Minutes will be taken by the JSGS Administrative Coordinator, shared with all committee members, and stored in JSGS' electronic files on the USask jade server.

SCOPE OF WORK

Date	Deliverable	Lead/Contact
February 9, 2024	Terms of Reference completed	Amber McCuaig/ Jacquie Thomarat
Week of February 20, 2024	Review Team invitations sent	Loleen Berdahl
Week of February 26, 2024	Review Team meeting	Amber McCuaig
March 2024	Information gathering, eScan	Bianca Jamal/ Stephanie Ortynsky
March 2024	Interviews with Stakeholders	Bianca Jamal/ Stephanie Ortynsky
April 15, 2024	Summary Report to Review Team	Bianca Jamal/ Stephanie Ortynsky
April 30, 2024	Review Team meeting to go over report	Amber McCuaig/ Loleen Berdahl
April 30, 2024	Review Team Recommendations	Amber McCuaig/ Jacquie Thomarat
May TBD	Share recommendations with DCC staff for information	Loleen Berdahl/ Amber McCuaig
May TBD	Present report to Centres Subcommittee	Loleen Berdahl/ Jacquie Thomarat
May 15, 2024	Planning and Priorities Committee meeting	Loleen Berdahl/ Jacquie Thomarat
May 23, 2024	University Council (option 1)	Loleen Berdahl/ Jacquie Thomarat
June 13, 2024	University Council (option 2)	Loleen Berdahl/ Jacquie Thomarat

Diefenbaker Canada Centre
University of Saskatchewan Internal Centres Review
Report of the Review Committee
25 April 2024

Executive Summary

The Diefenbaker Canada Centre (DCC) underwent a comprehensive internal review to ensure compliance with the University of Saskatchewan (USask) Centres Policy. The Review Committee considered information from environmental scans and stakeholder interviews to evaluate foundational strengths, communication strategies, governance, and community engagement, setting a roadmap for strategic focus areas.

The environmental scans highlighted opportunities for new governance or advisory bodies and the potential for increased focus in key topical areas. The stakeholder interviews highlighted areas for enhancement:

- While the DCC's mission is rooted in Diefenbaker's legacy, there were mixed opinions on how much focus should be placed on Diefenbaker.
- Suggestions were made to strengthen leadership and establish an advisory committee to amplify the DCC's voice and expand collaborative networks within USask and the broader museum sector in and around Saskatchewan.
- Stakeholders appreciated DCC's current exhibit offerings but emphasized the need for diversifying exhibits to incorporate Indigenous perspectives, critical thinking, civic engagement, and other contemporary relevant themes.
- Consensus identified K-12 students as the primary current audience, with suggestions to expand outreach to USask, diverse youth demographics and the wider community.
- Further suggestions included exploring interdisciplinary collaboration and integration within the USask community to promote engaged learning opportunities for all.

Based on its assessment of the available information, the Review Committee made the following recommendations:

To the DCC:

1. Establish an advisory community comprising University and community stakeholders.
2. Review and revise the DCC mandate and mission.
3. Treat the University academic community as of equal importance to the K-12 audience.
4. Focus the DCC's mandate, exhibits and programming on themes of civic engagement.
5. Establish a balance of past events, present events, and future challenges in program offerings.
6. Make the collection accessible for academic purposes and use it to invigorate the permanent displays.

To USask:

1. Establish a significantly stronger connection between the University and the DCC.
2. Establish a collaborative model for all museums and galleries at USask.

We acknowledge that the Diefenbaker Canada Centre resides on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

Introduction

The USask Centres Policy calls for a review every five years. In 2023, the DCC was identified for a review. The last review of the DCC was commissioned by the Executive Director of the Johnson Shoyama Graduate School (JSGS)/Director of the DCC in 2009 and was conducted by D.C. Strategic Management Ltd. The purpose of the 2024 review was to gather feedback from stakeholders (both internal and external to the DCC) and the University, gain an understanding of the context of public affairs work being done in other Canadian universities, and to provide recommendations for the future direction of the DCC. The JSGS Executive Director, who also serves as the Director of the DCC, with support from the University Governance Office, commissioned the review and established a small Review Committee comprising University members. See the attached terms of reference for members.

DCC Overview

Background: Mr. Diefenbaker, the 13th Prime Minister of Canada and leader of the national Conservative Party, bequeathed his collection of personal artifacts to USask. In September 1975, the former Prime Minister himself turned the sod to start construction of the Diefenbaker Building, which houses the Diefenbaker Canada Centre. The Diefenbaker Building was officially opened five years later, about one year after Diefenbaker's death in 1979. In March 2012, the Diefenbaker gallery and building underwent significant renovations (funded by USask and the Government of Canada) to modernize the spaces.

Mandate and Activities: The DCC's current mandate is to help people make meaningful and personal connections to ideas of citizenship, leadership, and Canada's role in the international community. In addition to preserving and interpreting the core collection of Diefenbaker's personal artifacts, the DCC creates and hosts a wide variety of exhibits designed to appeal to audiences of all ages and offers children's and youth programming, as well as some activities for the general public, including guided gallery and campus tours. The paper archives of Mr. Diefenbaker were under the management of the DCC until August 2007, at which time University Archives, reporting to the Dean of the University Library, assumed responsibility. The archives, which have a large physical footprint, remain located in the Diefenbaker Building.

Leadership: Since 2008, the DCC has been under the organizational leadership of JSGS. When the DCC Directorship is held by the JSGS Executive Director, the DCC Director reports to the Provost and Vice-President Academic. When the DCC Directorship is held by an individual other than the JSGS Executive Director, the DCC Director reports to the JSGS Executive Director, who in turn reports to the Provost and Vice-President Academic.

Staff: The DCC staff complement currently includes a total of 2.5 FTE who report to the JSGS Executive Officer, who reports to the JSGS Executive Director. There are a Curatorial, Collections, and Exhibits Manager (1.0 FTE), a Programs and Outreach Coordinator (1.0 FTE), and an Administrative Coordinator (0.5 FTE). External funding from organizations such as Canadian Heritage, Young Canada Works, and Canada Summer Jobs allows the augmentation of staffing through hiring university students for short-term appointments and internships. The primary roles of the students are to deliver programming, do community outreach, and assist with exhibits and collections management. In 2018, JSGS centralized support services (finance, human resources, and communications) for the units in the building (DCC and the Canadian Centre for the Study of Co-operatives, which also reports to JSGS). In return, the DCC pays an annual management fee to JSGS.

Funding: USask does not provide any direct funding to the DCC. The DCC is funded from a combination of trust funds and external grants. The trust fund interest earnings accounts for about two-thirds of the DCC's annual revenue, while external grant and programming revenue accounts for the remaining one-third. There are three trust funds that were established to support the DCC, and each fund has specific terms of reference that must be adhered to in terms of spending. It is key that the capital in these funds be preserved for as long as possible and that the DCC takes advantage of other sources of revenue wherever possible. The DCC relies on external grant funds to support the annual operations and to reduce the pressure and reliance on the trust funds. The grant funds are not guaranteed and will come and go as opportunities arise through provincial and federal government programs. The DCC has enjoyed an important partnership with Elections Saskatchewan (ES) since 2015. ES provides funding annually to support the DCC's delivery and ongoing development of the 'Your Voice Matters' (YVM) program, a citizenship and democracy program offered free to classrooms in grades 4-8.

DCC in the USask Context

The DCC is one of six museums and galleries located at USask (see Appendix C). Key similarities among the USask museums and galleries include:

- Efforts to educate the campus and Saskatoon community with exhibits and collections.
- Outreach and engagement activities, such as hosting public talks, seminars, exhibitions, summer camps, and tours.
- Mandates or visions that emphasize allowing and encouraging individuals to appreciate the art, objects, or exhibits while understanding them within wider contexts, and to establish relationships and cross-cultural and cross-community relationships through this shared understanding.
- External funding (e.g. Saskatchewan Lotteries, SaskCulture, City of Saskatoon, private and corporate donors, federal and provincial grants), and named trusts.

Key differences among the USask museums and galleries include:

- Staffing complement sizes range from zero to six. The DCC's staff complement is moderate in context.

- Presence and composition of governance boards or advisory committees. The DCC's lack of an advisory committee or board is not unique, but there are models of such bodies at other USask museums and galleries.
- Physical footprint/size. DCC is larger than most USask museums and galleries.

DCC in the U15 Context

Thirteen of Canada's U15 universities have units offering dedicated research, training, and programming on public and civic affairs, citizenship, leadership, governance, civic engagement, and democracy (see Appendix D). (The two U15 universities without such offerings are the Universities of Calgary and Waterloo.) Most of these units limit their activities to research and outreach; in five of the thirteen universities (Laval, McGill, Alberta, McMaster, Toronto), the units also offer degrees. In many of these units, a director/executive director is supported by a staff team in the day to day work, and reports to a governing body (board of directors, advisory or governing council/board); in most cases, the governing body is comprised of university faculty members.

There is considerable variation in the focus of the various units:

- Laval, Manitoba, Ottawa, and Toronto are focused on enhancing public policy and working with practitioners to solve problems.
- Alberta, McGill, and McMaster are focused on creating capable, engaged citizens and/or leaders of the future.
- Queen's, USask's Diefenbaker Centre, Dalhousie, and Montreal emphasize democratic citizenship and engagement, with a particular focus on public dialogue and discourse.
- UBC seeks mainly to produce and disseminate high quality research regarding democracy.
- Many of the units juggle one or two primary aims (i.e., Democracy, Public Policy Innovation) with many sub-aims (Rural Economic Development, Leadership).

Stakeholder Feedback: Key Findings

Interviews were conducted by two interviewers from late March to early April 2024 with 23 key DCC stakeholders, including USask current and former administrators and faculty, Saskatchewan (SK) museums, networks, and organizations, and DCC staff members. The length of interviews ranged from 30 to 75 minutes. The major themes and sub-themes from these conversations are identified in Appendix A and further discussed below and highlighted with participant quotes.

Vision and Mission. All interviews began with an introduction of the DCC's current mission and vision, which are as follows:

- **Mission:** To help people make meaningful and personal connections to ideas of citizenship, leadership, and Canada's role in the international community.

- **Vision:** To create a welcoming and inclusive environment where visitors can experience the timeless themes of Diefenbaker’s legacy through a modern perspective.

The majority of interviewees indicated that this provided a good road map for the direction in which the DCC was headed. Several interview participants said that building upon Diefenbaker’s legacy with a modern lens was working well. A couple of interviewees expressed caution in modernizing to what one participant referred to as a “woke Diefenbaker” (i.e., representing him as being sympathetic to social inequalities to a level that is inaccurate to his time period and legacy.) The following quote represents the general attitude of interviewees:

His [Diefenbaker's] one Canada vision, which is the formation of the mission and the vision that we have, it really is timeless like it applied to the fifties and sixties, and it can encompass anything in the future. I think, too. So I think it's a really solid vision for the DCC. And it really opens, and so general, but also so meaningful that it opens us to bring in exhibits and programming related to all kinds of things that would appeal to all kinds of audiences, different topics, the past, the present, the future. So I, personally, wouldn't change it. I think that it really appeals to the SK community, now the university community and the future, too.

A couple of interviewees suggested revisiting the mission and vision, while another set of interviewees felt the DCC should have a strategic plan.

Exhibits and Programming. The DCC provides a resource for education and civic engagement not offered elsewhere in the province. A majority of interviewees thought the current offerings were great:

[I]t's one of the few places for people in this province, students at the university, and visitors to kind of be fully grounded in the political history of their province....I like that you can pick up the phone and hear Diefenbaker talking to JFK at any day of the week. That's fantastic.

Nearly a third of interviewees (seven out of 23) singled out the children’s programming as particularly successful. One teacher noted that the DCC “connects well” and “[easily]” to the curriculum for middle grades. A few interviewees expressed that while some of the existing programming – such as the ghost tours – did not have a clear connection to the DCC mission and vision, they still provided overall value.

Key Audiences. When asked about the DCC’s key audience, every interviewee identified K-12 students as the current key audience. The programming for K-12 is well received with opportunities for expansion:

[A]s teachers, it's really difficult for us to get good information that is at a student's appropriate level about Indigenous governance. And there's definitely been a lot added

into the technical programming, but that's an area that the teachers were always looking for.

Some interviewees suggested that the current key audience should be expanded or revisited. A few interviewees indicated that a broader group of youth, from elementary school students to roughly university- and college-aged students (including USask students), should be the key audience. A few interviewees said that they would like the DCC to have the public as the key audience.

Connections with USask. Connections with USask were identified as a current weakness for the DCC. Over half of interviewees (15) recommended that the DCC develop a deeper connection with USask. Some interviewees (four) noted the focus on K-12 programming did not include university students. Departmental connections across the university could be stronger, since there are no connections with Political Studies and History, which have the most inherent thematic connections. Several interviewees suggested leveraging resources such as professors and graduate students from other departments, such as Agriculture, Economics, Education, Commerce, and Sociology, to consult with the DCC, engage in teaching activities, or experiential learning opportunities.

I think there's so much that could be explored and it's just that getting the interest of a couple of faculty makes all the difference in terms of getting them to focus on something and kind of help bring it to life in new ways.

A senior university administrator said that having the DCC strongly connected with USask provides an opportunity to re-imagine different perspectives: "I think universities at least are losing the value proposition argument, because they are seen as only having value for one way of thinking. I think that's inaccurate, but we've allowed that narrative to take over." As a university body with considerable public outreach and connection, DCC may be well positioned to help demonstrate the university's societal relevance through stronger connections with USask's academic programs and research initiatives.

Connections with Community. Interviewees who were from Saskatoon or SK were familiar with the DCC and the programming that was offered there. Those new to the city had little knowledge of the DCC. One interviewee said: "[E]ven though I've lived here for 3 years now, it wasn't until I got your invitation that I went to the DCC." A suggestion was made to ensure the DCC is on the "Saskatoon museum circuit" as a key destination for those who live in the city and also people visiting Saskatoon: "ideally, I think it'd be great if it was just seen as like, the way the Mendel used to be seen as just a place to wander through when you're out for a walk and see a little bit of it." Interviewees from outside of Saskatoon suggested that the DCC tap into existing museum networks in the province. The DCC's work with Elections Saskatchewan (ES) was seen favourably by a number of interview participants as their children had participated in this programming in the past. A representative from ES was grateful to the DCC because otherwise, ES would have to run the program.

Several interviewees voiced the importance of maintaining a provincial and regional focus at the DCC. One interviewee suggested that DCC keep any focus on national/international endeavors manageable by simply connecting with already existing network directories (such as smarthistory.com). Another interview participant suggested the following:

I certainly understand the interest and the necessity of connecting it nationally. Because there is that opportunity with the fact that he was Prime Minister, but I do think that, especially now with that Western separatism, this is an opportunity to show that you know, we do have a voice, we've always had a voice and we are part of something bigger – SK perspective on a national scale.

A few interviewees felt that pursuing international audiences, especially, was unlikely to be achievable in the next few years and that a focus on connecting with local and regional audiences would speak to the DCC's strengths and be sustainable going forward.

Museum Connections at USask and across Saskatchewan: The DCC belongs to the Museums Association of Saskatchewan. Other organizations that could be more strongly connected to the DCC include the Western Development Museum, SaskCulture, Saskatchewan Heritage, Government House, and smaller SK museums. Five interviewees who worked in museums besides the DCC suggested that the DCC should be better connected with other museums to better coordinate resources and/or learn about best practices. Creating a network to share best practices and advice on running museums at USask was mentioned by interviewees working at museums at USask. One USask museum staff member summed this up well: "I could see it valuable to have a little bit of a think tank for all of us, to put us all in the same room. Because I feel like oftentimes, we're facing similar challenges."

Communication and Promotion: A significant focus of the DCC's communication efforts are directed at its main audience: K-12 educators. The DCC has also been working with the USask President's Office to provide campus tours for prospective faculty and academic administrators. Several departments and colleges at USask felt that communication with the DCC has been minimal. Occasionally, emails are sent but it is easy for them to be lost amongst other competing priorities. One interviewee indicated that outreach with colleges and departments at USask could be done by reading individual researcher profiles and reaching out for expert consultation on exhibits and programming. Approximately three of 23 interviewees indicated that they were not familiar with the DCC prior to being asked to participate in the review interviews.

Leadership of the DCC: A couple of interviewees felt that connection between staff and the leadership of the DCC could be improved. The executive team is small and shared with JSGS, which is located in the same building. This has been a problem for many years and is not specific to any individual. JSGS is a much larger organization than the DCC with greater funding and more employees. One interviewee suggested that a director dedicated exclusively or primarily to the DCC could provide a voice for the DCC and manage its concerns.

Advisory Committee: Three interviewees asked how the DCC was governed and whether there was an advisory board or committee. Interviewees who were unsure about whether this existed thought it might be a helpful way to make connections with the University, Saskatoon, SK, and museum communities around the province to expand outreach efforts. A staff member said: "there probably needs to be a steering committee." In terms of the membership composition of said advisory committee, the same staff member suggested having an Indigenous elder on the committee so "that we could go to be able to cultivate these relationships."

Clarifying Sources of DCC Funding. The topic of funding was not included in the interview questionnaire, but several interviewees brought it up independently. Interviewees noted it was a common issue for museums. At least three interviewees erroneously believed it was primarily funded by USask, although funding information is available on the DCC webpage. The prevalence of this assumption suggests that the funding structure of the DCC (primarily grants and annually renewed trusts) could be more effectively communicated. Two staff members indicated a desire to seek outside sources of funding for the DCC with corporate sponsorship (oil and mining companies were mentioned) and to establish USask financial support. SaskEnergy and SaskCanola already provide program support.

Staff Job Security and Capacity: Interviews with the DCC staff indicated that there is a need for additional staffing to help support the current mandate of the DCC. The programming coordinator position is funded on an annual contract basis, creating job insecurity. DCC staff members (two) indicated that they require further staffing support to properly run the DCC. The internal DCC review can provide the groundwork for strategic planning, which can look at sustainable funding for staff that matches the aspirations of the DCC into the future.

The staff structure can be revisited to better suit the functions of the DCC; doing more with community engagement and support for this; there has been burnout. There will be burnout. It's tough. It's tough on staff morale. And you know, I think of a strategic planning session, that, I hear, is after the center review, you know, once we have some more information, it could really push us in a good direction so that...maybe there are some things that we put aside while we explore future innovative ways. Ways to make more to fund, raise more money to get that support, so that we can have a very flourishing museum that people want to engage with, that the academics want to engage with.

Suggestions raised for increased funding to support staff positions and the DCC's financial sustainability included central university funding, external donors, and/or corporate sponsorships.

Diefenbaker Building: Most interviewees had infrequent visits to the DCC. Participants also suggested that the location is difficult to access due to access by bus routes and is a separation from other university buildings. Interviewees reported insufficient building maintenance by the

University and a lack of signage. A few participants noted that there is opportunity to leverage the beauty of the Diefenbaker Building, particularly its placement close to the South SK River:

[I]t's a beautiful location. It's right on the river. It has a great view.... A couple of times other departments or the President's office have used the building, and they've loved it. And so making that opportunity more known, and the University showing it off too, would be great.

Many interviewees mentioned people on campus and in the city are unaware of the existence of the DCC. Publicity about the DCC could be increased and street signage could be improved. Several participants indicated that the DCC could be a great venue for conferences, art exhibits, musical performances, lectures, and community event rentals. Interviewees noted that hosting more events would improve the DCC's connection to USask and the local community. Others felt that hosting events such as the Amati Quartet veer too far from the DCC's mission and vision.

Ideas for DCC Future Directions: Nearly all interviewees (22 out of 23) spoke to the focus areas of the DCC. Several suggested topics that people would like to see related to exhibits and programming were discussed in the interviews. These included: Indigenous perspectives, truth and reconciliation; local and regional strengths; connection with communities in SK - 2LGBTQSI, newcomers, settler groups; shift into the leadership sphere; civic engagement; critical thinking skills for all target audiences; misinformation; informed citizenship for elections; political polarization; conservative perspective; NATO; Canadian rights and freedoms; and artistic endeavors.

Former directors of the DCC and those in senior leadership positions at the University emphasized that the centre could promote and discuss civic engagement, leadership, and citizenship and position the DCC as a place to convene high-quality research conferences or host a dedicated research fellow. DCC could host talks and events on topics which speak to the work happening in other colleges and departments across campus. One interviewee suggested "interdisciplinary debates colloquiums [that] could get faculty from different disciplines or different universities on certain topics...publishing papers at the end of it." A senior administrator indicated that this would provide an opportunity to have debates and discussions with political groups recently shut out of university ideology.

While the archives are the responsibility of the Library and not the DCC, it should be noted that several interviewees felt the Diefenbaker Archival Collection could be better used and its existence and availability could be better promoted. As one interviewee noted, "[in] its collection, there are all sorts of weird and wonderful things in there, some of which you want to keep buried forever, and others which really need to see the light of day."

Recommendations

The DCC has done good work in the areas of programming and outreach. It has brought in relevant exhibits and enjoys a positive reputation in the community. The museum also has potential to be and achieve more. Sustainable funding from the University would allow DCC to implement new initiative and add additional value to USask. For this reason, the Review Committee has recommendations for both the DCC and for the University.

Recommendations to the DCC

1. **Establish an advisory community comprising University and community stakeholders.**
 - a. The committee should have a mandate to increase the DCC's engagement with the University academic community.
 - Implementing this recommendation would fully align the DCC with the USask Centres Policy ("to enhance the academic interests of the university and its faculty in the pursuit of research, teaching, scholarly and artistic work, and to meet the needs of the community at large.")
 - b. The committee should include academic representation from the departments of Political Studies and History and the University Library, and community representation from the museum and education sectors. Indigenous representation on the committee is strongly recommended.
 - c. The committee, working with staff, should develop a strategic plan for the DCC.
2. **Review and revise the DCC mandate and mission.**
3. **Treat the University academic community as of equal importance as the K-12 audience.**
 - a. Create a strategic plan to involve the University community with the DCC with the eventual aim that the University will be as important an audience as is K-12.
 - b. Develop and implement a plan to nurture relationships with relevant academic units.
 - c. Use relevant university/departmental list serves to announce DCC exhibits, events, and programming of interest to the University community.
4. **Focus the DCC's mandate, exhibits, and programming on civic engagement.**
 - a. While it is recommended that exhibits would ideally have an obvious connection to the mandate, there may be reason to occasionally feature an exhibit that stretches the mandate somewhat but has strong public appeal.
 - b. Publicize how each exhibit clearly connects to Diefenbaker's legacy; one idea is to use the micro-exhibit space for a companion exhibit with items from the collection that ties the borrowed exhibit into the DCC mandate.

5. **Establish a balance of past events, present events, and future challenges in program offerings.**
 - a. Feature the legacy of Diefenbaker while ensuring a clear connection to civic and public engagement.
 - b. Consider expanding the partnership relationship with Elections Saskatchewan.
 - c. Consider exploring a partnership with Elections Canada.

6. **Make the collection accessible for academic purposes and use it to invigorate permanent displays.**
 - a. Promote the artefacts and archives as a useful resource to course instructors, such as through an open house, one-on-one meetings, and on the website (example: [Home - USask Library and Archival Resources: Diefenbaker Archives - Research Guides at University of Saskatchewan](#)).
 - b. Offer workshops (on site and/or in classroom) for students.
 - c. Advertise the collection to political science and history graduate programs across Canada.
 - d. Develop and make accessible a catalogue of artefacts.
 - e. Use artefacts and archives more frequently to refresh the “One Canada” exhibit and replica rooms.

Recommendations to USask

3. **Establish a significantly stronger connection between the University and the DCC.**
 - a. Recognize and celebrate the important roles that the DCC plays by:
 - serving as one of the public faces of the University to external audiences;
 - creating community connections;
 - introducing primary and high school students to the University, which assists with undergraduate student recruitment;
 - bringing visitors to campus, some of whom are a different audience than the University would otherwise attract; and
 - employing University students.
 - b. Provide University-level dedicated ongoing funding for the Programs and Outreach Coordinator who is primarily responsible for many of the activities above.
 - While the DCC reports to JSGS, the School does not have the financial capacity to support the museum in this way. JSGS does contribute staff resources partially in kind for functions such as supervision, HR, finance, and communications and marketing.

4. **Establish a collaborative model for all museums and galleries at USask.**
 - a. The museums and galleries on campus share much in common, including serving as important conduits between the University and the public, the need

to demonstrate value to the academic community, significant reliance on grant funding, and limited staff resources.

- One option would be to locate all of these units under a single organizational umbrella. This would provide a natural opportunity to work together to maximize limited resources, collectively market their activities and exhibits to a broader audience, and capitalize on and perhaps gain improved access to external funding opportunities.
- Another option would be to create an informal network of the key staff in each of museums and galleries with the same goals as above. The effectiveness of such a network will be reliant on the willingness and capacity of the individuals.

Appendix A: Stakeholder Feedback Themes

Table A1. Stakeholder Feedback Themes

Theme	Subtheme
Communication & Promotion	–
Future	Focus Areas Vision and Mission Key Audiences
Governance & Funding	Leadership of the DCC Advisory Committee Clarifying Sources of DCC Funding
Staffing	Job Security and Capacity
Connections with University and Community	University of Saskatchewan Saskatoon Saskatchewan Museum Connections in SK Canada/International
Research	Archives Diefenbaker/Canadian Leadership Fellow Talks on Citizenship/Civic Engagement
Exhibits & Programming	What is working well
DCC Building	Accessibility Event Space

Appendix B: Children’s DCC Feedback

Table B1. Spy Camp Survey Questions

Camp Survey Questions (16 respondents)	Big Happy Face	Happy Face	Meh Face	Unhappy Face	Grumpy Face	
Did you have a fun week at camp?	12	2	2			
Did you like going outside and walking around the University?	6	7	2		1	
Did you like learning about real spies from around the world?	10	3	1		1	
Would you come back to spy camp again?	12	2		1	1	
Please give this camp a score out of 10:	10	10	8	100	100	8
	10	10000	1000000	10	9.5	
	100	5	9.9	10	4	

Table B2. Verbal Feedback

Verbal Feedback (notes recorded by camp leaders)
Awesome, Fabulous, Perfect
Not the best camp I've ever been to
Best, Best Best!
More real life spies/more spying, looking and stealing stuff
Harder challenges
I spy (campus tour): more spread out, make shorter
About half the students indicated that they <u>hated</u> walking outside, did not like the I spy campus tours
Make spy gadgets
Add recess to snack break
More Randy Rosthern mystery solving throughout the week; I small mission everyday leading up to the big one
1 hour outside; no I spy
Longer lunch (lunch was 30 min)
Less cat sweaters (worn by camp leader)
Clock in room
Nerf guns
Build spy gadgets

Appendix C:

Table C1: USask Museums and Galleries

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
Diefenbaker Canada Centre	<p>From the '22-'23 DCC Report to the Community p.4, Mandate: "Drawing inspiration from Prime Minister Diefenbaker's words, writings, and accomplishments, the DCC strives to help people make meaningful and personal connections to ideas of citizenship, leadership, and Canada's role in the international community. Functionally, these ideals are achieved through a response to society's challenges with practical solutions. At the DCC, we:</p> <ol style="list-style-type: none"> 1. Create and co-create exhibitions, programs, and special events. 2. Generate dialogues and conversations on citizenship, leadership, and Canada's role in the international community. 3. Are financially viable. 4. Are environmentally conscious. 5. Steward the permanent collection. 6. Create an environment where people are empowered and supported." 	<p>USask Connections: Exhibits that engage/tell the stories of members of the USask community. e.g., "USask Women in STEM."</p> <p>Co-curation of events and exhibits with the USask Dept. of Music to host the Amati Quartet series and Culture Days. In the past, "China Through Saskatchewan Eyes: Evelyn Potter's 1971 Journey" was exhibited at the DCC and funded partially by a USask professor and the USask College of Arts and Science, among others.</p> <p>DCC programs (e.g. youth camps, Ghost Tours) often utilize the wider USask campus and community as part of their programming.</p> <p>Certain youth camps hosted by the DCC in 2022-2023 engaged with USask researchers in the fields of Science, Technology, Engineering, Arts, and Math (STEAM).</p> <p>The Diefenbaker Archival Collection is managed by University Archives & Special Collections.</p>	<p>No advisory boards/committees, etc.</p>	<p>Director (Loleen Berdahl)</p> <p>Executive Officer (Amber McCuaig)</p> <p>Curatorial, Exhibits and Collections Manager (Helanna Gessner)</p> <p>Programs and Outreach Coordinator (Kirsten Falzarano)</p> <p>Administrative Coordinator (Joan Aquino)</p> <p>Heritage Education Technician (Cat Woloschuk and Julian Eidsness Hodges)</p>	<p>From the '22-'23 DCC Report to the Community: "The Diefenbaker Canada Centre relies primarily on two funding streams to sustain its operations: annually renewed trusts and grants from federal, provincial, and private programs. The DCC also generates a modest revenue from donations, admissions, and educational programming.</p> <p>The most prominent renewable trust funds include the Parker-Dewdney Memorial Trust, Diefenbaker Society Trust, and Diefenbaker Centre Trust. Investment income from each is made available for spending on an annual basis to support the DCC's operations and covers a majority of its annual salaries and benefits expenses. The DCC also applies for a series of museum, social, and cultural grants used to fund exhibits, student staff, and other initiatives. The Centre regularly receives grants from SaskCulture, City of Saskatoon's Culture Grant Program, Young Canada</p>	<p>From the '22-'23 DCC Report to the Community: "The Diefenbaker Canada Centre (DCC) is unique for both our location on the University of Saskatchewan campus and our appeal to diverse audience of all ages, identities, and backgrounds."</p> <p>"In addition to preserving and interpreting the core collection of personal artefacts bequeathed by Mr. Diefenbaker, the DCC proudly hosts a wide variety of exhibits within our themes that are designed to appeal to audiences of all ages. With affordable admission, accessible programming, and guided tours, the Centre creates a welcoming and accessible environment that helps build a bridge between the University of Saskatchewan and the greater Saskatoon community."</p>

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
		<p>The DCC's outreach efforts are extensive. The Centre and its staff participate/have participated in Pride Week, Museum Week, Heritage Festival of Saskatoon, host dozens of youth camps and tours, and engage with other organizations in Saskatoon on different projects (Upcoming S20 West citizen engagement project).</p>			<p>Works, Canada Summer Jobs, and the Canadian Heritage Museums Assistance Program."</p> <p>Operational Funding & Support: City of Saskatoon, Sask Lotteries, Government of Canada.</p> <p>Program Funding & Support: SaskEnergy, Elections Saskatchewan, SaskCanola (Saskatchewan Canola Development Commission).</p>	
<p>The University of Saskatchewan Art Galleries and Collection (The Kenderdine Art Gallery, the College Art Galleries, and the Gordon Snelgrove Gallery)</p> <p>From the USask Art Galleries & Collection Website: "These galleries were united as a single entity as part of our 2017 <i>Galleries Reimagined</i> initiative to offer greater opportunities for innovative and interdisciplinary teaching, research and collaboration</p>	<p>Mandate: "The Art Galleries and Collection pursue a standard of excellence through innovative programming and critical investigation, reflecting professional standards in practice and presentation. Original works of art communicate across language barriers and disciplines, making them an invaluable means of interpreting and understanding ourselves and the world. It is our mandate to engage the University community in their appreciation and study, but also to create an open, dynamic and inspiring environment that builds meaningful relationships across communities."</p> <p>"Situated on Treaty 6 territory and the homeland of the Métis on the Canadian Prairies, the Art Galleries and Collection seek to share the cultural richness, history and</p>	<p>Part of the stated Mission of the USask Art Galleries & Collection is for the galleries "to animate the creative environment of the University in an interdisciplinary spirit of provocation and inquiry...the galleries...serve as an autonomous cultural research institution within the University, dedicated to intellectual exploration and freedom of expression, fostering open debate and dialogue."</p> <p>The USask Art Galleries and Collection engages extensively in outreach efforts. The Galleries "host numerous exhibition openings, artist talks, public tours and artist residencies throughout the year. All</p>	<p>Unknown/No information available.</p>	<p>Director, University Art Galleries and Collections (Jake Moore)</p> <p>Registrar (Blair Barbeau)</p> <p>Curator (Leah Taylor)</p> <p>Coordinating Curator (Cole Thompson)</p>	<p>The University of Saskatchewan</p> <p>Canada Council for the Arts Department of Canadian Heritage Kenderdine/Beamish Trust May Beamish Trust Museums Association of Saskatchewan Saskatchewan Arts Board Private and Corporate Donors</p>	<p>The Galleries webpage 'Research and Learning' states that through the hosting of exhibitions, putting on events, etc. the Galleries "connect communities on campus and beyond." The Galleries have both a campus and wider community (i.e. Saskatoon) focus, but the themes of many of the exhibitions, artwork, and events can certainly tie in local, national, and international audiences depending on subject matter. As the Galleries, its events, talks, etc. are free and open to the public, the potential audience for the Galleries is endless.</p>

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
across campus.”	contemporary artwork of this unique location. We present an intensive year-round program of local, regional and national exhibitions and events that support the teaching, learning and research mission of the University. Our purpose is to present diverse and intellectually rigorous work by emerging and established Indigenous, Canadian and international artists and curators alongside programs and events that situate them in a broader social, historical, political and cultural context. Indigenous representation and engagement are essential to our approach.”	<p>events are free and open to the public.”</p> <p>Research connections: “Our priority is to open access to interdisciplinary teaching and research interests that encourage new ways of seeing. As such, we seek partnerships with faculty across disciplines to realize the potential of the galleries as a site for formal and informal teaching and learning.</p> <p>Our role as part of a vibrant research university grants the academic freedom to be risk-takers who are curatorially independent and responsive to evolving social issues and artistic trends.”</p> <p>The Gordon Snelgrove Gallery “maintains and displays works by graduating students from the Department of Art and Art History Collection).”</p> <p>The USask Art Galleries and Collection offers ‘Ways to Engage’ such as arranging seminars for students, tours (self-guided or curatorial), exhibition development, assignments, research (allowing faculty or students to research sessions with works of art), artist-in-residence seminars, and other events (talks, tours,</p>				

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
		<p>films, scholarly speakers, panel discussions).</p> <p>Campus Art Placement Program: “The University of Saskatchewan Art Collection oversees the placement of artwork throughout campus as part of our mandate to make cultural and educational resources available to our community...The program offers USask students, staff and faculty the opportunity to enhance their surroundings and benefit from everyday encounters with original works of art. Our goal is to have as much of the collection on view as possible by placing artworks in offices, hallways, lobbies, lounges and other high traffic public spaces.”</p>				
<p>Museum of Antiquities</p>	<p>Aim of the Collection: “The long-term aim of the Museum is to offer a reliable and critical account of the artistic accomplishments of major Western and Middle Eastern civilizations from approximately 3000 BCE to 1500 CE...The collection is, however, only a beginning. Greco-Roman antiquity was chosen as a starting point. Classical art remains an important frame of reference of Western art, which, whatever it does, does so with awareness of conforming or dissenting. The distinct style of Classical art is also</p>	<p>The MoA was established by professors in the Department of History and Art and Art History in 1974. The MoA has formal connections to the Departments of History, Art and Art History, and the Classical, Medieval and Renaissance Studies program through the MoA's director who develops courses and teaches courses for these programs, courses which extensively incorporate the MoA's</p>	<p>The MoA has a Policy Advisory Committee. The Committee is primarily made up of USask professors of History, Classical, Medieval, & Renaissance Studies, English, and Archaeology & Anthropology, but also professionals from Saskatoon, as well as a representative from the Saskatoon Hellenic Community. The Policy Advisory Committee has a somewhat dated</p>	<p>Director/Curator (Dr. Tracene Harvey)</p> <p>Education Coordinator (Anneka Rowe)</p> <p>Numismatic Researcher (Carrie Slager) (Numismatics is the study or collection of currency, including coins, tokens, paper money, medals and related objects).</p> <p>Museum Intern (Brianne Cipywnyk)</p>	<p>The MoA is funded through the generosity of private benefactors, but also through external funders: SaskCulture, Saskatchewan Lotteries, Community Initiatives Fund, Young Canada Works, Canada Summer Jobs, and Canadian Heritage.</p>	<p>Many outreach programs and camps are geared towards children and families, however, the physical MoA is free to explore and thus isn't strictly geared to any age group or particular audience.</p>

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
	<p>very recognizable and thus provides a familiar foundation. Since the aim of the collection is to make sensible the elements and progressions of the various arts, our initiation is greatly facilitated by familiar examples.</p> <p>Further, on the Collection's many replicas: "The aim of the present collection is to offer a reliable and critical account of the accomplishments of all periods and civilizations in the field of Western sculptural art. Such an objective would be unattainable for museums of priceless originals, but is within the bounds of possibility with a relatively inexpensive cast collection."</p>	<p>collections. The MoA's director is involved in active archaeological and numismatic research with Professor Brent Nelson's Digital Ark project in the Department of English, but also with professors at the University of Alberta. USask undergraduate and graduate students are actively involved in these research projects. Virtually all MoA staff are current undergraduate and graduate students, but there are also post-graduate interns from USask and from other universities in Canada and Europe. Many MoA volunteers are current USask undergraduate students.</p> <p>The MoA offers many outreach programs such as: Ancient & Medieval Adventures summer camps, K12 Programs and Resources (currently in development and launching spring 2024), Culture Days at the MoA, Kids and Family Programs, Adult Educational Programs (currently in development), and the MoA offers bookable tours of the Museum, but is also open Monday-Saturday with free admission for all (or by donation).</p>	<p>constitution and by-laws, but there is a recently developed policy which covers its roles and responsibilities. The MoA's Policy Advisory Committee not only advises on MoA policy, but also on strategic planning, fundraising, and vetting new acquisitions.</p>	<p>Digital Content Intern (Chloe Peters)</p>		

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
		<p>The MoA has a very active Facebook page that highlights different pieces of the MoA collection, upcoming events, and current exhibitions.</p> <p>The MoA offers many free, no-registration required 'Kids Crafternoon at the Museum of Antiquities'. Kids attend and learn about history, myths and folktales (i.e. Robin Hood) with crafts focusing on the subject being discussed (i.e., the kids/families make a Robin Hood hat).</p> <p>The MoA has participated at events like the Saskatoon Family Expo, Nuit Blanche Eve, Saskatoon Heritage Festival, and Folkfest.</p> <p>The MoA is one stop on the Campus Ghost Tour hosted by the Diefenbaker Canada Centre.</p> <p>During the 2023 USask Classical, Medieval, and Renaissance Studies Colloquium, the MoA hosted the Colloquium's lecture and reception, which it also did several times pre-pandemic.</p>				
Museum of Natural Sciences	The Museum does not feature a mandate, mission, vision, goal(s),	The Museum offers School Field Trips both Guided and	Unknown/No information available.	The Museum has no permanent staff listed.	The Museum of Natural Sciences is supported by the	Primarily the campus and wider Saskatoon

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
	<p>aim, etc.</p> <p>From the Museum's homepage: "The Museum of Natural Sciences showcases the history of Earth and the evolution of life on it through exhibits and displays that include dinosaur skeleton replicas, fossils, live animals and plants, rocks, and minerals."</p> <p>Information regarding the Museum, its founding, how its Collections came to be, etc. is surprisingly scant.</p>	<p>Self-Guided (website is slightly outdated). More up-to-date information and resources for Self-Guided Tours at the Museum of Natural Sciences is available here.</p> <p>Science on Saturdays: "The Science Outreach Team partners with the Museum of Natural Sciences to offer Science on Saturdays where we welcome general public visitors to explore a variety of science topics with hands-on activities for Museum visitors of all ages from September to April. Visitors can learn about topics like computer science as they program robots, and the physics of projectiles as they build marshmallow catapults."</p> <p>Summer Camps: "Camp participants will explore the history of Earth and the evolution of life through hands-on science, art, drama, and physical activities anchored in geology, paleontology, and the museum's dinosaur skeleton replicas, fossils, live animals and plants, rocks, and minerals."</p> <p>May/June School Field Trip Program: "Free field trips are offered over seven</p>		<p>The Museum does have a Program Coordinator, Andrew Whiting, who is responsible for hiring Summer Camp Counsellors to provide summer programming to youth.</p>	<p>USask College of Arts and Science, SaskCulture, Sask Lotteries, and the Community Initiatives Fund.</p> <p>No information regarding budget or budget size in the 2022-23 USask Annual Financial Report.</p>	<p>community.</p>

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
		<p>weeks in May and June each year in partnership with the USask science departments, museums and galleries, Science Outreach, and community groups. Join us for hands-on activities and tours at the Museum of Natural Sciences, in teaching laboratories, and at other campus cultural facilities.”</p> <p>The Museum website features the Museum’s extensive digital Geology, Paleontology, and Uncatalogued Collections. The Collection offers free information and photographs. It also offers free Guides and Maps to aid in an individual or groups’ exploration of the Museum.</p>				
<p>St. Thomas More College Gallery</p>	<p>None explicitly listed, although this description appears on the webpage leading from embedded link to the left: “The STM Gallery, on the second floor of St. Thomas More College, encourages an appreciation for the fine arts - one of the cornerstones of a well-rounded liberal arts education. We plan a yearly series of exhibitions designed to inspire new thoughts and provoke conversations.”</p>	<p>The gallery appears to be mainly outside the scope of STM and USask programs and research. Outreach efforts are also difficult to discern, however, the STM gallery is essentially open to any and all STM and USask students.</p> <p>The Gallery has previously hosted artwork created by students of the Greater Saskatoon Catholic Schools Division.</p> <p>The Gallery’s previous</p>	<p>Unknown. Gallery curator or exhibition curator is not a position listed on STM’s 2024 Organizational Chart.</p> <p>No further information found in STM’s Annual Reports, Finance and Operations, etc.</p>	<p>STM Gallery Curator (Ann Donald). However, this title/role is not officially listed on any Faculty or Staff lists.</p> <p>No other staff associated with the Gallery.</p>	<p>Unknown. No mention of the STM Gallery’s operating expenses, expenditures, etc. are listed within STM’s most recent yearly financial statement.</p>	<p>Primarily the campus and wider Saskatoon community.</p>

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
		<p>exhibition, which ran from January-March 2024, featured works by 11 Saskatoon artists who share a studio space in the city, known as the Studio on 20th Street.</p>				
<p>University of Saskatchewan Computer Museum</p>	<p>“Dedicated to the preservation, interpretation and celebration of yesterday's computing artifacts”.</p> <p>“The University of Saskatchewan Computer Museum, founded in 2002, exists with a mission to ‘Intercept, Preserve, Interpret, and Celebrate computing history on behalf of the University of Saskatchewan Community’. This statement, and our vision to ‘Be the trusted Saskatchewan authority for computing history’, were both updated in 2015 to better reflect our evolving sense of purpose.”</p>	<p>The Museum offers volunteer opportunities to anyone associated with USask in any capacity (faculty, faculty Emeritus, staff, student, alumni).</p> <p>The Museum’s Annual General Meeting is open to the public.</p> <p>The Museum is a member of the Museum Association of Saskatchewan.</p> <p>The Museum in the past has coordinated events with USask’s Department of Computer Science and Engineering, while providing displays in both Departments’ buildings. There are also displays in the Spinks Addition and Physics Building.</p> <p>The Museum in the past has coordinated activities with the Museum of Antiquities to help celebrate the 50th anniversary of the Department of Computer Science.</p>	<p>See Staff Titles/Roles →</p> <p>Annual general meetings are held and are open to the public.</p>	<p>“Our Museum Board for Oct 2023 - Oct 2024”</p> <p>Chair (Greg Oster)</p> <p>Secretary (David Bocking)</p> <p>Treasurer (Greg Oster)</p> <p>Curator (Markus Blumrich)</p> <p>Groundskeeper (Markus Blumrich)</p> <p>Multimedia Officer(s) (Rob Grosse, Kevin Lowey to assist.)</p> <p>Members at Large: Geoff Koehler, Rob Merritt</p>	<p>No information regarding budget size. Most items in the collection are either freely donated by private benefactors or received after being discontinued by different departments, labs, etc. at USask.</p> <p>“The University of Saskatchewan Computer Museum would like to thank the following groups and people for their generous past financial contributions:</p> <p>Corporate</p> <p>Campus Computer Store (now known as UofS IT Requisitions)</p> <p>U of S: Office of the CIO & AVP ICT</p> <p>University of Saskatchewan</p> <p>Personal</p> <p>In Memory of Norman Roebuck In Memory of Neil Johnson”</p>	<p>Primarily the campus and wider Saskatoon community.</p>

Gallery/ Museum	Mandate	Connection to USask Programs, Research, Outreach	Governance (advisory committees, boards, etc)	Staff Titles/Roles	Funding Sources, Size of Budget	Core Audiences
		<p>The Museum offers a free, virtual gallery of its collection on Flickr.</p> <p>The Museum takes a particular interest in artifacts/items that have a USask connection and/or story associated with them.</p> <p>The Museum provides a free self-guided tour map. The 'Museum' is free to explore and spans several different USask buildings (the Museum has no single location).</p> <p>The Museum has a very active Facebook page posts a wide range of information regarding USask computing history.</p>			<p>No further information found in USask's Annual Financial Report.</p>	

Appendix D: Canadian U15 Public and Civic Affairs Context

Table D1. Public/Civic Affairs Landscape

University	Unit/ Program	Mission/ Overview	Structure/ Leadership	Programs	Outreach	Other notes
Alberta	Peter Lougheed Leadership College	<p>Building individuals' capacity and skills to become leaders regardless of their chosen discipline, field, etc.</p> <p>Mission: "PLLC catalyzes leadership development through critical reflection, experiential learning, interdisciplinary collaboration and community engagement."</p> <p>Vision: "To create opportunities to develop the skills and confidence to serve and lead, building a responsible and inclusive future."</p>	<p>Principal: Dr. Richard Field</p> <p>Director of Operations</p> <p>Director of Instruction</p> <p>Several Mentorship, Communications, Events, Awards Coordinators</p> <p>Special Projects Manager</p>	<p>The PLLC offers one certificate program for undergraduate students to complete alongside their Bachelors degree, the Certificate in Interdisciplinary Leadership Studies (CILS).</p> <p>The certificate required 15 credit units (5 classes).</p> <p>'Stretch Experience' - a 200 hour hands-on leadership project w/ up to \$5,000 in support.</p>	<p>Richard Field, Principal: rfield@ualberta.ca</p>	<p>The last Annual Report was for the 2020-2021 year. All of the PLLC's social media has been silent since late 2021/early 2022, but they have recently appointed a new Principal.</p>
British Columbia	Centre for the Study of Democratic Institutions (Part of the School of Public Policy and Global Affairs)	<p>The CSDI "aims to advance/support interdisciplinary publicly-engaged research, teaching, and dissemination of knowledge about innovation in democratic practice and institutions."</p> <p>"Our interdisciplinary work seeks to: Understand the past; Analyze the present; Train for the future."</p>	<p>Director (On Leave): Dr. Heidi Tworek</p> <p>Interim Director: Dr. Chris Tenove</p> <p>Head of Strategy & Development: Kshitij Sharan</p> <p>Graduate Research Assistants: Several</p> <p>14-member Steering Committee: Consists of a cross-section of Graduate Students and Professors at UBC.</p>	<p>No academic programs offered.</p> <p>Research projects (Heavily focused on social platforms + politics): Platform Governance & Elections, Platform Governance in Canada, Online Hate in the Pandemic, Online Inclusivity & Abuse in Politics in Canada, Non-Aligned News, Global Conversations About Digital Disruptions.</p> <p>They also have a few research projects ongoing regarding Health & COVID-19.</p>	<p>Email: To join the mailing list or for more information, email csdi.democracy@ubc.ca. Heidi Tworek Director, CSDI Associate Professor, School of Public Policy and Global Affairs; History Email: heidi.tworek@ubc.ca Kshitij Sharan Strategy & Operations Lead, CSDI Email: sharankshitij@gmail.com</p>	
Calgary	Nothing identified.					

University	Unit/ Program	Mission/ Overview	Structure/ Leadership	Programs	Outreach	Other notes
Dalhousie	The MacEachen Institute for Public Policy and Governance (A collaboration between Dalhousie's Faculties of Arts & Social Sciences, Health, Law and Management, and the Office of the Vice-President, Research.)	<p>Vision: “We see a diverse public engaged in thoughtful and informed public policy discourse advancing the cause of a progressive and democratic society.”</p> <p>Mission Statement: “Our mission is to energize and inform progressive public policy education, ideas and debates in Canada and abroad.”</p> <p>Several more of their stated goals for the Institute are listed here.</p> <p>Democracy and Civic Engagement are one of four key research themes/priorities.</p>	<p>Scholarly Director: Kevin Quigley</p> <p>Program Manager: Jocelyne Rankin</p> <p>Communications Officer: Emily Truesdale</p> <p>Research Assistants: Several</p> <p>Overall, the Institute is guided by an extensive External Advisory Council, Research Committee, and Governing Council.</p>	<p>No academic programs offered.</p> <p>The Institute’s research focuses primarily on four key areas: Environment; Health; Finance, The Economy, Rural Economic Development; Democracy and Engagement.</p> <p>In the past, the Institute has worked alongside Dalhousie’s MPA program and hosted a Master’s of Public Administration course co-taught by Institute Scholarly Director and a former NS premier.</p>	<p>Kevin Quigley, Scholarly Director kevin.quigley@dal.ca</p> <p>Emily Truesdale, Communications Officer emily.truesdale@dal.ca</p>	<p>The Institute is described as “a nationally focused, non-partisan, interdisciplinary institute designed to support the development of progressive public policy and to encourage greater citizen engagement.” It was founded in February 2015.</p> <p>It is heavily focused on civic engagement and encouraging debate on the most pressing public policy issues that Canadians face.</p>
Laval	The Center for Public Policy Analysis (Supported by the Department of Political Science and the Faculty of Social Sciences)	<p>Mission: “The purpose of the Center for Public Policy Analysis (CAPP) is to understand and explain what governments do, the impact their policies have on society, and the integration of knowledge into decision-making.”</p> <p>“The Center works with strategic partners to improve policies and to promote best practices, among communities of practitioners, that influence the living conditions of individuals and communities.”</p> <p>The Center has several other stated goals.</p>	<p>Regular members include Executive Director of the CAPP: Lisa M. Birch</p> <p>Director: Sule Tomkinson</p> <p>The Director’s are supported by seven other Regular Members, all of whom are Professors.</p> <p>The CAPP is further supported by Associate, Emeritus, and Student Members, as well as Guest Researchers and research professionals.</p> <p>The CAPP’s Organization chart.</p>	<p>The two-year Masters in Public Affairs (MAP) program.</p> <p>The Center’s core research themes are Public Policy and the Public; Public Policy and Knowledge; Public Policy and Textual Data.</p> <p>The Center also offers Continuing Education through training sessions covering a wide variety of topics.</p>	<p>Lisa M. Birch, Executive Director lisa-maureen.birch@capp.ulaval.ca</p> <p>Sule Tomkinson, Director sule.tomkinson@pol.ulaval.ca</p>	<p>The MAP program has several concentrations: Performance Evaluation and Monitoring; Public Finance; Public Management; Communication and Representation of Interests; International Public Management.</p>
Manitoba	Centre for Social Science	None explicitly given.	Executive Director: Dr.	No academic programs offered.	Kayla Kasian, Community	The description of the CSSRP at

University	Unit/ Program	Mission/ Overview	Structure/ Leadership	Programs	Outreach	Other notes
	Research and Policy (Faculty of Arts)	<p>The Centre is “committed to community based research that can inform and shape policies, particularly focusing on people and populations that are often overlooked”. The Centre also has “strong relations with researchers who work with arts-based methods and Indigenous methodologies.”</p> <p>The Centre provides services for “communities internal and external to UM with the objective of: Improving the quality of program implementation; Promoting the collection and use of program impact data; Fostering proactive planning for long-term program sustainability”.</p>	<p>Ardith McGeown Plant Ardith.Plant@umanitoba.ca</p> <p>Academic Director: Dr. Royce Koop</p> <p>The Centre has 2 full-time researchers/survey designers.</p> <p>The CSSRP is supported by a nine-member Advisory Board, all of whom are U of M faculty.</p>	<p>The CSSRP offers Research Services, Workshops, as well as a Speakers and Outreach Series.</p> <p>“Examples of services include: Sample and instrument design; Assisting with database creation and translating the numbers into narratives; Funding applications; Ethics applications; Formative or program evaluation; Data analysis in quantitative and qualitative analyses; One-off or ongoing consultation”.</p>	<p>Engagement Coordinator</p> <p>204-474-8166</p> <p>Kayla.Kasian@umanitoba.ca</p> <p>General outreach: cssrp@umanitoba.ca / 204-474-6407</p>	<p>the top of its web page describes the Centre “as a focal point for research methodologies and policy-related activities in the social sciences. CSSRP offers expert research services and provides training and professional development in a variety of social science methodologies and approaches, including research design, data collection, modelling, analysis, knowledge translation and more.”</p>
McGill	Institute for the Study of Canada (Faculty of Arts)	<p>Vision: “MISC’s vision is to foster a broader and deeper understanding of Canada.”</p> <p>Mission: “To support the achievement of this vision, MISC’s mission is to enrich Canadian society in three primary ways. First, by convening conversations about matters that are important to Canadians. Second, by educating and engaging students to be active participants in Canada’s future. Finally, by promoting interdisciplinary scholarship about Canada.</p>	<p>Director: Daniel Béland</p> <p>Program Director: Benjamin Forest</p> <p>Several Research Fellows</p> <p>Administrative Staff</p>	<p>The MISC offers three interdisciplinary programs to undergraduate students: Canadian Studies, Indigenous Studies, and Quebec Studies.</p> <p>All three programs are available as Minors, however, Canadian Studies offers a Major, Minor, and Honours program.</p>	<p>Administrative Officer: Petros Psarudis / 514-398-2605</p> <p>Administrative Coordinator: Mary Chin / 514-398-8346</p>	

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McMaster	Wilson College of Leadership and Civic Engagement (Faculties of Humanities and Social Sciences)	<p>The goal of Wilson College is “to create a unique teaching, learning and research environment in which to develop outstanding young leaders who understand the many challenges facing our world and who will be committed to strengthening our societies.”</p> <p>Similar to UAlberta’s Lougheed College, Wilson College seeks to train and prepare individuals “for careers in government, the community sector, and the private sector.”</p>	<p>Academic Director: Donald Abelson</p> <p>12-member External Advisory Council</p>	<p>Undergraduate Minor in Leadership and Civic Studies (Began in Fall 2023).</p> <p>Graduate seminar in Leadership and Civic Studies (Began in Winter 2024).</p> <p>Joint Honours Bachelor of Arts degree (Beginning in Fall 2025). Leadership and Civic Studies combined with a liberal arts subject.</p>	wilsoncollege@mcmaster.ca	
Montreal	Centre de Recherche sur les Politiques et le Développement Social (Centre for Policy and Social Development Research) (A Research Unit in the Faculty of Arts and Science)	<p>The CPDS is dedicated to analyzing “issues related to the analysis of policies and the governance of contemporary democratic societies.” Further, “the CPDS is interested in the major transformations of contemporary democracies in a perspective inspired by comparative political sociology.”</p> <p>The CPDS’s research focuses on the reconfiguration of citizenship and participatory democracy, transformations of governance, and expertise, knowledge, and public policies.</p>	<p>Director: Laurence Bherer</p> <p>Supported by several associate, assistant, and full professors and researchers from the University of Montreal and other institutions across Quebec and Canada.</p> <p>The Centre also hosts a few visiting researchers.</p>	No academic programs are offered, but the Centre hosts many Masters and Doctoral candidates (mostly Political Science students from the University of Montreal).	<p>Laurence Bherer, Director of the CPDS laurence.bherer@umontreal.ca cpds@pol.umontreal.ca</p>	
Ottawa	Centre on Governance (Faculty of Social Sciences and the School of Political Studies)	Mission: “The mission of the Centre on Governance (COG) is to better understand governance phenomena as well as contemporary administrative and policy	<p>Director: Eric Champagne</p> <p>8-member Board of Directors.</p> <p>Supported by two Research</p>	No programs offered, but offers several Professional Development classes : Currently, they offer Program evaluation in the public sector and Governance and risk	<p>Eric Champagne, Director: echampagne@uottawa.ca / 613-562-5800 (x1652)</p>	

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		<p>problems affecting governmental and non-governmental actors. To achieve its mission, the COG produces, mobilizes and teaches knowledge based on both basic research and more applied research in order to improve the functioning of governmental and non-governmental organizations and the design and implementation of public policies.”</p>	<p>Coordinators.</p> <p>Several Research Assistants.</p> <p>The Centre also has a Visiting Scholars program and hosts Postdoctoral Fellows.</p>	<p>management in the public sector.</p> <p>The Centre offers a Directed Research Course open to fourth-year social science students with a B+ (or better) standing. The course is an “applied research internship” which is supervised by “a professional from a public, private or non-profit organization.”</p>		
Queen’s	Centre for the Study of Democracy and Diversity (Department of Political Studies)	<p>“The Centre for the Study of Democracy and Diversity (CSDD) facilitates rigorous debate on contemporary complex challenges faced by Canada and the world through research and public engagement that uniquely focuses on the intersection of democracy and diversity.”</p>	<p>Director: Oded Haklai</p> <p>Associate Director: Stephen Larin</p> <p>Supported by several dozen Research Fellows.</p> <p>Also hosts Visiting and Postdoctoral Fellows.</p>	<p>The Centre supports “two major streams of graduate student programming”: Political Studies Concentration in Nationalism, Ethnicity, Peace, and Conflict (NEPC) and the Multi-Disciplinary Graduate Programme in Political and Legal Thought (PLT).</p> <p>These programs are not directly offered through/by the Centre, however, but supported by it.</p> <p>The Centre has seven ‘Emerging Scholars’, mainly Doctoral and Postdoctoral students.</p>	<p>Oded Haklai, Director: haklai@queensu.ca</p> <p>Stephen Larin, Associate Director: stephen.larin@queensu.ca</p>	
Saskatchewan	Diefenbaker Canada Centre	<p>Mission: “To help people make meaningful and personal connections to ideas of citizenship, leadership, and Canada’s role in the international community.”</p> <p>Vision: “To create a welcoming and inclusive environment where visitors can experience</p>	<p>Director: Loleen Berdahl</p> <p>Executive Officer: Amber McCuaig</p> <p>Curatorial, Exhibits and Collections Manager: Helanna Gessner</p>	<p>The DCC offers Instructor-led Education Programs which feature “curriculum-based educational programming...These programs are designed to engage youth in important conversations about Canadian history, civic participation and human rights.”</p> <p>The DCC offers Online Education</p>	<p>Programs and Outreach Coordinator: Kirsten Falzarano, k.falzarano@usask.ca</p> <p>Administrative Coordinator: Joan Aquino, joan.aquino@usask.ca</p> <p>General inquiries: dief.centre@usask.ca / 306-</p>	

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		the timeless themes of Diefenbaker's legacy through a modern perspective."		Programs , primarily for grade 9-12 students, but also has a program for grade 4-8 students. The DCC also offers Teacher Resources and Youth Camps .	966-8384	
Toronto	Munk School of Global Affairs & Public Policy	Mission: "[T]he Munk School's mission is to be a leader in contributing innovative ideas that help to solve major issues facing the global community." "The Munk School is home to a core group of faculty whose research interests are oriented to enhancing social, economic and political problem-solving . Although they come at these problems from different intellectual perspectives, they share a common goal: excellence within the academy and a tangible impact on the world outside of it. "	Director: Peter Loewen Executive Director: Ariana Bradford Director of Research: Shiri Breznitz Director of Professional Master's Programs: Michael Donnelly The School has a large leadership team: It features several more Directors of different Institutes/Centres within the School, Communications, Student Experience, etc.	The School offers Masters and Undergraduate Major and Minor programs. Masters programs include: Global Affairs, Public Policy, and European & Russian Affairs. There are also several Dual MPA + Global Affairs degrees offered in collaboration with leading European universities. There are several Collaborative Master's, as well as a Collaborative Master's and Doctoral Program in South Asian Studies. Undergraduate Programs include: American Studies, Contemporary Asian Studies, European Affairs, Hellenic Studies Initiative (specialized course offerings), Hungarian Studies, Munk One Program (a small cohort program), Peace, Conflict, & Justice, Public Policy and Governance, and South Asian Studies.	General contact: munkschool@utoronto.ca / 416-946-8900 Munk School Directory .	
Waterloo	Nothing identified.					
Western	The Leadership and Democracy Lab (Faculty of Social Science)	Nothing explicitly listed. "The Leadership and Democracy Lab is an independent student-run think tank that conducts case study	Former Democracy Lab Faculty Director (Until 2023): Cristine de Clercy Democracy Lab Faculty Director: Martin Eidenberg	No academic programs offered.	Martin Eidenberg: meidenbe@uwo.ca / 519-661-3230 Peter Ferguson: p.ferguson@uwo.ca	

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		<p>research on leadership and democracy issues with a particular focus on political risk assessment faced by organizations conducting business abroad.”</p> <p>“Lab research utilizes a case study approach and is motivated by an underlying interest in issues related to leadership and democracy.”</p> <p>The Lab also aims to supply graduate and undergraduate students tangible tools for future employment in the public and private sectors.</p>	<p>Founder & Director: Peter A. Ferguson</p> <p>Supported by...</p> <p>Three Student Directors</p> <p>Four Team Leaders</p> <p>One Senior Research Associate</p> <p>Several dozen Analysts (Western undergraduates)</p>			
Multiple U15/Non-U15 Member Institutions	<p>Center for the Study of Democratic Citizenship (Six universities: Concordia, McGill, Laval, Montreal (UdeM), University of Quebec in Montreal, and T�luq).</p>	<p>Mission: “The CSDC’s mission is to be a leading research centre in Quebec and Canada, and one of the best centres in the world for research, training and policy development on complex, urgent and important issues concerning democratic citizenship from an interdisciplinary perspective.”</p> <p>Purpose: “[T]o develop interdisciplinary and multiple methodological perspectives in the study of challenges that democracies face in a rapidly changing world.”</p> <p>Several other Main Goals/Objectives listed here.</p>	<p>Director: Dr. Fr�d�rick Bastien</p> <p>Associate Director: Dr. Allison Harell</p> <p>Governance/Organizational flow chart listed here.</p> <p>The CSDC consists mainly of Faculty Members, Graduate Students, and Postdoctoral members from across its six member institutions. It also hosts Visiting Scholars and Visiting Students.</p> <p>32 members and close to 140 graduate students/postdoctoral fellows.</p>	<p>No academic programs offered.</p> <p>Main Research Axes: Learning Democratic Citizenship in an Unequal World, Practicing Citizenship in a Skeptical World, Representing and Governing Citizens in Critical Times.</p>	<p>Fr�d�rick Bastien: f.bastien@umontreal.ca / 514-343-6111</p> <p>Allison Harell: harell.allison@ugam.ca / 514-987-3000 ext. 5676</p>	