

UNIVERSITY COUNCIL Agenda – June 13, 2024

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

Call to Order

1. **Tribute**
 - 1.1. Tribute to Professor Henry Caplan former head of the Department of Physics & Engineering Physics presented by Professor Glenn Hussey from the Department of Physics & Engineering Physics
2. **Agenda**
 - 2.1. Adoption of the Agenda
 - 2.2. Council Motions
3. **Chair's Opening Remarks-** Dr. Marjorie Delbaere, Associate Dean Research, Graduate Programs and Faculty Relations, Edwards School of Business
4. **Minutes**
 - 4.1. Approval of Amended Minutes of April 18, 2024
 - 4.2. Approval of Minutes of May 16, 2024
5. **Business Arising**
6. **Reports**
 - 6.1. President
 - 6.2. Provost and Vice-President Academic
 - 6.3. Graduate Students Association (GSA)
 - 6.4. University of Saskatchewan Student's Union (USSU)
7. **Executive Committee**
 - 7.1. Item for Information: 2023/24 Executive Committee Annual Report
8. **Planning and Priorities Committee (PPC)**
 - 8.1. Item for Information: Review of the Diefenbaker Canada Centre in the Johnson Shoyama Graduate School of Public Policy

- 8.2. Item for Information: Disestablishment of the Centre for Evidence Based Library and Information Practice (C-EBLIP)
- 8.3. Item for Information: Provisional Global Institute for Energy, Minerals, and Society (GIEMS)
- 8.4. Item for Information: 2023/24 PPC Annual Report
- 8.5. Item for Information: 2023/2024 Enrolment Report - *presentation*

9. **Academic Programs Committee (APC)**
 - 9.1. Item for Information: Change to Academic Calendar 2024-25
 - 9.2. Item for Information: 2023/24 APC Annual Report

10. **Governance Committee**
 - 10.1. Request for Decision: Nominations Committee Selection and Chair
 - 10.2. Item for Information: Council Bylaw Editorial Changes
 - 10.3. Item for Information: Student Appeal and Misconduct Report 2023-2024
 - 10.4. Item for Information: 2023/24 Governance Annual Report

11. **Scholarships and Awards Committee**
 - 11.1. Item for Information: 2023/24 Scholarships and Awards Annual Report

12. **Nominations Committee**
 - 12.1. Request for Decision: Omnibus Committee Nominations
 - 12.2. Item for Information: 2023/24 Nominations Annual Report

13. **Teaching, Learning and Academic Resources Committee (TLARC)**
 - 13.1. Item for Information: 2023/24 TLARC Annual Report

14. **Research, Scholarly and Artistic Works Committee (RSAW)**
 - 14.1. Item for information: 2023/24 RSAW Annual Report
 - 14.2. Item for Information: Vice President Research Annual Report
 - 14.3. Item for Information: College of Graduate and Postdoctoral Studies Annual Report

15. **Other Business**

16. **Question Period**

In addition to bringing forward questions during the course of a meeting, council members are also invited to submit questions on matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office (delbaere@edwards.usask.ca; governance.office@usask.ca). Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their question(s) during the course of the meeting.

17. **Adjournment**



Thank you for your participation in 2023-2024! Farewell to the Neatby-Timlin Theatre.

See you in Convocation Hall in September.

ZOOM LINK

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/99384182401?pwd=dFk2aW05VDcyL3BlbVNuenhXak1Ydz09>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/99384182401>

Join by Video Conferencing Device (SIP):

99384182401@zoomcrc.com

Meeting ID: 993 8418 2401

Passcode: 09438038

Telephone Passcode: 09438038





University Council Agenda Motions June 13, 2024

Governance Committee

10.1 Request for Decision: Nominations Committee Selection and Chair

Motion: It is recommended by Governance that Council approve the slate of nominations, effective July 1, 2024.

Nominations Committee

12.1 Request for Decision: Omnibus Committee Nominations

Motion: *It is recommended that Council approve the attached slate of nominations, effective July 1, 2024.*

Call to Order

The meeting was called to order at 2:32 pm.

The Chair, Dr. Marjorie Delbaere, began with a Land Acknowledgement.

Chair reviewed zoom protocols.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1. Tribute

Dr. Joel Lanovaz, Interim Dean, College of Kinesiology provided a tribute to Coach Emeritus Mark Tennat.

2. Adoption of the agenda

2.1 Adoption of the Agenda

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

CARRIED

3. Chair's Opening Remarks

Chair Delbaere introduced the first issue of the USASK Council Gazette. The intent of the newsletter is to communicate updates from the various committees of council. The aim is to encourage participation in the spirit of shared governance as council fulfills its responsibility to oversee and direct the university's academic affairs.

The Chair reminded members about the deadline for the call for nominations as well as the ohpahotân | oohpahootaan symposium tomorrow.

4. Minutes of the meeting of March 21, 2024

A member disagreed with one section of the minutes and provided the following changes for consideration: On Page 5, the text:

A member commented on a laborious process to remove hateful messages from student reviews and inquired about a more streamlined process. The Vice-Provost of Students and Learning responded that the process seems to be working, but is open to ideas.

- *Instructor reports comment to Department Head or Associate Dean*

- *The comment is then reported to the VP of Students and Learning for removal*
- *Conversation/ action is taken with the student*

Replaced with:

A member commented on the laborious and intimidating process of removing hateful messages from student reviews and inquired about a more streamlined process. The Vice Provost of Students and Learning responded that the process is straightforward, and requests to remove abusive comments can be sent directly to his office.

Another member recalled that the minutes were correct.

The Governance Office will follow up on this item.

(Dobson/Dutchyn): That the minutes of March 21, 2024, be deferred until next meeting.

CARRIED
2 abstentions

5. Business Arising

5.1 Correction to Toxicology Centre Review Timeframe

Chair Delbaere noted a correction from Deputy Provost Patti McDougall at the previous meeting. According to Dr. McDougall's notes, the review of the Toxicology Center will be in 2-3 years, not in 3-5 as stated at Council last month. The scope and parameters of that review will be set out by the Centres Subcommittee of PPC.

5.2 Correction to March Provost Report

Chair Delbaere directed members to the council agenda package for a correction notice and updated March Provost Report.

5.3 Response to APC New Program Proposal External Consultation Process

In response to a question last month at Council regarding consultation outside of the university for new program proposals, Carolyn Augusta, Chair of APC wanted members to know that APC is generally aware of the market, and there is a place on the proposal form for an indication of competing programs in Saskatchewan and across the country.

6. Executive Committee

6.1. Item for Information: Results of the Call-for-Nominations for University Council 2024/25

Secretary Julian Demkiw presented the item from the 2024-2025 University Council Call-for-Nomination Results from the Executive Committee and welcomed the new members to Council on July 1st.

There were no questions.

7. Academic Programs Committee (APC)

Dr. Carolyn Augusta, Chair of the Academic Programs Committee presented the committee's items.

7.1 Request for Decision: Master of Physician Assistant Science (MPAS) program

The full (and very detailed) proposal is in the package.

- This new graduate-level program will train Physicians Assistants, who will go on to practice under the supervision of a licensed physician, adding a new, flexible member of health care teams in Saskatchewan to help extend the delivery of health services
- First training program for Physicians Assistants in Saskatchewan and would increase the number of Physicians Assistants working in the province
- There are currently 3 accredited programs training Physicians Assistants in Canada
- The program will admit 20 students per year and applicants will require a four-year undergraduate degree and several specific prerequisites
- The program is a two-year, full-time program, with the first year focusing on didactic in-person learning, and the second year consisting of clinical learning.
- This program has the support of the College of Graduate Studies and APC, which both recommend this program for approval
- The development of this program has also received support from the Ministry of Advanced Education

There were no questions.

Motion (Augusta/Yao): *It is recommended that Council approve Physician Assistant Studies, effective, May 2025.*

CARRIED
2 Opposed
2 Abstentions

7.2 Item for Information: Termination – Degree-level Certificate in Speech Development and Diversity

This program was approved by APC on March 6, 2024, as it was developed under an approved certificate template.

The committee appreciated that this program will curate the prerequisites needed to prepare students for graduate study in speech language pathology and noted the proponents' willingness to adjust the certificate contents if and when a USask Speech Language Pathology program is developed.

8. Governance Committee

Dr. Roy Dobson, Chair of the Governance Committee presented the committee's items.

8.1 Notice of Motion: College of Law Faculty Council Bylaw Revision

The full description is in the agenda package.

The College of Law is looking to change their Teaching and Learning Committee from an ad hoc committee to a formal committee within their faculty Council

There were no questions.

8.2 Notice of Motion: Disestablishment of the Program Approval Support Team, Academic (PASTA) Subcommittee

The full description is in the agenda package.

- The Program Approval Support Team Academic is a subcommittee of APC and was established to review and create efficiencies and clarity for internal stakeholders and proponents.
- The review was effective in streamlining the approval process including the creation of a secondary pathway for program approvals as part of the Course and Catalogue Addendum.
- With the implementation of MS TEAMS and SharePoint for more efficient cross-department communication, it is recommended that PASTA be formally removed as a subcommittee of APC, with a revised administrative process put in place to continue the streamlined efforts.

There were no questions.

8.3 Notice of Motion: Governance Terms of Reference (membership) Revisions

The full description is in the agenda package. Dr. Dobson noted that there was a correction made to this item in the agenda package to correct the numbering sequence in the responsibilities section.

Given that the Governance Committee is focused on Council governance, the committee felt it was appropriate that all voting members of the committee were members of Council.

Proposed changes include:

- Adjusting the wording of the President's Designate to ensure they are a member of Council.
- Adding the note that if the student representative is the appointed member of Council, they would have voting privileges on the committee.

There were no questions.

8.4 Notice of Motion: Nominations Committee Terms of Reference Revisions

The full description is in the agenda package.

There are two revisions to the Nominations ToR:

- 1) Over the past year, the Nominations Committee has put in considerable effort to advance the principles of equity, diversity, and inclusion (EDI) in its processes to live up to the principles of the Equity, Diversity, and Inclusion Policy of the University of Saskatchewan.

The Nominations committee is suggesting a change to clause (i) in the notes requiring the committee to consider EDI in its decision-making process of putting forward nominees and also to challenge their existing approach to ensure the entire process is best suiting the university's needs and living up to the institutional commitments on EDI.

2) In addition, as part of the full council committee bylaw review, the Governance Committee is suggesting an amendment to clause (g) in the note section. The adjustment is to follow current practice of filling leaves for greater than six months as well as adding clarification that members' terms cannot be extended past their elected time frame.

There were no questions.

8.5 Notice of Motion: PPC Terms of Reference (including membership) Revisions

The full description is in the agenda package. Dr. Dobson noted that there was a correction made to this item in the agenda package to correct the numbering sequence in the responsibilities section.

- PPC has been struggling to gain or maintain quorum throughout their meetings. The issue was brought forward to both the Executive and Governance committees of Council
- PPC would like to align quorum with that of Council (40%), with at least five members (majority) of the General Academic Assembly as appointed by Council.
- The CFO position was added as an Ex Officio member as well as the option of a designate for the Vice-Provost, Indigenous Engagement to align with the other voting Ex Officio members.
- PPC also completed a thorough review of their Terms of Reference. The review contained a reorganization and grouping of content as well as the addition of more EDI language.

There were no questions.

8.6 Notice of Motion: Council Bylaw Election Revisions

The full description is in the agenda package.

- After questions were raised during the 2023-2024 Council elections, the Governance Office and Governance Committee thoroughly reviewed the Council Bylaws.
- The proposed changes are in the agenda package. The major changes include:
 - Clarification that faculty members can stand for election in both of the college representatives (including the dean), and members-at-large categories. The election for the college representative will occur first followed by a call for nominations and election for members at large.
 - Making explicit that Council members terms cannot be extended if they take a leave during their elected term.
 - Moving the standing committee responsibility in advising the University Secretary to the Governance Committee to reflect current practice- resulting in minor Terms of Reference changes to both committees.
 - These changes were prepared over multiple meetings and were given a lot of thought.

There were no questions.

8.7 Notice of Motion: Additional Council Bylaw Revisions

The full description is in the agenda package.

- A few remaining revisions to the Council Bylaws that were not captured in the previous motions.

There were no questions.

9. Scholarships and Awards Committee

9.1 Item for Information: Best and Brightest Scholarship Recipients

Dr. Jason Perepelkin, Chair of Scholarships and Awards committee shared some highlights of the Best and Brightest Scholarship Recipients. [Slides are attached.](#)

A member expressed that the term Best and Brightest is derived from criticism over the elite intellectuals who designed the conduct of the Vietnam War. Dr. Perepelkin will take this back to the committee.

Clarification was sought on international students in these scholarships. Dr. Perepelkin notified members that applications must come from a domestic High School to be eligible.

Vice Chair Reza Fotouhi moved into the chair position for item #10.

10. Joint Committee on Chairs and Professorships (JCCP)

Dr. Scott Walsworth, co- chair of JCCP presented the items.

10.1 Request for Decision: Chartered Professional Accountants (CPA) Chair in Accounting

Dr. Walsworth explained the intent of this Chair is to:

- Assist the Edwards School of Business in retaining high achieving faculty with strong research and scholarship.
- Contribute to the research profile at Edwards School of Business and reputation through publications in academic accounting outlets as well as the supervision of honours students in the accounting major.
- An enhancement chair, with the objective to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

There were no questions.

Motion (Walsworth/Wotherspoon): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Chartered Professional Accountants (CPA) Chair in Accounting in Edwards School of Business, as approved by the Board of Governors on April 9, 2024.*

CARRIED

10.2 Request for Decision: Shklanka Chair

Dr. Walsworth explained the intent of this chair is to:

- Enhance the work of an outstanding scholar, exploring fundamental and applied aspects of critical mineral systems including metallogeny.
- Play a significant role in mentoring students and helping to build the future workforce required in this field.

- Integrate with other areas of specialization within the Department of Geological Sciences, College of Arts & Science.
- An enhancement chair, with the objective to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

There were no questions.

Motion (Walsworth/Wotherspoon): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Shklanka Chair in the College of Arts and Science, as approved by the Board of Governors on April 9, 2024.*

CARRIED

10.3 Request for Decision: Siemens EDA Chair

Dr. Walsworth mentioned the funding for this chair came about after a local software developer was not content in hiring developers out of province; therefore, provided a gift to USask to train students in this field. This chair would perform research and teaching in the area of electronic design automation including tools and methods for integrated circuit (IC) design and verification, and algorithmic techniques including artificial intelligence and machine learning.

A member inquired about measures in place for undue research and human rights mandates to prevent the development and use of AI technology for bad intentions.

It was explained that research processes are written in a way to pick up potential harm that comes through research practices. AI or war are not mentioned explicitly as the intent is to be more encompassing. USask relies on research ethics for the mitigation of any potential harm.

USask does have the current mechanisms in place to address this. Provost Airini asked for this question to be raised through the Office of the Vice-President Research to test the question and procedures in place.

The member was not confident that USask has the policies and processes in place.

Motion (Card/Bardford): It is recommended that Council defer this decision to the May 2024 meeting.

A call for quorum was requested by a member. The Secretary indicated that quorum was still in effect with 59 voting members present. Using the Majority of Members Present, calculation, the requirement for the vote to pass would be 30 votes in favour.

In Favour: 27
Opposed: 24
Abstentions: 8

DEFEATED

After the motion to defer was defeated, conversation continued. Cheryl Hamelin responded that she understands the ethics concern and wanted to echo that once donors make a donation, there is absolutely no oversight on how gift will be used. Explanation was given on the robust process involved and the donor code of ethics where donations are made with the best of intent and the good of students and university in mind.

A member noted that in the Terms of Reference, a Siemens EDA representative will be invited to sit on the membership committee, and that this representative will have voice but no vote. The member then asked if there is language if a disagreement or conflict occurs with the Siemens representative in that position.

Clarification was given that Siemens will be open to discussions as a partner in this process.

The member also noted that the first payment will be received when the chair is successful, and asked again specifically about what language is included if the Siemens representative does not approve the search committee's recommendation?

There is no language in place; however, this very situation has occurred before and we have maintained that the final decision on selection of the Chair rests with the University of Saskatchewan.

The member suggested that expectations are clear and outlined in the ToR to ensure a healthy relationship with Siemens EDA.

Dr. Walsworth suggested an alternate course of action. If the University does not have sufficient policy to cover these chairs, this is a much larger process. Dr. Walsworth noted consequences of delaying this motion and asked if a different mechanism could be used to address this much larger issue.

Interim Dean College of Engineering Carey Simonson encouraged Council to approve the original motion. The government has a plan to triple the technology sector and USask needs to take a part in this. Every day we use our cell phones that use this technology, and this Chair will train students in the area. It is not research on AI itself, it is machine learning and automation of design of electronic circuits that are around us every day. The hope is that learning in this area of technology will help our students and help our province.

A member noted that several speakers pushed on the urgency to approve this Chair. What is the timeline for when funds were announced to these approvals? Cheryl Hamelin responded that it takes about 4 months after first contact to get the process moving.

Motion: (Walsworth/Wotherspoon) *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering, as approved by the Board of Governors on April 9, 2024.*

*In Favour: 28
Opposed: 16
Abstentions: 15
DEFEATED*

It was noted by the proponents that this Chair will be coming back to Council in May. When it does come back, it will include how the policy speaks to ethical behavior and to the commitment and compliance to Human Rights Legislation. The proposal coming back will reference the current policies in place that addresses current concerns.

The Chair role was passed back to Dr. Delbaere.

11. Reports

11.1 Report of the President

The President is away travelling. The full report is in the agenda package.

11.2 Report of the Provost

The full report is in the agenda package.

Provost Airini highlighted the tuition that was approved by the Board.

A member asked for clarification on the calculations. Dr. McDougall noted that the student website will be updated with the breakdown now that the Board has approved. It was noted that the Government's funding toward scholarships and bursaries for graduate students is positive.

It was asked that USask consider reducing the multiplier for master's students to reduce stress levels given the cost of living.

Deputy Provost Patti McDougall noted that USask takes a million dollars and redistributes the money to graduate students to fund a variety of items. Work is currently being done on a calculator to assist students more accurately show costs.

11.3 Report from the GSA

Given the time, the Chair accepted the report, questions can be asked during question period.

11.4 Report from the USSU

Given the time, the Chair accepted the report, questions can be asked during question period.

12. Other business

There was no other business.

13. Question period

Pre-submitted Questions:

I wanted to bring up in Council the issue of faculty numbers in the Economics Department in Arts and Sciences. As you know, I am not a member of that department, but I am not a completely disinterested faculty member as to their operation and sustainability.

While a long story, since about 2015 they have been continually depleted with minimal replacement. I know there were political issues at one time with their long-standing old department head, but that is long over and they desperately need some faculty replenishment.

I believe at the moment they are 7.5 full time faculty. Comparable U15 Economics departments are at least double this size, while their current complement falls well below many Canadian Comprehensive universities and some undergraduate schools in the country. Economics is a significant high-level discipline and its teaching and research should be a cornerstone of any modern University.

As a member of a related department, we share a graduate program with them (PhD in Applied Economics) along with one current faculty member. It has been my observation that they are not able to properly contribute to their portion of this joint program with their current undergraduate teaching loads and reduced complement.

This note came about from attending their Timlin lecture last Fall when I asked one of their members about their faculty complement. I was shocked to hear it was so low and this led to a couple of conversations with this individual over what to do and how to approach this issue at the Administrative level. I offered my voice on Council and they agreed this would be a good start.

Essentially, by our calculations their Department needs at least 2-3 positions approved by the Fall, so that they might try to hire in early 2025 as part of the standard Economics hiring cycle in early January. Beyond that, they are still short probably 4-6 faculty from a sustainable program level.

Specific Questions:

1. Is the University aware of how small the Economics department has become relative to comparative institutions?

Provost Airini responded that the Economics department has 10 faculty members and an 18-month appointment. Currently the College is completing the work to ensure this is a sufficient complement and there is an awareness across U15. Faculty complement is managed through the Schools and Colleges. The budget process begins in the Fall to move towards approval at the Board.

2. Is it possible for the University to secure funding to add to their current faculty complement by as soon as the Fall of 2024?

Provost Airini responded that it is not possible at this point for Fall 2024; however, a budget build is possible if the College expresses a need. Provost Airini requested to wait and see what comes forward for Arts and Science. It was noted that Arts and Science is on a change trajectory where 22 positions have completed hiring, of those 22, 19 will be in place by July and of those 13 are tenure with the remaining being a balance of term and without term appointments. Where we do have a plan come forward imbedded in priorities- we are able to see change happen.

A member appreciated the openness and transparency on the newly launched Provost website to outline the various task forces and their mandates.

A member asked about the distribution of award money needed to be sent to central by the end of April. Is there a reason why this timeline does not line up with the academic calendar and how other units manage the deadlines? This question will be sent to Student Finance and Awards for response.

14. Adjournment

(Dobson): The meeting was properly adjourned at 4:35 pm.

Call to Order

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

The Chair, Dr. Marjorie Delbaere, began with a Land Acknowledgement.

Chair reviewed zoom protocols and voting members are to sit in the centre for easier vote counting.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1. Tribute

Dr. Doug Thorpe, retired Professor, Department of English provided a tribute to Professor Emeritus Dr. Len Findlay

2. Adoption of the agenda**2.1 Adoption of the Agenda**

(Augusta/Jones): *That the agenda be approved as circulated.*

CARRIED

3. Chair's Opening Remarks

The Chair provided opening remarks noting the meeting will adhere to more formal procedures of decorum. Members are to wait to be called upon by the Chair before speaking, allowing room for multiple voices on both sides of the debate. The Chair reviewed the voting procedures endorsed by the Executive Committee to be majority votes cast as outlined in the memo sent out on April 29th, clarifying that abstentions do not count and will be noted in the minutes.

Chair Delbaere, announced that, due to her taking on the role as Interim Dean in the Edwards School of Business she will be stepping down from her Chair role next year; therefore, there will be a Chair election starting tomorrow. She is happy to be available to anyone who has questions about the role of Chair.

4. Minutes of the meeting of March 21, 2024**4.1 Approval of Minutes March 21, 2024**

Motion (Jones/Lamb) That the minutes from March 21, 2024 be approved as circulated.

CARRIED
Fitzgerald Abstained

4.2 Approval of Minutes April 18, 2024

Motion (Jamali/ Dutchyn) That the minutes from April 18, 2024 be approved as circulated.

A member noted a correction to be made to the minutes. The information will be sent to the Governance Office for follow up.

Motion (Dutchyn/Augusta) That the approval of the minutes from April 18th be deferred to the next meeting.

CARRIED

5. Business Arising

5.1 Follow Up from March 21, 2024 Minutes

It was noted that the formal procedures are outlined on page 4 in the [Procedures for the University Council Approved Student Learning Experience Feedback](#)

6. Academic Programs Committee (APC)

Dr. Carolyn Augusta, Chair of the Academic Programs Committee presented the committee's items.

6.1 Request for Decision: PhD in Public Health

Dr. Augusta highlighted some aspects of the program:

- New PhD program, which has been envisioned as part of the academic programming within the School of Public Health since its inception will be the first PhD in Public Health in Saskatchewan and would be one of just a handful of stand-alone programs in Canada
- Program will provide a research-focused program that aligns with the Public Health Agency of Canada's strategic priorities and will train students in targeted areas including substance use and mental health, public health inequities and marginalized populations, and quantitative public health
- The program will have standard, direct-entry, and transfer from Master's admissions options and it is expected that once fully developed, enrollment will be 15-25 students at any given time.
- The Graduate Programs Committee reviewed the program in March of this year, and APC provided its review in April and asked for more information regarding student supervision, consultation, and plans collaboration. With those questions satisfactorily answered (which are provided for Council's benefit), the committee made its recommendation to Council earlier this month.

Sylvia Abonyi, Department Head in Community Health and Epidemiology provided a response to council members. (See the verbatim response provided by Dr. Abonyi in the attached addendum.)

The Executive Director of Public Health George Mutwiri responded that the School of Public Health is open and willing to collaborate on this program with CHEP, noting the collaborations with Nursing and the discussions with Dentistry.

Motion (Augusta/Da Silva): *It is recommended that Council approve the Doctor of Philosophy in Public Health, effective September 2024.*

*CARRIED
5 Opposed*

6.2 Request for Decision: Admissions Qualification Change-Large Animal Clinical Sciences -Remote Swine Residency concentration

- This new concentration will provide clinical training in swine medicine and will be completed remotely and will fill a gap both at USask and in Canada
- Students will be placed in approved swine veterinary practices across Canada
- It is anticipated that the program will attract mainly foreign-trained veterinarians
- Given that students in this program will need to work in remote locations with little support, applicants need to meet a higher than minimum level of English proficiency, which is reflected in the admissions requirements for this program, which differ from other concentrations under the M.Sc. in Large Animal Clinical Sciences
- The higher than minimum English proficiency requirement has been approved by CGPS

There were no questions.

Motion (Augusta/Da Silva): *It is recommended that Council approve the new Large Animal Clinical Sciences Remote Swine Residency Program (with separate admissions requirements), effective May 2025.*

*CARRIED
1 Opposed*

6.3 Item for Information: Academic Calendar Change- College of Nursing

This change was approved by APC at its April 24, 2024 meeting and will extend Spring 2025 term within the College of Nursing by one week to allow sufficient time to schedule required clinical placements.

7. Governance Committee

Rachel Sarjeant-Jenkins, Vice-Chair of the Governance Committee presented the committee's items.

7.1 Request for Decision: College of Law Faculty Council Bylaw Revision

The full description is in the agenda package.

- Chair Dobson brought these changes forward at the April Council meeting
- College of Law is looking to change their Teaching and Learning Committee from an ad hoc committee to a formal committee within their faculty Council

There were no questions.

Motion (Jamali/Squires): *It is recommended by Governance that Council approve the College of Law Faculty Bylaws as attached, effective immediately.*

CARRIED

7.2 Request for Decision: Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee

The full description is in the agenda package.

- As outlined at the April Council meeting, the PASTA Sub-Committee will be formally removed as a subcommittee of APC, with a revised administrative process put in place to continue the streamlined efforts.

There were no questions.

Motion (Jamali/Squires): *It is recommended by Governance that the Program Approval Support Team, Academic be dissolved as a formal sub-committee under APC, effective immediately.*

CARRIED

7.3 Request for Decision: Governance Terms of Reference (membership) Revisions

The full description is in the agenda package.

- The Governance committee received feedback on this item which resulted in a few additional changes.

There were no questions.

Motion (Jamali/Squires): *It is recommended that Council approve the Terms of Reference (membership) changes for the Governance Committee effective September 2024.*

CARRIED
1 Opposed

7.4 Request for Decision: Nominations Committee Terms of Reference Revisions

The full description is in the agenda package.

There are two revisions to the Nominations ToR as outlined in the agenda package. There was no additional feedback received.

There were no questions.

Motion (Jamali/Squires): It is recommended by Governance that Council approve the Terms of Reference changes for the Nominations Committee effective September 2024.

CARRIED

7.5 Request for Decision: PPC Terms of Reference (including membership) Revisions

The full description is in the agenda package.

- PPC also completed a review of their Terms of Reference and meeting quorum as outlined on April 18th. There was no additional feedback received.

There were no questions.

Motion (Jamali/Squires): *It is recommended by Governance that Council approve the Terms of Reference changes for the Planning and Priorities Committee effective September 2024.*

CARRIED

7.6 Request for Decision: Council Bylaw Election Revisions

The full description is in the agenda package.

- Proposed changes to the election process were outlined at the April Council meeting. No additional feedback was received.

There were no questions.

Motion (Jamali/Squires): *It is recommended that Council approve the changes made to the election process of the Council Bylaws as attached, effective immediately.*

CARRIED

7.7 Request for Decision: Additional Council Bylaw Revisions

The full description is in the agenda package.

- A few remaining revisions to the Council Bylaws that were not captured in the previous motions.
- The Centres Subcommittee ToR changes have been removed as the committee would like more time to review.

There were no questions.

Motion (Jamali/Squires): It is recommended that Council approve all updates to the Council Bylaws as attached, effective immediately.

CARRIED

8. Nominations Committee

Dr. Veronika Makarova, Chair of Nominations presented this item.

8.1 Request for Decision: Omnibus Committee Selections

The Chair called for nominations from the floor.

Motion (Makarova/Bell): It is recommended that Council approve the attached slate of nominations for the 2024-25 Committees of Council effective July 1, 2024.

CARRIED

9. Joint Committee on Chairs and Professorships (JCCP)

Dr. Scott Walsworth, Co- Chair of JCCP presented the items.

9.1 Request for Decision: Siemens EDA Chair

Dr. Walsworth provided background on what occurred at the previous Council and provided members with a thorough report addressing the concerns that has arisen and clarified the role of this Chair is to provide oversight on research pertaining to computer chips.

Dr. Walsworth addressed the concern on insufficient policies and procedures in place to govern the work of the Chair.

- There are four documents that provide oversight of the work: [Living Our Values Policy](#), [Chairs and Professorships Policy](#), [Guidelines for Chairs Professorships](#), [Collective Agreement](#)
- There are five committees that provide direct oversight for the work of a Chair holder:
 - JCCP
 - The Management committee
 - The search and sub search committee
 - University Council
 - The Board of Governors
- In addition there are five senior leaders providing academic oversight

Dr. Walsworth noted that it is USask's role to provide a platform for faculty to perform research, which must align with university values, policies and procedures.

Motion A (Walsworth/Wotherspoon): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering.*

A request from a member arose to require a written vote for this motion.

Motion B (Bradford/Card): *That 9.1, "Request for Decision: Siemens EDA Chair", be taken by written vote.*

CARRIED

3 Opposed

A member commented on the value of research represented by this Chair expressing that this is not a Chair in Artificial Intelligence, it is a Chair leading research in integrated circuits and microchips. The member noted that over a trillion chips are produced every year and are used to support everyday life. The member noted that this would be world-changing research in sustainability given that the manufacturing of the chips use rare earth metals. The research coming from our USask students has greatly reduced the errors in current chip production, noting the positive impact for companies to hire graduates to further the work started at USask.

A member added to these comments noting that AI is part of computer science, expressing concerns for what it would mean if Council communicates that it does not accept advancements and research in AI.

A professor in Electrical and Computer Engineering added the importance of the teaching aspect at both the undergraduate and graduate level, noting that this Chair would be situated in a professional college with an obligation for work to serve the public good.

A member expressed that AI is everywhere and has gotten ahead of where USask is in terms of ethics noting that the University is currently working on AI guidelines. The member conveyed that it is premature to approve this Chair until the AI guidelines are in place. The member also noted that USask has a choice on the companies it is partnering with and should be considering the ethical factors when choosing to work with one company over the other

Motion C (Card/Bell): It is recommended that the 9.1 Siemens EDA Chair be postponed indefinitely until AI principles/guidelines at the University of Saskatchewan are adopted.

Clarification on the motion was provided that a taskforce is working to advance institutional principles, guidelines, and processes for AI but there is no current intention to develop a policy.

A request was made by a member to consider this motion with a written vote.

Motion D (Bradford/Card): That “9.1 Siemens EDA Chair be postponed indefinitely until AI principles/guidelines at the University of Saskatchewan are adopted” be taken by written vote.

DEFEATED

A debate occurred on the motion to postpone indefinitely. It was noted by the Secretary that Kerr and King do allow for discussion of the substance of the original motion when discussing the motion to postpone indefinitely.

Dr. Walsworth explained that if this motion is postponed, this opportunity will not last as there is competition for this money.

A member reiterated the research is about microchips and not AI, unsure of the connection between this Chair and the AI policy. It was also noted that there are AI policies externally that govern us at the federal government level.

Another member commented that there are several other projects related to AI going on at USask. If this postponement gets passed, would this mean all projects should be paused until the procedures and guidelines

are in place? The member clarified that the role of AI is to evaluate chips to see if they have bugs in them, expressing the huge opportunity for USask students.

Vice-President University Relations, Cheryl Hamelin confirmed that if this motion is postponed, the timing for the donor was such that the gift would no longer be available to USask. Ms. Hamelin commented that if USask lets this opportunity go, most importantly, it disadvantages students who could be training, living, and working in Saskatchewan.

Student participants expressed their support for the importance of this research for their skills and development, expressing that they need these kinds of programs in their field to advance. By USask not accepting gifts from donors willing to advance education and research in Saskatchewan- this is disadvantaging students.

A member asked if the donor disagreed with the search committee choice, can the funds be withdrawn? Cheryl Hamelin replied that no, the funder is not able to pull funding or stop USask from hiring our chosen candidate.

Many members expressed concerns about the negative effects of losing this donation will have on students.

In contrast, a member expressed concern on the limitations of the summary provided in the report on the discussion/negotiation and how the movers presented many policies and procedures that could be used to monitor or discipline the Chair; however, presented no evidence of how those policies and procedures had been used in the past and to what effect, calling into question whether the policies and procedures are effective. The member also expressed concerns that any monitoring would be reasonably expected by external or professional associations.

The member formally requested the President to explore the Montreal Declaration on AI Use, noting the 277 other institutions are already signatories.

Additionally, the member mentioned a meeting that took place in the College of Engineering earlier in the week with Council members to discuss the Chair in anticipation of the upcoming Council meeting.

Another member commented that anything can be used for weapons or for good and noted there is no indication to use the microchips for military purposes.

A senior member of the university administration called for redress for a comment made by a council member when discussing the decision-making processes of senior administrators with respect to external funding.

The vote took place on the motion from the floor:

Motion C (Card/Bell): It is recommended that the 9.1 Siemens EDA Chair be postponed indefinitely until AI principles/guidelines at the University of Saskatchewan are adopted.

DEFEATED

The vote took place on the original motion by **written ballot**:

Motion A (Walsworth/Wotherspoon): *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering.*

50 In favour
8 Opposed
3 Abstentions

CARRIED

10. Reports

The Chair received all reports as submitted.

12. Other business

There was no other business.

13. Question period

Questions submitted in advance will be moved to June meeting.

14. Adjournment

Motion (Walsworth): The meeting was properly adjourned at 4:52 pm.

ATTACHMENT:

- 1) Addendum CHEP response to PhD in Public Health

UNIVERSITY COUNCIL
May 16, 2024
Location: ARTS 241, Neatby Timlin Theatre
Time: 2:30 - 4:30pm

Agenda Item 6.1.

Request for Decision:

PhD in Public Health Motion:

It is recommended that Council approve the Doctor of Philosophy in Public Health, effective September 2024.

Comment from Department of Community Health and Epidemiology

Greetings Council members, fellow faculty, and administration,

My name is Sylvia Abonyi, and I am Department Head in Community Health and Epidemiology -or as we are more colloquially known -CHEP. Our department appreciates the opportunity to offer a few comments as you prepare to vote on the motion before this council today to approve the new Ph.D. program in Public Health by the School of Public Health.

I would like to open my comments with a statement of support for this program as part of an important suite of programs across campus available to trainees with an interest in multiple dimensions of population and public health research and professional practice.

I would like to qualify our support for this motion in two points I will briefly elaborate, which we feel it is important to have on record in the minutes of this meeting.

The first is to correct a narrative reflected in the APC minutes included with the Council package today that mischaracterizes us as adversarial. We had expressed concerns about degree of overlap and misconceptions of CHEP's comparable program in drafts of the Ph.D. in Public Health Program proposal. These were dismissed as reflective of historical relational issues between our two units rather than as valid space meriting further engagement.

A one month consultation timeline between when CHEP was provided the proposal and submission of the proposal to APC for approval did not give us sufficient opportunity to meaningfully and collaboratively work through our concerns with SPH, nor to properly discuss with them how we could support what we came to understand is the practical reality the SPH faces of needing a programmatic home for a group of new and research-intensive faculty hires whose trainees would not fit what is currently available there.

In creating such a program there, SPH maintains, “We want to assure APC that the SPH can offer a flourishing PhD in Public Health program **without any involvement from CHEP, or from any other academic unit**. Having said this, we anticipate our proposed PhD program will offer many opportunities for interdisciplinary collaboration, **but the viability of the program is not dependent on this collaboration** (emphasis added).

That may be true and justify passing of the motion to approve today, but given the unique strengths of the population and public health landscape here at the University, and in our collective partnerships, why limit things right at the outset in this way? We see this as a missed opportunity to collaborate but are hopeful for others. We need time and space to build relationships and work together.

This speaks to our second point.

On October 17th, 2019, a *notice of motion* was put in front of this Council through the Planning and Priorities Committee. It was called, “New Vision for Interdisciplinary Public Health Programming at USask”. While it went on to recommend that Council approve the disestablishment of the School of Public Health on academic grounds, that is not the only pathway to a new vision before us almost 5 years later. All USask units contributing to population and public health research, training, and service have grown and changed in this interval in response to changing times. Not the least of these is a pandemic that has spotlighted the importance of a diverse and well-prepared population and public health workforce across sectors and society.

For Community Health and Epidemiology, the focus is on a future with a unifying vision for population and public health programming at this University. If, as we understand it, this aligns with institutional will, there are things we can start now, not push down the road. For example, now is the time to map out the professional and academic training and degrees offered here in population and public health -including this new one -as a set that fits together, with distinct outcomes in degrees, streams, and training programs but characterized by intersecting pathways and coalescences of teaching, resources, and external partnerships.

We have not yet arrived at *any motion* for a new vision for interdisciplinary public health programming at USask on this floor, but we hope it may come soon, and we are asking University Council to hold us to account.

PRESIDENT'S REPORT TO COUNCIL

June 2024

USask recognizes Pride Month

Each June, the USask community gathers to recognize and celebrate Pride, something we strive to do throughout the year. Our USask community is committed to supporting and uplifting each other on a continuous journey to ensure our living, working, learning and teaching spaces are inclusive.

On Friday, May 31, USask community members gathered for a flag-raising ceremony. The inclusive Pride flag and Two-Spirit flag was raised in recognition of the beginning of Pride Month and demonstrates USask's commitment to creating an environment that is safe and welcoming, where individuals feel supported, respected and valued.

There are many ways you can join the USask community this month and every month, in showing your support and extending your knowledge of supporting 2SLGBTQIA+ communities in our province, country and beyond. You can walk with the USask community in the [Saskatoon Pride Parade](#) taking place on June 22, or attend various other Pride events throughout the month, including in Regina and Prince Albert. Take some time to explore USask's unique [Neil Richards Collection of Sexual and Gender Diversity](#) at the University Library and learn more about the history of [Pride on the Prairies](#) with an online exhibit featured by the Diefenbaker Canada Centre. Find more information about Pride activities at USask on spotlight.usask.ca.

Together we will create a brighter, more inclusive future. As a university with an ambition to be what the world needs, we share in our mission to make positive change and create an environment where everyone thrives.

USask achieves personal best in QS World University Rankings

USask achieved its highest-ever performance in the QS World University Rankings (QS WUR) – an accomplishment that helped garner an award for the most improved university in Canada.

Every year the QS WUR analyzes and ranks more than 5,600 academic institutions from around the globe, publishing a [list of their top 1,500](#). The 2025 QS WUR announcement marked two celebratory milestones for USask: achieving a highest-ever performance and being granted the “Most Improved – Canada” award. USask ranked 340th – a five-point improvement over last year’s position of 345th – reflecting growth in areas such as employment outcomes, international research network, international faculty, and citations per faculty. This ranking also secured USask’s spot in the top quartile of ranked universities from around the globe for the second year in a row.

The “Most Improved – Canada” award recognizes USask for having made the most significant improvement in rankings amongst all Canadian institutions over the past five years. USask Associate Vice-President Research (Engagement) Dr. Dawn Wallin (PhD), attended the QS EduData Summit in Washington, D.C., where she accepted the award on USask’s behalf.

Four members of USask community receive CBC Future 40 awards

Students, staff, alumni and a researcher were honoured for their leadership and community involvement via the CBC Saskatchewan Future 40 awards. The CBC Saskatchewan Future 40 awards are a celebration of young leaders and change-makers across the province. Four members of the USask community were among the ten 2024 recipients. They are being honoured for making a difference in their communities and helping Saskatchewan be a better place to live, work and play:

Tasnim Jaisee:

Tasnim Jaisee (BA’24, BA’24, CQGS’24) graduated from the College of Arts and Science in 2024 with dual undergraduate honours degrees in Political Studies and Women’s and Gender Studies, and a certificate in Queer Theory, Gender Diversity, and Sexualities Studies. Previously, she was elected USSU President, as the first woman of colour in the role. She is now the Equity, Diversity, Inclusion (EDI) Project Specialist in USask’s Office of the Provost and Vice-President Academic.

Dr. Linzi Williamson (PhD):

Dr. Linzi Williamson (MA’13, PhD’19) is an assistant professor in the Department of Psychology and Health Studies in USask’s College of Arts and Science, and the co-director of the PAWSitive Connections Lab. Williamson is also a USask alumnus with an MA (2013) and PhD (2019) in Applied Social Psychology.

Madhurja Ghosh:

Madhurja Ghosh (BComm’18) is a USask alumnus who graduated from the Edwards School of Business in 2018 with an undergraduate degree (with distinction) in accounting. He serves as a mentor for the USask’s Connects mentorship program, among his many other talents.

Ishita Mann:

Ishita Mann is an undergraduate student who recently served the University of Saskatchewan

Students' Union as the first-ever female Indian president of the USSU.

To learn more about the impact these four trailblazers are having in their communities and to view the full list of the 2024 CBC Saskatchewan Future 40 recipients, [click here](#).

Innovation Saskatchewan provides \$210,000 to USask's Opus to support start-up development

Innovation Saskatchewan has announced a new partnership with Opus, the USask start-up incubator, which includes a \$210,000 investment over three years to support the organization's pre-accelerator programming.

The funding will support Opus programming streams that target different timelines in the entrepreneurship lifecycle to drive startup development.

- **Idea2Explore (i2Explore)** provides year-round opportunities for anyone at USask to explore entrepreneurship through events and curated meetings with advisors.
- **Innovate2Build (i2Build)** runs annually over 10 months as successful program applicants participate in bi-monthly workshops as well as mentor and advisor meetings.
- **Impact2Market (i2Market)** runs long-term and offers targeted mentorships for i2Build graduates by requiring participants to meet business growth milestones.
- **Opus Student Ambassador Program**, is a student-led initiative that equips aspiring entrepreneurs with business acumen and an entrepreneurial mindset through engaging campus activities.

Opus pre-accelerator programming focuses on commercializing deep tech innovations that are research-based, equipping founders with the necessary skills for startup development and facilitating their progression to other accelerators and incubators like Co.Labs and Cultivator. In its pilot year, Opus supported over 12 startups engaging with over 88 stakeholders ranging from community and business leaders, entrepreneurs and ecosystem service providers.

USask honours President's Staff Excellence Award recipients

The recipients of this year's President's Staff Excellence Award at USask are an AgBio lab manager whose proactive approach to seek out impactful collaborations on campus has brought widespread benefits, and a team leader whose steadfast support has significantly contributed to the success of students and faculty in the department of Computer Science.

I want to extend a congratulations to this year's two recipients:

- **Natalia Rudnitskaya**, Manager, Analytical Services, Department of Animal and Poultry Science, College of Agriculture and Bioresources
- **Greg Oster**, Technical Team Lead, College of Arts and Science, Department of Computer Science

This prestigious award is given annually to staff members who not only achieve excellence but also embody the university's Mission, Vision, and Values, thereby playing a key role in realizing the goals of the University Plan 2025.



BE WHAT THE WORLD NEEDS

Provost's Report to Council

June 2024

Hello Council Chair, members, and visitors. Bonjour.
 tānisi. hān. ǎdłanet'e? taanishi. aniin
 [English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

As summer draws near, I would like to offer my congratulations to all University of Saskatchewan (USask) leaders, faculty, students, and staff on a successful Winter 2024 term. Thank you for your continued support of the commitments and goals outlined in the University Plan 2025, and for your ongoing dedication to USask's teaching, learning, and research missions. For those taking a summer break, I extend my very best wishes to you for a relaxing, rejuvenating, and safe summer season ahead.

More than 3,600 students graduate during USask's Spring Convocation

Congratulations to the 3,623 new USask graduates who received 3,835 degrees, certificates, and diplomas during USask's eight [Spring Convocation ceremonies](#), which were held from June 3 – 7, 2024, at Merlis Belsher Place. Our newest graduates join a proud community of more than 171,000 USask alumni around the world.

Congratulations to our many award-winning graduates, including [Governor General's Gold Medal recipients Dr. Keely Shaw \(PhD\) and Dr. Scott Dos Santos \(PhD\)](#) and Governor General's Silver Medal recipients John Kim and [Grace Hominuke](#). Congratulations to [honorary degree recipients](#) Yann Martel, Dr. Emmanuelle Charpentier (PhD), and Gordon Rawlinson and Jill Rawlinson, and to Distinguished Researcher award recipient Dr. Hassan Vatanparast (PhD).

Thank you to the friends, family, colleagues, faculty members, and others who attended Convocation ceremonies and celebrated the inspiring achievements of USask's newest alumni. Thank you also to the many USask staff and faculty who contributed to the Spring Convocation plans and preparations and who worked diligently to ensure that the ceremonies were a success.

USask honours 2024 teaching award winners

Congratulations to the 23 USask faculty and staff members from colleges, schools, and units across campus who will be [honoured with USask teaching awards](#) this month. This includes recipients in the following categories: Provost's Outstanding Teacher Award, Provost's New Teacher Award, Provost's Graduate Student Teacher Award, Provost's Support of Teaching and Learning Award, Sylvia Wallace

Sessional Lecturer Award, and Distinguished Graduate Mentor Award, as well as the Provost's College Awards for Outstanding Teaching. Thank you to all award winners for the vitally important work you do in support of USask's teaching and learning missions. Our University Plan 2025 includes the bold ambition to be a university that sets the standard for learning, and you are inspiring our university community through your innovations in teaching and learning.

Institutional Level Teaching Awards for Excellence

- **Provost's Outstanding Teacher Award**
Shannon Forrester, Lecturer and USask Sustainability Faculty Fellow, College of Kinesiology
- **Provost's New Teacher Award**
Dr. Kyle McLeister (PhD), Lecturer, Department of History, College of Arts and Science
- **Provost's Award for Collaborative Teaching and Learning**
Dr. Erika Dyck (PhD), Professor and Canada Research Chair in the History of Medicine, Department of History, College of Arts and Science; Dr. Simonne Horwitz (DPhil), Associate Professor, Department of History, College of Arts and Science; Dr. Scott Napper (PhD), Professor, Department of Biochemistry, Microbiology, and Immunology, and Senior Scientist, Vaccine and Infectious Disease Organization (VIDO)
- **Sylvia Wallace Sessional Lecturer Award**
Dr. Layla Gould (PhD), Assistant Professor, Neurosurgery, College of Medicine
- **Provost's Graduate Student Teacher Award**
Danielle Spence, PhD student, School of Environment and Sustainability
- **Provost's Support of Teaching and Learning Award**
Dr. Sandy Bonny (PhD), Team Lead, Indigenous Student Achievement Pathways and STEM Access Initiatives, College of Arts and Science; Dr. Elaina Guilmette (PhD), Curriculum Development Coordinator, School of Environment and Sustainability

College-level Teaching Awards for Excellence

- Dr. Geraldine Balzer (PhD), Associate Professor of Curriculum Studies and Department Head and Graduate Chair, Educational Foundations, College of Education
- Dr. Martin Boucher (PhD), Lecturer, Johnson Shoyama Graduate School of Public Policy and Associate Member, School of Environment and Sustainability
- Dr. Allison Cammer (PhD), Registered Dietician, Assistant Professor, Human Nutrition, College of Pharmacy and Nutrition
- Dr. Tasha Epp (DVM, PhD), Professor, Department of Large Animal Clinical Sciences, Western College of Veterinary Medicine
- Dr. Maggie FitzGerald (PhD), Assistant Professor, Department of Political Studies, College of Arts and Science
- Paul Gustafson, Sessional Lecturer, College of Kinesiology
- Michael Hernik, Lecturer, Edwards School of Business
- Dr. Natacha Hogan (PhD), Associate Professor, Department of Animal and Poultry Science, College of Agriculture and Bioresources
- Dr. Nassrein Hussein (MD), Assistant Professor and Division Head, Endocrinology and Metabolism, College of Medicine
- Dr. Gregory Kost (DMD), Group Practice Leader, College of Dentistry
- Dr. Tania Kristoff (PhD), Assistant Professor - Academic Programming and Undergraduate Academic Lead, College of Nursing
- Dr. Jaime Lavallee (SJD), Assistant Professor, College of Law

- Dr. Ebrahim Bedeer Mohamed (PhD), Assistant Professor, Department of Electrical and Computer Engineering, College of Engineering
- Dr. Amy Stevens (DPhil), Assistant Professor, Department of Chemistry, College of Arts and Science

On June 18, the USask community will celebrate this year's teaching award winners during the [USask Staff and Faculty Awards event](#), to be held from 5 pm – 8 pm at Marquis Hall Events Centre. [A full list of recipients of the USask Staff and Faculty Awards is available online.](#)

Three USask graduate students receive prestigious Vanier Scholarships

The prestigious and competitive Vanier Canada Graduate Scholarships are designed to help universities recruit and support the best and brightest graduate students—and this year, [three USask students have received the esteemed honour.](#)

- Delving into literature from the 1920s, 30s, and 40s, **Gwen Rose** is investigating trans representation in historic literature. A PhD student in the College of Arts and Science under the supervision of Dr. Ella Ophir (PhD), Rose is examining works from late modernist literature to identify trans representation through characters in early 20th-century novels.
- Working in the Department of Geography and Planning in the College of Arts and Science and with the Global Institute for Water Security (GIWS), **Krishna Kolen's** work explores the impact of air quality issues in Saskatchewan communities. Under the joint supervision of Dr. Corrine Schuster-Wallace (PhD) and Dr. Krystopher Chutko (PhD), Kolen is working with Indigenous communities to examine and document health impacts caused by poor air quality from dust storms and wildfires.
- USask researcher **Morgan Fleming** is examining how a component of plant-based foods might help people live longer lives. A PhD student in the College of Agriculture and Bioresources, working under the supervision of Dr. Christopher Eskiw (PhD) and professor emeritus Dr. Nicholas Low (PhD), Fleming is cultivating human cell samples and treating them with various phenolic compounds to analyze how they directly affect cells.

The Vanier program is jointly administered by the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council (SSHRC). Each of the three USask-based Vanier Scholars are respectively located in a different area of supported research. Vanier Scholarships are valued at \$50,000 per year for three years of doctoral-level study, and consider three criteria for selection: academic excellence, research potential, and a potential and demonstrated leadership ability.

USask graduate student awarded Saskatchewan Lieutenant Governor Indigenous Scholarship

The Government of Saskatchewan has announced the 2024-25 recipients of the Saskatchewan Lieutenant Governor Scholarship and the Saskatchewan Lieutenant Governor Indigenous Scholarship. [The 2024-25 Saskatchewan Lieutenant Governor Indigenous Scholarship recipient is Jeremy Irvine](#), a USask graduate student pursuing a Master of Science degree in plant science.

Each \$20,000 scholarship is awarded annually to graduate or post-graduate students who are in excellent academic standing, who are pursuing studies in Saskatchewan, and whose research supports Saskatchewan's Growth Plan. In 2023, both scholarships were renamed from the Queen Elizabeth II Scholarship and the Queen Elizabeth II Centennial Aboriginal Scholarship after the passing of Her Majesty. More than \$1 million has been provided to 59 students through these scholarships since 1987.

USask celebrates Pride Month in June

[The USask community is proud to support Pride Month](#) activities and learning opportunities in June and throughout the year. To kick off Pride Month 2024, all faculty, staff, and students were invited to attend the Pride flag-raising ceremony on May 31 in Nobel Plaza, outside the Peter MacKinnon Building. The annual flag-raising event offers USask faculty, staff, and students an opportunity to show their support for members of the 2SLGBTQIA+ community and to reflect on how we can all foster an inclusive and positive working and learning environment at our university.

On June 22 at 1 pm, members of the USask community will take part in the annual Saskatoon Pride Parade. Each year, USask has continued to encourage our campus community to march together in the Saskatoon Pride Parade to uplift, honour, and celebrate the 2SLGBTQIA+ community. More information about the parade, as well as other events and initiatives taking place in June, can be found [online at spotlight.usask.ca](#).

I would like to acknowledge the dedication of USask's 2024 Pride Planning Committee, which was comprised of representatives from support units across our campus as well as from colleges and schools. The committee was co-chaired by Deputy Provost Patti McDougall and Jocelyn Ormerod, a staff member in the Edwards School of Business, with support from Tasnim Jaisee, equity, diversity, and inclusion project specialist in the Office of the Provost and Vice-President Academic. Thank you to the co-chairs and the committee members for their thoughtful discussions and for their hard work in the weeks leading up to Pride Month.

I encourage us all to take time to connect, commemorate, and celebrate Pride. Thank you for our continued efforts together to make our campus community a safe and supportive place for all students, staff, faculty, alumni, and visitors.

June is National Indigenous History Month

June is [National Indigenous History Month](#) and June 21 is National Indigenous Peoples Day, which recognizes and celebrates the history and diverse cultures of First Nations, Inuit, and Métis Peoples across Canada. On June 21, and every day, members of the USask community can learn more about Indigenization, decolonization, and the history of Indigenous Peoples and cultures through [the Office of the Vice-Provost Indigenous Engagement \(OVPIE\) website](#) and [the University Library's I-Portal: Indigenous Studies Portal](#).

At USask, OVPIE works with partners across campus to uplift Indigenization by advancing initiatives and strategies that promote Indigenous Knowledges and support reconciliation and decolonization. USask's Indigenous Strategy—[ohpahotân | oohpaahotaan "Let's Fly Up Together"](#)—is the first Indigenous Strategy solely created by Indigenous people at a Canadian U15 research institution. [The ohpahotân | oohpaahotaan report](#), which discusses how USask is stewarding the plan, is available on the [OVPIE website](#).

On June 21, events to honour National Indigenous Peoples Day will be held in and around Saskatoon. These events include Rock Your Roots in Victoria Park and National Indigenous Peoples Day activities at Wanuskewin. Please visit the [Spotlight website](#) for more information.

USask initiative empowers students through flexible learning

The [Flexible Learning Initiative at USask](#) aims to provide students with choices in how, where, and when they engage in learning, enabling more personalized pathways into and through a program. The initiative is intended to build on and highlight offerings that are already available. For example, at least 13 per cent of current USask classes are offered in a flexible mode, such as online or hybrid.

USask is exploring a broad array of flexible learning options. The mode of learning includes in person, hybrid, blended or online, asynchronous, or synchronous options. Learners can also choose varied places to study, such as the Saskatoon campus, the Prince Albert campus, or a regional college.

USask is considering varied pathways into and through academic programs as part of the initiative (e.g., micro-credentials, preparation courses) as well as pace of learning (e.g., through adjustment in how many courses are taken each term). Also, as part of flexible learning, educators can make choices to use flexible teaching practices (e.g., designing assessments so fewer students need accommodations, designing classroom dialogue that engages all students) that support student learning. [Learn more about USask's flexible course and program offerings.](#)

USask's new Precision Agriculture Certificate celebrates first cohort of graduates

Congratulations to the [14 students who graduated with the new Certificate in Precision Agriculture during Spring Convocation](#). The [Certificate in Precision Agriculture](#) is a new program that provides USask undergraduate students the opportunity to gain knowledge and to develop experiential skills in precision agriculture by leveraging competencies from their academic discipline. The program is recommended to students studying in agriculture and bioresources, engineering, computer science, environment and society, hydrology, and regional and urban planning.

In the new program, students learn how to manage crops precisely to increase both production and sustainability. This includes knowledge of the technologies used in precision agriculture (satellite imagery, global positioning and information systems, big data, yield mapping, management zones) to understand what drives within-field crop yield variability from year to year.

USask's Scholarship of Teaching and Learning program celebrates first graduate

Congratulations to Dr. Karla Wolsky (PhD), who become the [first student to graduate with a certificate offered by the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning](#) (Graham Centre for SoTL) during Spring Convocation. An experienced registered nurse and educator in Alberta nursing programs, the knowledge Dr. Wolsky has gained through the certificate will help her to improve how students learn the skills and knowledge required of the profession.

Located in the College of Education, [the Graham Centre for SoTL](#) opened in 2022 thanks to a \$2-million donation from USask alumni Jane (BE'd'62, DCL'22) and Ron (BE'62, DCL'13) Graham. At the heart of the centre's work is the Scholarship of Teaching and Learning—commonly referred to as SoTL—which focuses on the systematic study of teaching practices in higher education with the goal of improving student learning.

Innovation Saskatchewan provides \$210,000 to Opus to support start-up development

[Innovation Saskatchewan has announced a new partnership with Opus](#), USask's start-up incubator, which includes a \$210,000 investment over three years to support the organization's pre-accelerator programming. The funding will support Opus programming streams that target different timelines in the entrepreneurship lifecycle to drive start-up development.

- **Idea2Explore (i2Explore)** provides year-round opportunities for anyone at USask to explore entrepreneurship through events and curated meetings with advisors.
- **Innovate2Build (i2Build)** runs annually over 10 months as successful program applicants participate in bi-monthly workshops as well as mentor and advisor meetings.
- **Impact2Market (i2Market)** runs long-term and offers targeted mentorships for i2Build graduates by requiring participants to meet business growth milestones.

- **Opus Student Ambassador Program** is a student-led initiative that equips aspiring entrepreneurs with business acumen and an entrepreneurial mindset through engaging campus activities.

Opus pre-accelerator programming focuses on commercializing deep tech innovations that are research-based, equipping founders with the necessary skills for startup development and facilitating their progression to other accelerators and incubators like Co.Labs and Cultivator. In its pilot year, Opus supported more than 12 startups engaging with more than 88 stakeholders, ranging from community and business leaders, entrepreneurs, and ecosystem service providers.

Annual Life & Health Sciences Research Expo held in May

On May 2, 2024, the USask community celebrated outstanding research, collaboration, and mentorship within the health sciences at the annual Life & Health Sciences Research Expo. In total, 136 submissions were received from members of the USask community interested in presenting their research, nominating a deserving graduate supervisor, or competing for a Best Paper award. The expo included participation from students, supervisors, and/or judges representing all USask health science colleges and schools, as well as the College of Arts and Science, the College of Education, and the College of Engineering.

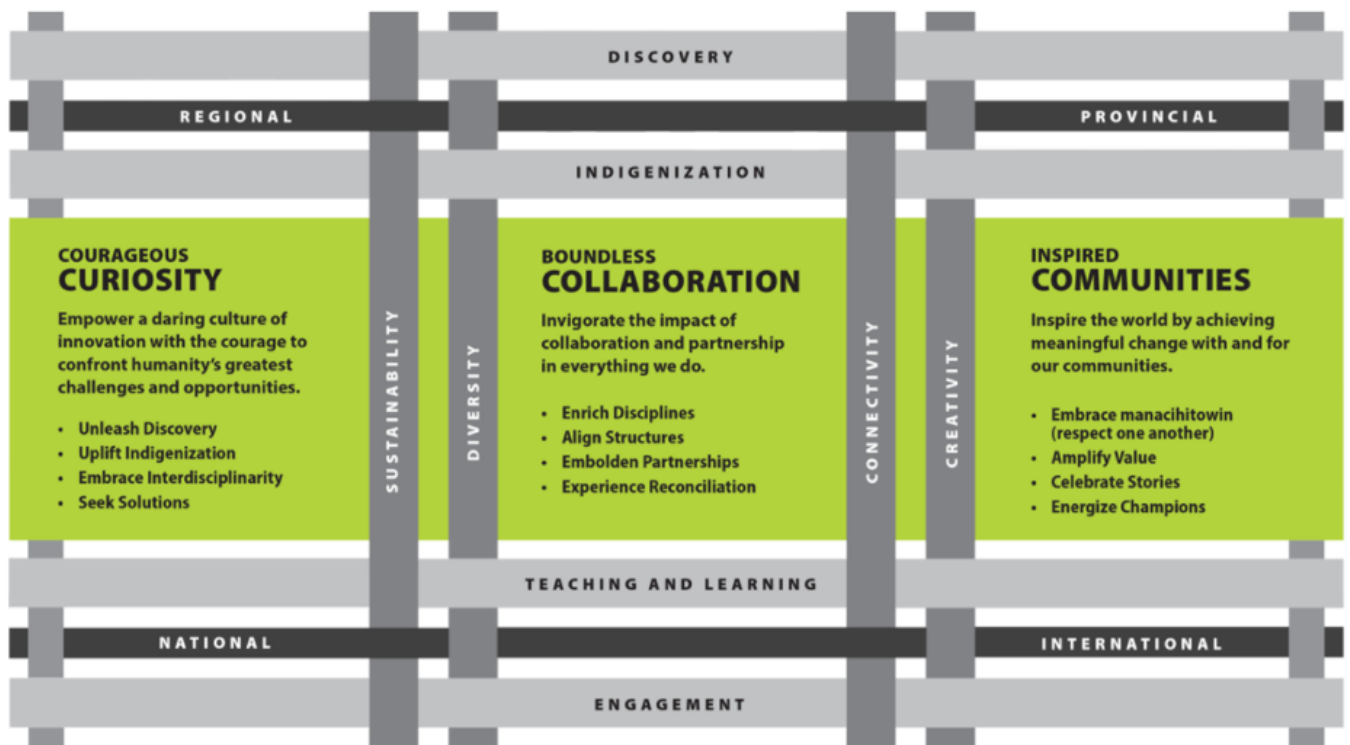
Dr. Nazeem Muhajarine (PhD) and Dr. Behzad Toosi (DVM, PhD) were announced as recipients of the Best Supervisor Awards. Best Paper Award recipients included Mahesh Rachamalla (College of Arts and Science), Kundanika Mukherjee (College of Medicine), Tallan Black (College of Pharmacy and Nutrition), and Heather Alford (College of Pharmacy and Nutrition). More than \$7,500 was awarded to student research presenters.

The expo was organized by the USask Health Sciences with support from academic co-chairs Dr. Saija Kontulainen (PhD), from the College of Kinesiology, and Dr. Andrew Leask (PhD), from the College of Dentistry.

College of Education celebrates Asian Heritage Month with film screening

To mark Asian Heritage Month in May, the College of Education hosted a screening of the award-winning Korean-Canadian film *Riceboy Sleeps* on May 16, 2024, with an audience of 100 people in attendance in Quance Theatre. The screening was followed by a conversation circle discussing themes and interpretations of the film, featuring:

- Dr. Hyunjung Shin, Co-Chair for the USask Asian Heritage Month planning committee; Assistant Professor, Department of Curriculum Studies, College of Education
- Dr. Soo Kim, Master of Physical Therapy Program Chair and Professor, School of Rehabilitation Science, College of Medicine
- Dr. Timothy Kang, Assistant Professor, Department of Sociology, College of Arts and Science
- Dr. Kalowatie Deonandan, Professor, Department of Political Studies, College of Arts and Science
- Dr. Amin Mousavi, Associate Professor, Head, Department of Educational Psychology and Special Education



UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manāchitowinihk / ni manachihitooaan/ let us lead with respect

Meaningful Impact

USask graduate supports classroom renovation project

USask graduate Arthur (Art) Korpach (BComm'79) believes in the power of post-secondary education to help launch careers and to equip students with the knowledge and skills they need to make a positive impact in the world. Mr. Korpach first came to USask as an undergraduate student in the fall of 1975—pursuing a double major in accounting and finance—before pursuing a Chartered Accountant (CA) designation and subsequently embarking on a 27-year career in the investment banking sector. Decades later, he looks back on his time as an undergraduate student with fondness and appreciation.

Mr. Korpach is now retired from his executive role and lives with his wife, Deborah (Deb), in Calgary, Alta. The Korpach family was recently inspired to give to USask through the [Be What the World Needs Campaign](#)—the most ambitious campaign in Saskatchewan's history—with [a gift of more than \\$420,000 to support the renovation of room 142 at the Edwards School of Business.](#)

As a result of the family's generous gift, renovations will begin this summer. The room will be named The Korpach Family Classroom and will provide a new seminar space for graduate students as well as undergraduate students in upper-year experiential learning courses. Expanding the number of seats from 20 to 36 and embedding computer stations within the seminar room will enable greater integration of technology into assignments and class discussions.

USask researchers exploring pig possibilities for organ transplantation

Researchers at USask are turning science fiction into science fact by [exploring xenotransplantation](#)—the transplantation of organs from one species to another. “We are at the verge of a major change with how medicine is dealing with organ failure,” said Dr. Ali Honaramooz (DVM, PhD) with the Western College of Veterinary Medicine (WCVM).

Dr. Honaramooz received \$250,000 through the New Frontiers in Research Fund (NFRF) Exploration program, which is designed to provide support to “high-risk, high-reward” research projects. The funded project will explore methods for creating better transgenic pigs for organ xenotransplantation. As Dr. Honaramooz noted, USask is “uniquely suited” to lead this area of research due to the diverse expertise and research centres on campus.

PetSmart Charities of Canada invests in USask program addressing access to veterinary care

Over the next four years, the Northern Engagement and Community Outreach (NECO) program at USask will receive \$860,000 from PetSmart Charities of Canada in support of efforts addressing access to veterinary care in Saskatchewan, Manitoba, British Columbia, and Canada’s northern territories.

The grant will support the leadership role of Dr. Jordan Woodsworth (DVM, PhD), director of the NECO program at the Western College of Veterinary Medicine (WCVM). As part of her responsibilities, Dr. Woodsworth will develop vital data reports that provide organizations in the college’s partner regions—Saskatchewan, Manitoba, British Columbia, and Canada’s territories—with information for improved access to veterinary care practice and policies. Dr. Woodsworth’s team will work with stakeholders to define the current state of veterinary care access in each of the partner regions. The team will also identify opportunities for improvement from both practice and policy standpoints.

Jane and Ron Graham Centre hosts second SoTL Shine Summit

The Jane and Ron Graham Centre for the Scholarship of Teaching and Learning recently hosted the second [SoTL Shine Summit](#). Held at the centre on May 7 and 8, 2024, the event invited all scholars interested in the Scholarship of Teaching and Learning to develop and further their knowledge and understanding of SoTL. The summit included plenary speakers, workshops, and panel discussions to help the participants work on various parts of their SoTL research projects. Workshop facilitators included Dr. Michelle Yeo, professor and director of the Mokakiiks Centre for Scholarship of Teaching and Learning at Mount Royal University; Dr. Jessica Nicol, educational developer at the Southern Alberta Institute of Technology; and Dr. Carmen Gillies and Dr. Gordon Martell from the College of Education, University of Saskatchewan.

Edwards School of Business celebrates USSU Excellence Award winners

In March 2024, two members of the Edwards School of Business community were recognized at the University of Saskatchewan Students’ Union’s [USSU Excellence Awards](#). Indigenous Achievement Advisor Jocelyn Ormerod received the Academic Advising Award, which honours outstanding delivery of academic advising at the University of Saskatchewan and serves to recognize the importance that academic advising has on enhancing the student experience. Student Harleen Arora received the Student Excellence Award for Equity Enhancement, which is granted on the basis of a commitment to increase equitable opportunities for students on campus and to remove barriers to education for marginalized students. Congratulations to Jocelyn and Harleen.

Edwards faculty member receives RCE Saskatchewan Dr. Garth Pickard Award

In May 2024, Prof. Brooke Klassen, an assistant professor in the Edwards School of Business, was the recipient of the [RCE Saskatchewan Dr. Garth Pickard Award for Post-Secondary Excellence in Education for Sustainable Development](#).

RCE Saskatchewan honours champions in sustainability from across the province whose work achieves one or more of the UN 17 Sustainable Development Goals. More than 40 initiatives were highlighted at the 16th annual event and Prof. Klassen was recognized for embedding sustainability into MBA 803: Business and Society. Congratulations to Prof. Klassen on this achievement.

Productive Collaboration

Music director, scholar receives prestigious USask award

Dr. Jennifer Lang (PhD) is an associate professor in the Department of Music in USask's College of Arts and Science, the current acting vice-dean academic of the college, the director of numerous music ensembles, the co-lead of the USask Health and Wellness Signature Area of Research—and now [the winner of a prestigious USask award](#).

The Publicly Engaged Scholarship Team Award (PESTA) is given to faculty, staff, or graduate students doing exemplary work in the community that strengthens the people living there. Dr. Lang has taken a leadership role across five major teams at USask—the Greystone Singers, the Aurora Voce alumni choir, the Intergenerational Choir, the Health and Wellness Signature Area, and the Newcomer Engagement program—with the PESTA award presented in recognition of excellence in leadership.

For Dr. Lang, the award reflects the hard work in the arts and the intersections between art and science to connect and build the community. Dr. Lang is the director of Choral Activities at USask, and as such directs and conducts USask's premiere student choir, the Greystone Singers. Under Dr. Lang, the Greystone Singers have been a regular guest performing with the Saskatoon Symphony Orchestra and have collaborated with groups across campus, including Dr. Steven Rayan (PhD) and the Centre for Quantum Topology and Its Applications (quanTA), on interdisciplinary concerts. In a new achievement in musical excellence, Dr. Lang and the choir [were invited to perform at Carnegie Hall in New York City](#) in June.

USask doctor recognized for collaborative methods

Dr. Stuart Skinner (MD), the section lead for infectious diseases in Regina with the Department of Medicine at USask, is [one of the recipients of the 2024 Publicly Engaged Scholarship Team Award \(PESTA\)](#). The award is presented annually to recognize the outstanding collaborative efforts of USask faculty members, post-doctoral fellows, graduate students and/or community partners to create social impacts in the community at the local, national, or international level.

Dr. Skinner's work has connected him to rural and Indigenous communities throughout Saskatchewan. Based in Regina, Dr. Skinner is the director of the Wellness Wheel Medical Clinic, a non-profit organization dedicated to working directly with Indigenous communities through a combination of Western medical practices and Indigenous traditional practices. A critical part of Dr. Skinner's practice is the emphasis on meeting patients where they're most comfortable.

Dr. Skinner believes the benefits of bringing care directly to his patients outweigh the advantages of his patients travelling to see him. Through his practice, Dr. Skinner regularly visits more than 20 different First Nations communities throughout Saskatchewan to provide health-care services. He pointed to the benefits of working directly with the community to find health-care solutions for the people living in the community.

Saskatchewan Principals' Short Course to be held in July

The College of Education's Department of Educational Administration, in collaboration with the Saskatchewan Educational Leadership Unit, is holding its annual Short Course for new and upcoming school administrators from July 2 – 5, 2024. This year's theme is "Engagement, Learning and Leading" and the event will be held in person and online at the College of Education.

The major goal of the Short Course is to provide an intensive opportunity for participants from provincial and First Nations schools to deepen their knowledge of theory, practice, and reflection, contributing to their skills as teachers and school leaders.

Edwards School of Business hosts Prairie Consumer Behaviour Conference

In May 2024, more than 50 marketing scholars from across the Canadian Prairie region and Illinois, USA, attended the Prairie Consumer Behaviour Conference hosted by the management and marketing department at the Edwards School of Business. Co-chaired by Dr. David Williams (PhD) and David Di Zhang (PhD), the conference provided a platform for the exchange of innovative research ideas, fostering collaborative growth and advancement in the field.

Distinguished Learners

Twin sisters honoured as top two graduates in the College of Law

Identical twin sisters Caydence and Kennedy Marley, award-winning students and citizens of the Métis Nation–Saskatchewan, were the [College of Law's top graduates during USask's Spring Convocation](#). On June 5, the sisters both earned their Juris Doctor degrees and graduated at the top of their class—with Caydence receiving the Law Society of Saskatchewan Gold Medal for the highest overall academic average throughout law school, and Kennedy receiving the Law Society of Saskatchewan Silver Medal for attaining the second-highest cumulative average throughout law school.

In addition to their gold and silver medals, Caydence and Kennedy received other awards at Spring Convocation. Both sisters were awarded College of Law Academic Excellence Scholarships, the Saskatchewan Law Review Honour, and the Jay Watson and Brian Pfefferle Criminal Law Prize. As well, Caydence received the A. John Beke Prize in Children and the Law, the Saskatchewan Provincial Court Judges Association Award in Criminal Law, the STEP Prize in Wills, the Amy and Brian Pfefferle Prize, The Honourable Donald Alexander McNiven Prize in Law, and the Thomas Dowrick Brown Prize (Most Distinguished Graduate). Kennedy, meanwhile, received the Peg and Keith Memorial Award for Indigenous Students and the Ron Fritz Prize in Law.

Education graduate students finalists in global sustainability competition

Kristin Moskalyk and Nicole Lamoureux, graduate students from USask's Educational Technology and Design (ETAD) program through the College of Education, were [awarded \\$10,000 as finalists in the Metaverse for Sustainable Development Goals Global Prize and Virtual Reality Competition](#). Selected from 257 teams in more than 70 countries, the students' research in immersive learning and sustainability education resulted in a virtual reality world designed for learning about marine conservation and sustainable ocean resources.

Moskalyk is a former elementary school teacher and Lamoureux teaches secondary students in Alberta. Both are instructional designers at the Gwenna Moss Centre for Teaching and Learning at USask. The goal of their project was to create a metaverse that would "develop knowledge, empathy, and support for SDG 14, for users that are landlocked."

Transformative Decolonization Leading to Reconciliation

USask communications and marketing staff engage in anti-racism education

White supremacy, liberal racism, meritocracy, allyship, and intersectionality: These are some of the terms and concepts that USask staff dove into during anti-racism education sessions this year. Anti-racism and anti-oppression education on campus [began with USask senior leadership in 2022](#), in a training cohort that included the president, vice-presidents, deans, executive directors, and other senior leaders. As demand for this learning has grown, additional USask faculty and staff have been offered the opportunity to embark on developing an anti-racist lens for their work.

[More than 45 USask communications and marketing staff participated in anti-racism education and skill development training](#) delivered through eight modules between fall 2023 and spring 2024. Elizabeth (Liz) Duret, a senior diversity and inclusion consultant for USask, has been involved with the development and evolution of anti-racism education at the university since the first sessions with USask's Senior Leadership Forum and President's Executive Council. Duret is happy to see the work expanding beyond senior leadership and into staff and work teams.

Communications and marketing staff at USask are working within colleges, schools, units, and departments, and are responsible for producing materials that share stories and information with the USask community and the world using multiple vehicles—from news articles to advertisements to social media and beyond.

Siblings build connection and community through unique mentorship program

Raven and Andrew Saganace are siblings and participants in the [Building Intercultural Resilience Mentorship \(BIRM\) program](#), a partnership between USask and the Saskatoon Public School Division with funding through the Oyateki partnership. The BIRM program connects post-secondary students with Indigenous high school students to build relationships through shared experiences, interests, and goals. Weekly sessions focus on academic, cultural, and self-development activities.

The program enabled Raven and Andrew to connect more and to explore their identities separately and together. Through the program, Indigenous students join in cultural practices such as hide tanning or going to sweat lodges or cultural camps. Andrew is an artist and plans to get into the animation field after high school. He hopes to start his own indie studio and create things that contribute his identity as an Indigenous person. As a mentor, Raven has learned about leadership and communication with other mentors. This complements Raven's desire to pursue medicine after she graduates this year from USask. Raven and Andrew credit BIRM with much of their personal development. [Watch a video showcasing more of their experiences](#).

Global Recognition

USask achieves personal best in QS World University Rankings

[USask has achieved its highest-ever performance in the QS World University Rankings](#) (QS WUR), an accomplishment that helped garner an award for the most improved university in Canada. Every year the QS WUR analyzes and ranks more than 5,600 academic institutions from around the globe, publishing a list of their top 1,500.

The 2025 QS WUR announcement marked two celebratory milestones for USask: achieving a highest-ever performance and being granted the "Most Improved – Canada" award. USask ranked 340th, which is a five-point improvement over last year's position of 345th, reflecting growth in areas such as

employment outcomes, international research network, international faculty, and citations per faculty. This ranking also secured USask's spot in the top quartile of ranked universities from around the globe for the second year in a row.

The "Most Improved – Canada" award recognizes USask for having made the most significant improvement in rankings amongst all Canadian institutions over the past five years. USask Associate Vice-President Research (Engagement) Dr. Dawn Wallin (PhD) attended the QS EduData Summit in Washington, D.C., where she accepted the award on USask's behalf.

Edwards Executive Education appears on *Financial Times* list

In May 2024, Edwards Executive Education appeared on the [Financial Times business school rankings for Executive Education Open 2024](#). Among the list, four Canadian post-secondary institutions were featured, with USask's Edwards School of Business debuting for the first time.

The rankings evaluate open enrolment programs on factors such as participant quality, teaching, skills gained, and more. Evaluations are based on alumni survey responses and information provided by institutions. To qualify for the FT ranking, business schools must be accredited by AACSB or EFMD and report annual revenues of at least \$1 million from custom or open programs.

| | |
|--|--|
| 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

Searches:

- Vice-Provost, Strategy Realization
- Principal, USask Prince Albert Campus
- Senior Leader for the USask University Library

See [here](#) for information.

Appointments:

- Dr. Michael Bradley has been appointed as Dean, College of Engineering, for a five-year term, effective July 1, 2024, to June 30, 2029.
- Dr. Marjorie Delbaere has been appointed as Acting Dean, Edwards School of Business, for the period of July 1, 2024, to June 30, 2025, while Dr. Keith Willoughby is on administration leave.
- Dr. Karim Tharani has been appointed as Associate Dean, Research and Collections, University Library, for a period of up to five years, effective July 1, 2024, and up to June 30, 2029.
- Dr. Lynn Jansen has been appointed as Interim Associate Dean, Academic, College of Nursing, for a period of up to one year, effective July 1, 2024, and up to June 30, 2025.
- Dr. Barbara von Tigerstrom has been appointed as Acting Associate Dean, Research, College of Law, effective May 1, 2024, and up to April 30, 2025.
- Tim Hutchinson has been appointed as Assistant Dean, University Archives and Special Collections, University Library, for a term up to six months, effective May 1, 2024, and up to Oct. 31, 2024.
- Jo Ann Murphy has been appointed as Acting Assistant Dean, Learning and Curriculum Support, University Library, for a term up to six months, effective May 1, 2024, and up to Oct. 31, 2024.
- Dr. Craig Wilson has been appointed as Acting Associate Dean, Research, Graduate Programs and Faculty Relations, Edwards School of Business, for a period of up to one year, effective July 1, 2024, and up to June 30, 2025.
- Dr. David Williams has been appointed as Head of the Department of Management and Marketing, Edwards School of Business, for a term of up to five years, effective July 1, 2024, and up to June 30, 2029.

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy



University of Saskatchewan Graduate Students' Association

GSA's Report - University Council Meeting, June 2024

Dear members of the University Council,

The 2024/2025 executive team has spent our first month in office focused on training in our individual roles, familiarizing ourselves with university, committee, and organization policies, and actively participating in meetings, all geared towards positioning ourselves to better advocate for and serve graduate students. Our commitment to serving our graduate student community is our priority, rooted in open communication and collaborative partnerships. Every voice matters.

We're excited to announce that this June marks the 40th anniversary of the Graduate Students' Association. As part of our celebratory plans, we're gearing up to commemorate this milestone anniversary by recognizing current and former University of Saskatchewan graduate students for their significant contributions to U15 research in Canada.

In this June report, we highlight completed initiatives and ongoing projects aimed at serving the interests of graduate students. These initiatives include:

Need-Based Bursaries for Spring and Summer 2024

The Graduate Students' Association, in partnership with CGPS, will award \$110,000 in bursary funds during the 2024–2025 academic year. Each successful applicant will receive a \$1,000 bursary, with the total disbursement split evenly between the spring/summer, fall, and

winter calls. The spring/summer call opened on May 31 and will close on June 23, and recipients will be notified by July 5. The GSA is grateful to the College of Graduate and Postdoctoral Studies (CGPS) for its continued financial support of the need-based bursary. Currently, GSA contributes \$70,000 annually towards bursaries, a contribution that has more than doubled in the last three years. GSA sincerely requests that CGPS consider increasing their support for the GSA-CGPS need-based bursary, given rising economic hardship due to inflation and the housing crisis.

GSA Fall Orientation

The GSA executives are currently working to organize a fall orientation for the graduate students. We are preparing to host an orientation session aimed at familiarizing new students with the campus, informing students of services available to them through their GSA membership (e.g., U-Pass, Empower Me), connecting students with campus communities (e.g., ratified graduate student clubs) and resources, and promoting a welcoming, inclusive atmosphere for new and continuing students.

Social Media

The 2024/2025 GSA executives have successfully gained access to Facebook, Instagram and Twitter and are now working on obtaining access to other social media platforms. We are planning to introduce a schedule of posts and activities to make the social media presence more engaging and interactive.

The GSA Commons

The GSA Commons offers graduate students:

- There is a serene study environment, with computers available for public use.
- Free coffee and tea
- In partnership with ISSAC, we offer free bread every Friday to all graduates.

General announcements from the Graduate Students' Association Executives

- Under the guidance of the Vice President of Finance and Operations, in consultation with the President, Office Manager, and other executives, the GSA has engaged a new bookkeeping firm. We are aiming to digitalize our records, enhance the efficiency of our bookkeeping and audit processes, and promote transparency through this strategic move.

- The GSA Office of Indigenous Engagement is pleased to unveil plans for collaborative initiatives with other university units, notably ISSAC and many more.

- During our tenure, the GSA committed to convening a 60% in-person council meeting. We believe that face-to-face meetings improve communication, understanding, discourse, and decision-making.

- The GSA is pursuing research on establishing a childcare facility or collaborating with an existing entity to improve childcare access for graduate students. The GSA will carry on the work that previous executives started.

- Finally, we are committed to revitalizing the collaborative efforts between GSA, ISSAC, and USSU, understanding the power of unity.

We look forward to the successful implementation of these initiatives and the continued advancement of the GSA's mission.

David Ohene-Amoako
President, Graduate Students' Association
University of Saskatchewan



June 2024 University Council Report

The University of Saskatchewan Students' Union (USSU) onboarded newly elected executives for the year 2024-2025 on May 1, 2024. We had a very detailed orientation that covered USSU operations, accounting and finances, communications and marketing, facilities management, IT support, Studentcare, the Empower Me program, USSU Centres, USSU Childcare Centre, and transit for an easy transition into our roles. Our Senior managers also led several meetings on bylaw overviews, communications, risk assessment and management, event and project planning, student governance, and directors' roles and duties during this time. Our onboarding process was smooth with the help and direction of our senior managers, Amanda Mitchell, Jason Ventnor, Jason Kovitch, and Stefanie Ewen. We are truly grateful to have them on our team.

GOALS

Advocacy

Our upcoming advocacy efforts will focus on key areas at different levels. At the university level, we will prioritize academics, misconduct policies, career services, campus spaces, queer housing, and safe/prayer spaces. In the city, we will address affordable housing and transit. Provincially, we will advocate for more Indigenous student scholarships and the removal of interest on student loans. Federally, we will push for affordable housing and the inclusion of international students in the Canada Summer Jobs program.

Awareness

Through our awareness campaigns this year, we aim to increase students' knowledge of entrepreneurship, student rights, academic supports and rights, health and dental care services, and the variety of resources offered on campus and by the federal and provincial governments. Through these awareness campaigns, we will also address food insecurity, financial needs, and academic and nonacademic support. Resources for mental health and physical well-being are also included in our emphasis. With our campaigns, we hope to raise awareness of resources for holistic development of students while utilizing our centres to provide even more support.

Alliance

Building alliances with important stakeholders, such as the university administration, faculty, staff, campus groups, the City of Saskatoon, and the federal and provincial governments, is a primary focus for this year. We aim to work together on various projects to improve coordination and cooperation between various groups and organizations on and off campus. We hope to collaborate on a wide range of projects to enhance students' experiences by cultivating these connections. We commit to providing comprehensive and innovative solutions for student needs via collaborative efforts and shared resources. Our ultimate goal is to create a nurturing and fulfilling atmosphere that enables each student to succeed academically, socially, and personally.

EVENTS AND INITIATIVES

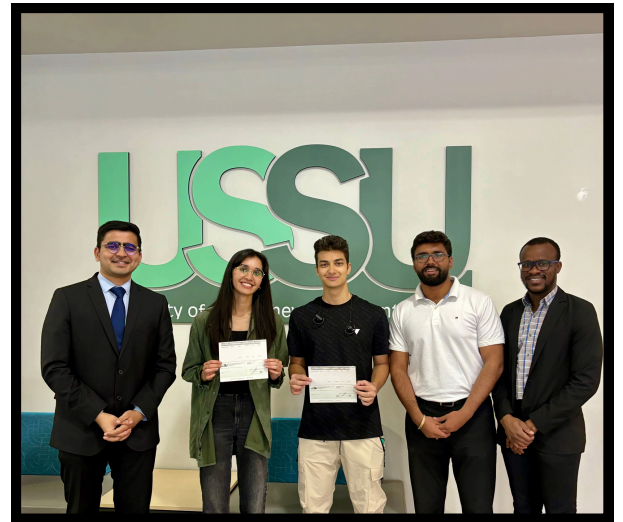


Pride Flag Raising Ceremony May 31st

USSU executives and our senior managers and centre coordinators attended the Pride flag-raising ceremony at USask. We also partnered with USask to create the banner “What does Pride mean to you?” that will be posted in the Arts tunnel.

USSU Scholarships Winners 2023-2024

USSU executives with our first-ever USSU scholarship winners, Aysha and Rabie. They are both dedicated community leaders who volunteer with various campus clubs and have excellent academics.



Uniting the Prairies (UP) Conference

Our VP Operations & Finance, Moses Ahiabu and VP Academic Affairs, Elisabeth Bauman attended the UP 2024 conference and networked with various entrepreneurs and investors. This was part of our awareness and alliance campaign to help translate some of these networks to campus and promote entrepreneurship among students.



Photo Courtesy - Opus

Annual Stakeholder Meeting Studentcare

President Krunal Chavda and VP Student Affairs Upkar Singh, were in Montreal, where they met student union executives from various provinces at the Annual Stakeholder Meeting organized by Studentcare (our insurance provider), where they discussed some of the challenges faced by students across the country and how we can work to solve them.



USSU Execs with Councillor Donauer

USSU executives met Councillor Randy Donauer from Ward 5 and discussed some of the advocacy efforts we wanted to do this year with the city, especially regarding the College Drive and Wiggins Avenue intersection, College Drive and Cumberland Avenue intersection, and BRT. We also discussed the Housing Accelerator Fund, to advocate for affordable housing for students near University.



USSU Execs with Councillor Block

USSU executives met Councillor Cynthia Block from Ward 6 and talked about housing initiatives and the impact housing has on USask students and community engagement. It was a valuable opportunity to discuss how we can work together to address pressing issues on city matters. We will continue meeting with city councillors throughout the year to ensure our students' voices are heard.



Red Dress Day May 5th

Red Dress Day honours the lives of Missing and Murdered Indigenous Women, Girls and Two-Spirit People in Canada. The executive joined the Vice-Provost, Indigenous Engagement in the Bowl, to show our support in ending the violence against Indigenous Women, Girls, and Two-Spirit People.



Spring Convocation

President Chavda, VP Bauman, and VP Ahiabu attended convocation ceremonies from June 4th to June 7th. Congratulations to the class of 2024! We are so proud of you and can't wait to see what you do next.



Bike to Work Day - May 16th

In May, the Office of Sustainability, the City of Saskatoon, and USSU collaborated on Bike to Work Day. The event was organized on May 16, 2024, with the mission to promote emission-free transportation and encourage the community to use bikes to work during summer. The initiative was a great success, as more than 100 participants stopped by the booth to support the initiative and get snacks and resource guides.





City of Saskatoon Volunteer Reception

On May 2nd, President Krunal Chavda attended the City of Saskatoon Volunteer Appreciation Reception, where he met his worship Mayor, Charlie Clark, and city councillors.

USSU executives also attended the following events

- 7th annual māmowī āsohtētān Internal Truth and Reconciliation Forum
- USask Budget Town Hall
- Asian Heritage Month
- Startup TNT
- Unlocking Trust: Navigating Ruptures, Repairs and Renewal in Diverse Relationships” with Michael Saini, hosted by Conflict Resolution Saskatchewan

UPCOMING EVENTS AND INITIATIVES

USSU Summer Games June 13th - June 15th

| | |
|---|--|
| June 13 1:00pm to 4:00pm 📍 Cumberland Field | Soccer |
| June 14 10:30am to 4:00pm 📍 The Bowl | <ul style="list-style-type: none">• Spikeball• Ultimate Frisbee• Cornhole• Tug of War• Crossnet Volleyball |
| June 15 11:00am to 2:00pm 📍 Cumberland Field | Cricket |

Keeping the tradition alive, USSU will host this year's Summer Games from June 13th to June 15th. We would like to extend the invitation to staff, faculty, and students. To register, please scan the QR code.



Scan Me!

- Pride Parade - June 22nd
- Welcome Week - September 4-6
- Campus Groups Week - September 16-20
- Academic Awareness Week - September 23-27

USSU CENTRES

USSU centres are one of the most important service that we offer. They provide a safe and inclusive space with essential resources for our campus community. Here are our wonderful centre coordinators



**Pride Centre
Coordinator
Danielle Powell
(she/they)**



**Women's Centre
Coordinator
Alandra Flynn-James
(she/they)**



**Help Centre Coordinator
Angel Onijagbe
(she/her)**



**Food Centre Coordinator
Amy Remeshylo
(she/her)**



**Safe Walk and Student Crew
Coordinator
Akanksha Ganguly
(she/her)**

OUTREACH AND ADVOCACY

Currently, the USSU executives are actively setting up crucial introductory meetings with a wide range of key stakeholders. These include college Deans, student society presidents, student affairs and outreach, student wellness, career services, AES, other student unions, representatives from the provincial government, the City of Saskatoon administration, and various other units on campus and off campus. These meetings are vital for fostering collaboration and ensuring the smooth operation of our initiatives.

President Krunal Chavda is taking a proactive approach in setting up introductory meetings with various college society presidents and Deans. His focus this year is on strengthening the relationship between various constituency presidents to foster enhanced collaboration. He is also working towards setting up a provincial advocacy group with the University of Regina Students' Union and Saskatchewan Polytechnic Students' Association for advocacy efforts related to the provincial government. Additionally, he is actively collaborating with undergraduates at Canada Research Intensive University (UCRU) for federal advocacy.

VP Operations Finance, Moses Ahiabu, diligently ensures that students' voices are heard at the city level by advocating on their behalf in the transit committee. He is currently in the process of improving some of the campus groups' policies and assisting campus groups with ratifications. Furthermore, he is actively involved in creating social media content for campus group leaders, equipping them with the necessary resources to effectively lead their groups.

VP Academic Affairs, Elisabeth Bauman, and Academic and Governance assistant Brock Neufeldt have already supported 30 students in academic grievance cases. These include academic misconduct, appeal cases, and various conflict resolution cases and inquiries. VP Bauman is also actively working in collaboration with various units across campus to identify gaps in student advocacy and complaint processes and to find ways to strengthen the student-faculty relationship.

VP Student Affairs, Upkar Singh, is currently working on building relationships with various units across the campus and making sure that we can host some amazing events by collaborating with them. He is also planning some fun events for summer, fall, and winter. This year, we have both the provincial and municipal elections, and he is actively developing campaigns to create awareness among students about using their right to vote. He also supports students with non-academic misconduct cases.

For any questions or suggestions, please contact Krunal Chavda at president@ussu.ca.

Yours sincerely,

Krunal Chavda, President

Moses Ahiabu, VP Operations and Finance

Elisabeth Bauman, VP Academic Affairs

Upkar Singh, VP Student Affairs

AGENDA ITEM NO: 7.1

**UNIVERSITY COUNCIL
EXECUTIVE COMMITTEE
REPORT FOR INFORMATION**

| | |
|-------------------------|---|
| PRESENTED BY: | Marjorie Delbaere, Chair, Council Executive Committee |
| DATE OF MEETING: | June 13, 2024 |
| SUBJECT: | 2023/2024 Executive Committee Annual Report |
| COUNCIL ACTION: | For Information Only |

The following is a summary of the work of the Executive Committee for 2023-24.

The Council Executive Committee membership consists of all Council committee chairs, the University Secretary and the Council Coordinator from the Governance Office. The committee met monthly throughout the year to set University Council agendas. In 2023-24, University Council considered new academic programs, strategic priorities, faculty council bylaws, nominations to committees, and much more. Council also received regular reports from the President, Provost, and student societies.

Council Executive reviewed work plans of the various Council committees, revisited the meeting times of Council, introduced the practice of the pre-submission of questions to Council for the opportunity to seek meaningful answers before the meeting. The Executive also answered the call for more transparency in the Council committee work by introducing the *Council Gazette*, a newsletter from the chair to keep Council members updated on the topics being discussed at the committees.

The Executive Committee of Council and the President's Executive Committee also met monthly from September-June to discuss key academic and strategic matters at USask. Standing agenda items were debriefed of the previous Council meeting as well as discussions of the upcoming Council meeting. We also discussed the budget, tuition, and strategic enrolment management. This time with senior leaders was appreciated by Council chairs.

I would like to thank the vice-chair of Council, Reza Fotouhi and the outgoing Council committee chairs: Steven Rayan, Research Scholarly and Artistic Work; Veronika Makarova, Nominations and Greg Malin Teaching, Learning and Academic Resources as well as Venkatesh Meda (Scholarships and Awards Term 1) and Yansun Yao (APC Term 1) for their service to University Council.

I also wish to recognize University Secretary and Chief Governance Officer, Julian Demkiw for his tremendous support throughout the year. I also wish to thank Julian's team for the support they

provided throughout the year: Shirley Cuschieri, Lissa de Freitas, Amanda Storey, Anna Okapiec, Jordan Sherbino, Jacquie Thomarat, and Danielle Rudulier.

Thank you to members of Council committees, and all Council members. Your involvement in USask governance is key to its success.

It has been an honour serving as the Chair of University Council this past year and I look forward to continuing my engagement with Council in my new role for the 2024-2025 academic year.

Marjorie Delbaere
Associate Dean Research, Graduate Programs & Faculty Relations
Professor
Edwards School of Business

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 |
| | 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> | |

| University | Unit/ Program | Mission/ Overview | Structure/ Leadership | Programs | Outreach | Other notes |
|------------|--|---|---|--|---|-------------|
| 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> | |

| University | Unit/ Program | Mission/ Overview | Structure/ Leadership | Programs | Outreach | Other notes |
|--------------|---|---|--|---|--|-------------|
| | | <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> | |

| University | Unit/ Program | Mission/ Overview | Structure/ Leadership | Programs | Outreach | Other notes |
|------------|--|---|---|--|---|-------------|
| | | 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 | |

| University | Unit/ Program | Mission/ Overview | Structure/ Leadership | Programs | Outreach | Other notes |
|--|--|--|--|---|--|-------------|
| | | <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> | |

AGENDA ITEM NO: 8.2

**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: | Disestablishment of the Centre for Evidence Based Library and Information Practice (C-EBLIP) |
| COUNCIL ACTION: | For Information Only |

SUMMARY

On May 29, 2024, the Planning and Priorities Committee of Council approved the disestablishment of the Centre for Evidence Based Library and Information Practice (C-EBLIP). As required by the [Centres Policy](#), the closure of a centre is to be reported to University Council.

The Dean of the University Library provided notice of intent to close C-EBLIP to PPC on January 23, 2024. The notice was considered by the PPC Centres Subcommittee on February 1, 2024, where the Dean and the Information Technology and Discovery Librarian also attended. The Subcommittee requested that further information be provided including potential financial, HR, and reputational implications of the proposed disestablishment. The Dean's response to this request was provided to the Centres Subcommittee Chair and was then presented to PPC, and the disestablishment was approved.

ATTACHMENTS

1. Request for Closure of C-EBLIP from the University Library April 2, 2024



Centre for Evidence Based Library and Information Practice (C-EBLIP)

April 2, 2024

To members of the Planning and Priorities Committee:

This document is a request for closure of a Type-A centre administered by the University Library. The headings from the university document, [Guidelines for the Closure of a Centre or Research Collaborative \(September 2020\)](#), have been used to create this request.

A. Name of centre: Centre for Evidence Based Library and Information Practice (C-EBLIP)

B. Date of closure: Upon approval of closure from the Planning and Priorities Committee. The centre is not currently active.

C. Rationale for closure: With the onset of the COVID-19 pandemic and resulting disruptions, C-EBLIP ceased to be active as demonstrated by failure to submit an annual report for two consecutive years. Returning to our new normal, the University Library has made the decision to move in a different direction for the support of evidence based practice and librarian faculty members in their researcher roles (mission of C-EBLIP).

D. Individual and team overseeing closure activities:

- Charlene Sorensen, Interim Dean, University Library
- Virginia Wilson, founder and former C-EBLIP Director
- Shannon Lucky, Co-coordinator (with Virginia Wilson) of the Library and Information Studies Research Collective, University Library, the initiative that is replacing C-EBLIP

E. Finances:

a. Briefly describe process undertaken to review and close all funds associated with centre including disposition/management of surpluses/deficit.

- The library's Finance SBA was consulted and there is approximately \$13,000 in the C-EBLIP fund.
- Upon consultation with the Library Dean, it was determined that these funds are available for use by the new internal initiative.
- We have confirmed with the Finance SBA that there are no outstanding financial liabilities for C-EBLIP.

F. Human Resources:

a. Describe process undertaken to manage centre personnel including steps taken to re-locate and/or provide appropriate notice and layoff.



- C-EBLIP personnel are also employees of the University Library. Centre activities were an addition to their assignments of duties. With the Centre closure, personnel will continue with their assigned duties as library faculty members.

G. Space and Physical Resources:

a. Briefly describe process to review and dispose of all physical resources associated with centre.

- C-EBLIP had office space in the Murray Library (Rm. 611). Upon the start of renovations to the upper floors of Murray, this space was repurposed as an office for the renovation contractors. Physical resources (4 chairs, coffee table, printer/scanner/photocopier, desk) were redistributed within the library at that time.

H. Communications and Stakeholder relations:

a. Identify actions taken to date to inform/engage internal and external stakeholders.

Please be specific in terms of key stakeholders consulted.

- Internal stakeholders: Consultations with librarian faculty members have been undertaken covering the end of C-EBLIP and the development of a new way of supporting librarians as researchers. The new initiative will move forward without the evidence based focus of C-EBLIP's mission. In our consultations, there has been no pushback on proceeding with a broader interpretation of research support. Research is necessarily evidence based, so to continue with research support is to continue with evidence based processes. The terminal degree of most librarian faculty members is a Masters degree (some of our colleagues do have PhDs). Support for research, particularly in the pre-tenured years, is essential and continues to be valuable throughout our careers.
- External stakeholders: The centre became internationally known throughout its active years, but external stakeholders have mainly had a passive role in the centre. By 2017, seventeen libraries around the world had signed on to participate as international members. Due to a change in library leadership, that aspect of C-EBLIP was never fully realized and no formal closure of external membership is required as this facet of the centre was not active.
 - From 2013 – 2018, C-EBLIP developed a strong international reputation. C-EBLIP hosted three one-day symposia that made space for librarians to disseminate their research. Each iteration of the symposium attracted presenters and attendees from across Canada. The last symposium was held in 2016. No future iterations of the event were planned.
 - C-EBLIP published the Brain-Work blog (<https://sites.usask.ca/ceblipblog/>) from 2014 to 2020 , which gave librarians from around the world the opportunity to write blog posts for a diverse audience (see list of contributors at link). The blog is still accessible as a resource through the USask WordPress platform and a web archived version of the site has been collected by University Archives and Special Collections (UASC) for long-term preservation and access.
 - The C-EBLIP director, Virginia Wilson, maintained an active presence on Twitter from 2012 to 2019 and the C-EBLIP account was a central hub for conversations about EBLIP and librarian research. The account has not been active since 2021 and has been web archived by UASC.
 - Internationally, evidence based library and information practice (EBLIP) is an area of interest and practice for many librarians. A loosely organized group coordinated

international EBLIP conferences. Beginning in Sheffield, UK, in 2001, EBLIP conferences were held bi-annually in Edmonton; Brisbane (2x); Chapel Hill; Durham, NC; Stockholm; Salford, UK; Saskatoon; Philadelphia; and Glasgow. The University of Saskatchewan has had an extensive presence in the EBLIP community. The library hosted EBLIP7 in 2013 which coincided with the opening of C-EBLIP. Due to the COVID-19 pandemic and the informal structure of the international organizing body, the EBLIP conference is on a hiatus.

- The C-EBLIP website (<https://library.usask.ca/ceblip/>) currently hosts a comprehensive list of peer reviewed LIS journals that is highly used by library researchers internationally. This list will be relocated to the University Library main website and URL redirects will be set up to maintain access to this valued resource. The C-EBLIP website will be web archived by UASC for long term access and the live site will be taken down once the centre closure process is completed.
- As the journal list continues to be maintained and the EBLIP conferences are on hiatus, C-EBLIP's closure will not have a direct impact on anyone outside of USask, and, as noted, a new form of support has been developed internally for USask librarian researchers.

b. Outline any outstanding concerns related to the centre closure. This is to enable ongoing risk management.

- None identified.

c. Describe communication plan following official closure.

- Librarian colleagues have already been informed of the change in research support entities in the University Library. Librarians and other library employees have been taking part in activities under the auspices of the new research support unit since September 2023 (i.e., Journal Club).
- When C-EBLIP receives official approval for closure, the following actions will be taken:
 - Postings about the closure on social media (the C-EBLIP X (Twitter) account and Facebook)
 - Emails to inform Kristin Hoffmann (Western) and Selinda Berg (UWindsor) (creators of the list of LIS peer reviewed journals); members of the International Organizing Committee for the EBLIP conferences (as an FYI); Vicki Williamson (former Dean of the University Library under whom C-EBLIP was created)
 - Archiving of C-EBLIP website, Brain-Work Blog and C-EBLIP X (Twitter) account
 - Introduction of a new web space that will contain information about and resources from the new research support initiative, the Library and Information Studies Research Collective (LISRC).

We thank the Committee for reviewing this request and look forward to its response.

Sincerely,



Charlene Sorensen, Interim Dean
University Library
University of Saskatchewan

AGENDA ITEM NO: 8.3

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

PRESENTED BY: Angela Lieverse, Chair, Centres Subcommittee of the Planning and Priorities Committee (PPC)

DATE OF MEETING: June 13, 2024

SUBJECT: Global Institute for Energy, Minerals and Society (GIEMS)

COUNCIL ACTION: **For Information Only**

SUMMARY

The Presidents of the University of Saskatchewan, the University of Regina and Saskatchewan Polytechnic signed an MOU December 6th, 2023 in Dubai at COP28 agreeing to establish a Global Institute for Energy, Minerals and Society (GIEMS). The Ministry of Advanced Education has provided \$250,000 to begin establishing the institute/center. It has become evident that the energy transition and demand for minerals facing Saskatchewan must be met with collaboration and coordination by the post-secondary to meet the demand for a pipeline of innovation and a pipeline of talent. This third global institute in Saskatchewan is proposed to be a collaboration between the three institutions through establishment of a not-for-profit organization (GIEMS) owned equally by the three institutions. It will function much like the GIWS where there will be a small staff that work to build innovation and skilled workforce in the energy and minerals sectors through enhancing the capacity and capability of the three partner institutions. GIEMS includes “Society” quite deliberately. The energy transition will include renewables, nuclear and current energy sources. Mineral development will be more sustainable than ever before. Indigenous partners will be significant players in these developments. Additionally, northern and remote communities, as well as all residents of Saskatchewan, will play an active role in both energy and mineral sectors moving forward.

PROCESS

On April 30, 2024, the PPC Centres Subcommittee received the proposal to establish GIEMS. The subcommittee suggested some minor revisions and additions to the proposal, which were then addressed by the proponents in time for submission to PPC on May 29, 2024. PPC appreciated receiving the proposal and was encouraged by the enthusiasm received from the Government of Saskatchewan on the partnership for the initiative between USask, the University of Regina, and SaskPolytechnic. At that meeting, PPC approved GIEMS as a provisional institute for a two-year period. As required by the [Centres Policy](#), the approval is being reported to University Council for information.

ATTACHMENTS

1. Proposed conditional approval for Global Institute for Energy Minerals and Society (April 26, 2024)
2. Report on Consultations for Proposed Global Institute for Energy, Minerals, and Society
3. Memorandum from the Governance Office granting conditional approval for GIEMS (May 22, 2024)
4. Reply to the Memorandum from the Governance Office (June 7, 2024)

Proposed approval for Global Institute for Energy Minerals and Society Submitted

by Dr. T. Fonstad, Associate Vice President Research

April 26, 2024

1. A short (3-page maximum) proposal for provisional establishment of a centre will be submitted to the Subcommittee containing the following information:
 - Proposed centre name
 - i. Global Institute for Energy Minerals and Society (GIEMS)
 - Name of interim Director
 - i. We are currently in negotiations
 - Objectives and goals of the new centre
 - i. DRAFT “The Global Institute for Energy, Mines and Society (GIEMS) is a partnership between SaskPoly, URegina, and USask to facilitate the contribution of the partners to advance research and knowledge mobilization to meet the once in a lifetime energy transition and global need for Saskatchewan minerals.”
 - Rationale/necessity for seeking provisional status
 - i. We are in the process of establishing the not-for-profit entity that will be GIEMS (David Stack leading)
 - ii. The new Executive Director would lead initial partnership agreements, MOUs, etc as we establish the centre within the Energy and Mines sector
 1. There is already an MOU with the Colorado School of Mines
 - iii. A goal within the first 2 years of GIEMS is to prepare Saskatchewan for a CFREF proposal in the next round with preparations starting in 2026.
 - Preliminary memberships
 - i. GIEMS will be a equal three way partnership between USask, URegina and SaskPoly.
 - External partners
 - i. The Ministry of Advance Education has been leading as the government partner to date. There are other ministries currently inquiring in regards to their strategic partnership.
 - ii. SaskPower, IMII, Fedoruk Centre, SRC and others will be partners in funding chair positions at the member institutions
 - iii. SIIT, FNPA, SIMSA and others will be partners in regards to supporting each other in meeting the pipeline of innovation and talent required in Saskatchewan
 - Proposed governance model
 - i. We currently anticipate that the Board of Directors will consist of the VP Research or designate from the members as well as a director from government (Advance Ed currently) and potentially a director from industry (which could include SaskPower)

- ii. There will initially be an Executive Director with support from the members
- Anticipated and secured financial and other resources
 - i. The Province has provided \$250,000 from the 2023/24 budget and indicated the willingness to include future funding (approximately \$500,000 per year) in up coming budgets.
 - ii. URegina is supplying Executive Assistant support as the finance currently sit with them, SaskPoly will provide time from two business development officers and USask is providing the legal services.
- Proposed timeline for submitting the required documentation for obtaining formal approval
 - i. We anticipate that within two years we will have established GIEMS to the point that formal Board of Governors approval will be applied for.

Clarifications May 9th 2024

- Determine the governance structure for the provisional period, even if evolving.
 - The proposed structure following the two-year provisional centre is a not-for-profit owned equally by the three partner institutions.
 - The initial board of directors is proposed to consist of the VPR or designate from each of the three partner institutions, a government representative (currently proposed to be the ADM of Advanced Education) and potentially an industry representative.
 - This board would transition to a more arm's length membership within the first two years.
 - The organization would be led by an Executive Director appointed by the Board.
- Provide a stakeholder engagement plan and document consultation already conducted.
 - URegina consultation is currently underway
 - USask consultation was completed by the leads of the Energy and Minerals Signature areas. (Their report has been submitted to the OVRP)
 - Consultation with Executive Directors of the IMII and Fedoruk Centre have also been conducted and continue.

- The Ministry of Advance Education has consulted with Ministry of Immigration and Career Training, Ministry of Energy and Resources, Ministry of Trade and Export Development, and Innovation Saskatchewan. A meeting between representatives from these ministries and leadership from URegina, USask and SaskPoly is scheduled (by Advanced Ed) for the end of May 2024.
- Provide a budget including in-kind contributions.

Proposed Budget for GIEMS establishment: (from proposal to the Ministry of Advanced Education)

| | 2024-25 | 2025-26 | 2026-27 | |
|---|----------------|---------|---------|-------|
| | (\$ Thousands) | | | |
| Salaries (incl. 15% benefits) | | | | |
| <i>Executive Director¹</i> | 230 | 235 | 240 | |
| <i>Scientific Director</i> | 150 | 155 | 160 | |
| <i>Administration Assistant/Program Manager</i> | 90 | 93 | 98 | |
| <i>Furniture, computers</i> | 10 | | | |
| <i>Business travel/development</i> | 20 | 20 | 20 | |
| <i>Professional services²</i> | 10 | 10 | 10 | |
| <i>Stakeholders meeting³</i> | 10 | 10 | 10 | |
| Annual Total | 520 | 523 | 538 | |
| Total Over 3 Years | | | | 1,581 |

¹The founding Executive Director will be recruited as an external candidate to the post-secondary members. The selected candidate will have extensive experience and proven success in building relationships between post-secondary, government and industry. Examples of potential suitable candidates for the position include former industry CEOs with direct connections to post-secondary; former government assistant deputy ministers or deputy ministers.

²Examples include preparation of communication materials such as graphic design and website design

³Examples include engagement sessions with industry sector partners, government agencies and international and national post-secondary sector partners

- As of May 1, 2024, the Ministry of Advanced Education has forwarded \$250,000 from the 2023/24 budget.
 - URegina has allocated an Executive Assistant's time to work with the Executive Director
 - SaskPoly has allocated time from two business development staff to assist GIEMS
 - USask has allocated time from our legal staff to incorporate GIEMS and prepare and review agreements
- Describe the role of the executive director.
 - As indicated in the memo to the Ministry of Advanced Education, we are proposing that the first Executive Director be a non-academic with experience in the energy and minerals sector with extensive government and industry connections in Saskatchewan.
 - GIEMS will provide opportunity for the partners to pursue CERC and CFREF opportunities within the next 2 to 4 years.
 - As these opportunities develop, we anticipate an academic will take on the role of Executive Director.
- Include a letter of support from the Vice President Research (in PPC package).
- Identify and include key success factors to measure against in years one and two.
 - The first year will primarily involve establishment of GIEMS, consultations, partnership agreements and strategic planning.
 - The second year will target building GIEMS membership, coordination of province wide efforts to meet the energy transition and mineral development challenges, capacity building and pursuit of funding.
 - We anticipate the third year will target CERC, CFREF and other long-term funding opportunities.



MEMORANDUM

TO: Terry Fonstad

FROM: Vicki Squires, Chair, Planning & Priorities Committee (PPC)

DATE: May 22, 2024

RE: **Proposal for a Provisional Global Institute for Energy, Minerals, and Society (GIEMS)**

Thank you for attending the meeting of the Planning and Priorities Committee on May 15, 2024 to present the proposal for a provisional Global Institute for Energy, Minerals, and Society (GIEMS). The Committee was supportive and approved the provisional Institute effective May 15, 2024. This approval is effective for two years.

I would also like to convey some feedback from the Committee, which they asked to be provided to ensure you are set up for success.

- Connect with the VP Administration, Governance Office, and the Legal Office regarding the organizational structure going forward.
- Ensure there is clarity on the meaning of “society” in documentation and other communication.
- Bring in details from the workshop report into the GIEMS proposal.

The approval of this provisional institute will be reported by PPC to University Council on June 12, 2024. Please submit a revised package of information to the Governance Office before June 3rd.

Thank you for your important work for the province and the University of Saskatchewan.

Cc: Baljit Singh, Vice President Research
Angela Lieverse, Professor and Chair, PPC Centres Subcommittee
Jacquie Thomarat, Director of Governance

Attention: Dr. Vicki Squires, Chair, Planning & Priorities Committee (PPC)

Date: June 6, 2024

From: Terry Fonstad, Associate Vice President Research

Re: Proposal for a Provisional Global Institute for Energy Minerals and Society (GIEMS)

Dr. Squires,

Thank you for your Memo of May 22, 2024. I appreciate the thoughtful feedback of PPC in raising some important points for us to attend to during the two years that we have to establish this provisional centre:

- Connecting with VP Administration, Governance Office and the Legal office regarding organizational structure going forward.
 - The GIEMS proposal was presented to the Presidents Executive Council May 23, 2024 and receive verbal support for the institute. We will continue to keep PEC briefed on GIEMS development and respond to PEC feedback.
 - David Stack from our legal office has confirmed that USask has applied for protection of the name and the path forward will likely involved preparation of the incorporation documents and agreements between the three partners which will go to the three partners for review and approval. Once this is complete, we will seek Board approval prior to actual incorporation of the not-for-profit entity
- On May 27, 2024, the Ministry of Advanced Education hosted a meeting where the presidents of the three institutions were present as well as the deputy ministers of Energy and Resources, Trade and Export Development and Immigration and Work Force Development along with the CEO of Innovation Saskatchewan. The Ministries had asked for the meeting to discuss governance, leadership, vision/workplan, alignment with existing entities, and external input from stakeholders.
 - Overall, the entire group representing the various ministries expressed their gratitude and pleasure to see the three institutions coming together to assist and serve the peoples of Saskatchewan.
 - Each ministry spent several minutes expressing the support for GIEMS and how their particular ministry could collaborate.
 - The Ministry of Advanced Education indicated that they would identify an individual in the ministry to support the successful establishment of GIEMS.
- Ensure there is clarity on the meaning of “society”
 - This still needs clarity, but the partners realize that “society” must be included prominently and purposefully in GIEMS. From the meeting with the Ministries on May 27:
 - “GIEMS includes “Society” quite deliberately. The energy transition will include renewables, nuclear and current energy sources. Mineral development will be more sustainable than ever before. Indigenous

partners will be significant players in these developments. Additionally, northern and remote communities, as well as all residents of Saskatchewan, will play an active role in both energy and mineral sectors moving forward.”

- The GIEMS USask consultation report prepared by the *Energy and Mineral Resource for a Sustainable Future* signature area leads has been submitted to the OVPR for review.
 - The Executive Summary concludes:
 - *“GIEMS has the potential to strengthen enormously the energy, mining, and technology sectors, Indigenous communities and business enterprises, and the public in terms of knowledge. GIEMS can accomplish this through solid inter-institutional cooperation among the University of Regina, Saskatchewan Polytechnic and the University of Saskatchewan through applied and basic research, innovation, and the development of a skilled workforce for new and emerging energy and mineral sectors that can lead to sustainable social and economic growth in Saskatchewan and provide critical foundations toward social and economic Reconciliation.”*

2024

**Report on Consultations for Proposed
Global Institute for Energy, Minerals, and Society (GIEMS)**



**Greg Poelzer
Andrew Grosvenor
Minika Ekanem**

15.04.2024

TABLE OF CONTENTS

| | |
|--|----|
| EXECUTIVE SUMMARY | 2 |
| INTRODUCTION..... | 3 |
| WORKSHOP OUTCOMES..... | 3 |
| CONCLUSION | 11 |
| ANNEX 1: GROUP PARTICIPANTS | 12 |
| ANNEX 2: SELECTION OF WORKSHOP DISCUSSIONS | 13 |

EXECUTIVE SUMMARY

The report outlines the overarching goals and vision for GIEMS as envisioned by the University of Saskatchewan (USask) community, including, and importantly, Indigenous members of our shared community. These goals are the initial steps towards guiding the long-term strategic planning and direction for the Institute to transform USask and Saskatchewan.

GIEMS has the potential to strengthen enormously the energy, mining, and technology sectors, Indigenous communities and business enterprises, and the public in terms of knowledge. GIEMS can accomplish this through solid inter-institutional cooperation among the University of Regina, Saskatchewan Polytechnic and the University of Saskatchewan through applied and basic research, innovation, and the development of a skilled workforce for new and emerging energy and mineral sectors that can lead to sustainable social and economic growth in Saskatchewan and provide critical foundations toward social and economic Reconciliation.

During the workshops that were held as part of this consultation process, the participants proposed several goals for USask as a participant in this institute. The focus of this engagement was to identify and address the current and future needs of the Province of Saskatchewan to achieve our net zero goals. The participants also emphasized building strategies for solid partnerships and actively engaging with the Province, industry, research institutes, Indigenous peoples, and communities to find appropriate solutions. Saskatchewan has great potential to diversify further along the energy and mineral resources value chains into new and emerging growth sectors, and GIEMS can facilitate this progress.

USask has a wide range of expertise in teaching and research, particularly in the social sciences, renewable energy, nuclear science, the applications of nuclear technology (e.g., nuclear medicine), critical minerals, the environment, public policy, and Indigenous partnerships. These core strengths of the University, identified by the participants, will allow it to enhance its value proposition as a global leader in clean energy, nuclear medicine, and sustainable mining.

However, USask needs to attract talent and capital to enhance its capacity to bring research and development to these specific sectors together with industry, government, and Indigenous partners. A healthy GIEMS economy will contribute to an 'ecosystem' of innovation, from purchasing specialized equipment and sustaining long-term research to hiring and retaining talent. The success of GIEMS will be crucial to Saskatchewan leading the world in developing clean energy and mineral solutions for the benefit of all stakeholders.

INTRODUCTION

WORKSHOP OBJECTIVES

In December 2023, a Memorandum of Understanding was signed in Dubai for the proposed Global Institute for Energy, Minerals, and Society (GIEMS). The collaborators on this initiative are the University of Regina, Saskatchewan Polytechnic, and the University of Saskatchewan. GIEMS aims to leverage and enhance the expertise of all three institutions in energy and mineral resources research. External and internal participants were invited to consultations organized to identify opportunities and priorities for GIEMS at USask. The consultations helped establish the priority mission of GIEMS in terms of its proposed direction and relevance nationally and globally.

WORKSHOP PREPARATORY STEPS

To initiate discussions on GIEMS with the University of Saskatchewan community, three workshops were organized under the following themes: Sustainable/Renewable Energy, Nuclear Energy and Nuclear Applications, and Critical Mineral Resource Development. To ensure maximum participation and engagement, a stakeholder mapping exercise was conducted to identify the interests of potential stakeholders. Departmental heads were also contacted to bring together all relevant participants from different groups. This resulted in a cross-disciplinary and cross-departmental selection of participants with internal and external Indigenous representation. Three workshops were conducted in March 2024, each lasting 2.5 hours. In addition, an electronic survey was sent out to participants who were unable to attend the workshops.

WORKSHOP OUTCOMES

A. GOALS

The starting point of the consultations was participants' reflections on the purpose of GIEMS after which the group discussions took place. The participants recognized certain recurring themes. They emphasized the significance of GIEMS considering the urgent need to shift towards cleaner sources of energy and decrease carbon emissions in Saskatchewan, nationally, and globally. Participants agreed that GIEMS should facilitate training and research in sustainable renewable energy production, nuclear science and applications, critical mineral extraction and use in Saskatchewan and build an understanding of the societal implications. This could be achieved through the strategic, value creation (academic and operational) and economic goals proposed below.

1. Strategic goals. GIEMS should
 - Assist in building a Canada-wide collaborative network with federal and provincial governments, industry, and academia. GIEMS should be an effective participant in partnerships and collaborative efforts that strengthen the province, industry, research

institutes, Indigenous peoples, and communities. This includes building synergy and coordinating efforts at USask across all RSAW areas.

- Build on existing Indigenous partnerships to ensure Indigenous participation and leadership are core to the governance, direction, and priorities of GIEMS to make Reconciliation actionable to practices and not just aspirations.
- Establish GIEMS as the leading institute in Canada in which social science, humanities, engineering, and natural sciences play equal roles and work together with external stakeholders and rights holders to solve societal challenges through interdisciplinary and transdisciplinary collaboration.
- Identify strategic research areas that will address industry, government, and civil society's immediate and future demands in providing clean energy, nuclear medicine, and sustainable mining of natural resources.
- Engage proactively with government leaders to provide expert contributions for policy formulation and delivery.
- Engage with stakeholders proactively to identify any gaps in skilled workforce, knowledge, and training.
- Provide a roadmap that outlines clear and timely pathways to advance clean energy options, nuclear medicine, and sustainable mining of natural resources in response to Saskatchewan's vision and ambitions. GIEMS should aspire to position itself as a global leader.

2. Value creation (academic and operational goals). GIEMS should

- Lead Canada in research around policy, regulatory, and economic research that strengthens the renewable energy, nuclear, and critical mineral sectors, and advances Reconciliation.
- Champion and support the technology and innovation work of researchers engaged in the subject areas covered by GIEMS from the conceptualization phase to the commercialization phase.
- Support the development of new and niche technologies by serving as a hub and connecting USask researchers with partners in government, industry, and the community.
- Collaborate with established academic institutions and research and development laboratories with similar visions—across Canada and abroad—to remain relevant and grow.
- Identify and develop critical expertise training needs to meet current and future workforce demands in industry and government. The Province of Saskatchewan, and the rest of Canada, faces a challenge in developing a skilled labour force. This training should therefore complement industrial and academic cultures.
- Develop at the undergraduate and graduate levels, innovative yet fundamentally sound programs and joint training modules with other institutions. Facilitate multi-disciplinary teams for graduate projects between USask's Signature Areas and industry.

- Become a knowledge hub at the local and global level by organizing conferences, workshops, and training activities making it nationally and internationally relevant.

3. Economic goals. GIEMS should

- Identify and leverage potential economic benefits to be gained through its location in a resource-rich and research rich province, research expertise, and technology opportunities to ensure consistent and reliable access to funding for long-term research and training.
- Proactively attract investments and coordinate interdisciplinary research/equipment grants with academia, industry, and community partners, while advocating for funding from the Provincial and Federal government.
- Work towards equitable distribution of funding across research interests.

LINKAGE WITH USASK’S 2025 PLAN

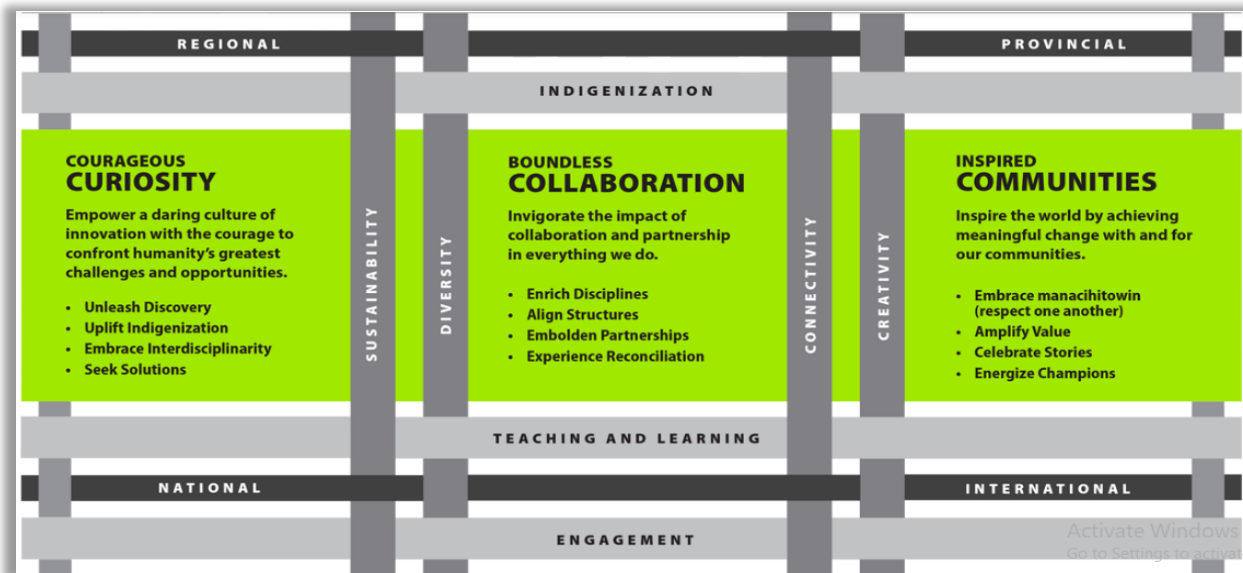


Figure 1. USask’s Strategic Framework

The proposed goals mentioned above are in line with USask's Strategic Framework, also known as "The Weave". Like USask, GIEMS can position itself to become a global leader by seeking solutions to the challenges that address industry, community, and global needs through expert teaching and research, innovation, active engagement, and collaboration (local, regional, national), and Indigenization.

LINKAGE WITH SASKATCHEWAN'S GROWTH PLAN 2020-2030

The Province of Saskatchewan has released a growth plan for the next decade, outlining 20 actions to be taken by 2030¹. These include, among others, the actions listed below, which GIEMS aligns with. GIEMS will become a leading force in collaborative efforts to strengthen the Province. The actions that align with GIEMS are:

- Growing Indigenous participation in the economy through the growth of Saskatchewan's natural resource industries and labour market development.
- Promoting the quality and sustainability of Saskatchewan's natural resource exports.
- Supporting the transformation of Saskatchewan's economy through innovation and technology and the growth of Saskatchewan's technology sector.
- Developing Saskatchewan's labour force.
- Delivering on Saskatchewan's climate change plan to reduce carbon emissions.
- Reducing carbon emissions in electricity production advancing the development of zero-emission small modular reactor technology using Saskatchewan uranium.

B. STRENGTHS AND CAPACITY

1. Reputation: USask is a highly respected and world-class institution with a strong reputation in various research fields, including engineering, the sciences, and the social sciences, among others. This has led to a significant number of international students choosing USask for their studies. Additionally, USask is home to two renowned institutes: The Global Institute for Water Security and The Global Institute for Food Security.
2. Indigenous relations: USask has a positive working relationship with Indigenous communities and provides a platform for Indigenous voices and the opportunity for co-creation.
3. Education/Research: USask provides a diverse range of educational opportunities with the help of exceptional faculty and world-class researchers from various fields such as social sciences, renewable energy, nuclear science, critical minerals, environment, and public policy. Currently, USask has a total of 118 Research Chairs and Distinguished Professors. Along with numerous research facilities and centres on the campus, USask researchers have well-established connections with industry, government, Indigenous communities, and other research institutions.
4. Partnerships: USask has formed partnerships with regional colleges and collaborated with industry, communities, and international organizations for research purposes.
5. Research Funding: USask attracts external grants, and Alumni donors.

¹ <https://www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth>

6. Place: USask can leverage the advantages of its resource-rich urban centre location with active private sector activity to develop high-potential demonstration projects. USask can maximize the diversity of advantages available to Saskatchewan.

C. GAPS

Although USask has been successful in many areas, the sustained success of GIEMS is contingent upon addressing specific gaps. These gaps encompass factors that could impact GIEMS's ability to contribute to the wider Saskatchewan economy.

1. Faculty complement: Although USask has strengths, the participants identified major gaps in USask's academic capabilities. A major issue is that retiring expert faculty are not being replaced, which is creating a gap in the future teaching and research capabilities of USask. There is a lack of critical mass expertise in key areas and minimal research and administrative capacity to support the teaching and research of faculty. USask needs to address these gaps by proactively attracting, hiring, and retaining 'talent' to fill these important roles in the GIEMS target areas.
2. Internal collaboration: USask lacks a comprehensive strategy that can integrate multiple disciplines across the University. This is due to the institution's bureaucratic nature and funding models, which hinder effective collaboration among different fields.
3. Funding: USask receives external funding from both provincial and federal sources. However, more can be done to receive more substantial funding. Participants believed funding should be predictable and sufficient to support long-term training and demonstration projects that aim to test innovation toward commercialization. Therefore, the university must come up with a marketing and funding strategy that can effectively promote its vision and attract consistent funding from potential investors.
4. Slow development of new initiatives: USask's slow start-up and development can be attributed to the lack of an aggressive management and marketing strategy to support new initiatives. The transaction costs, from everything such as program approvals and IT support to ethics approvals, to name but a few, are higher at USask than at peer institutions, which undermines innovation.
5. Infrastructure: To conduct research, develop technology, and train the new generation of students, it is essential to have access to modern and specialized equipment and appropriate facilities. While USask is endowed with state-of-the-art equipment in some research areas, other research areas need to be updated.

D. GIEMS SWOT ANALYSIS

Based on the identified goals, strengths, and gaps, the SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) provides an overview of the factors that can either facilitate or hinder the development of GIEMS. The analysis aims to leverage the strengths, mitigate the weaknesses, exploit the opportunities, and evade the potential threats. The SWOT analysis is given in Table 1.

| HELPFUL | DETRIMENTAL |
|---|---|
| <p style="text-align: center;">STRENGTHS (Positive, Internal)</p> <ul style="list-style-type: none"> • Positive reputation in the external community. • Proactive partnerships with Indigenous communities. • Partnerships with Industry and research institutions. • Faculty dedicated to providing expert guidance and education. • Located in a resource-rich province. • Experience in establishing a reputable global institute. • Research chair positions available across diverse disciplines. • Skilled in attracting external funding. | <p style="text-align: center;">WEAKNESSES (Negative, Internal)</p> <ul style="list-style-type: none"> • Operational structure/bureaucracy hinders collaboration among faculties. • Limited resources available for faculty growth. • Limited 'showcasing' of expert research to Industry resulting in a lack of external research identity in some areas. • Poor ability to hire new faculty to replace retiring faculty. • Unpredictable access to funding presents challenges to innovation capabilities. |
| <p style="text-align: center;">OPPORTUNITIES (Positive, Internal and External)</p> <ul style="list-style-type: none"> • Strong core values of sustainability and Indigenization. • Potential to lead a global institute that is relevant to current times. • Potential to expand collaboration possibilities nationally and globally. • Potential to actively contribute to Saskatchewan province's capacity building including skilled workforce, policy and regulatory frameworks, and new technology. • Potential to bridge the policy and scientific communities in meaningful ways. • Potential to create a centre of excellence for top-quality research and a technology hub. • Potential to attract more funding opportunities. | <p style="text-align: center;">THREATS (Negative, Internal and External)</p> <ul style="list-style-type: none"> • Other academic institutions rise to the challenge to lead this or similar initiatives, as having multiple versions of GIEMS in Canada is not desirable. |

Table 1. GIEMS SWOT Analysis

E. GIEMS STAKEHOLDER DIAGRAM

The stakeholder diagram (*Figure 2*) depicts the relationships between the various units and organizations interested in or affected by the development and success of GIEMS. GIEMS aims to achieve its goals by working directly with its core and internal stakeholders. The primary beneficiaries of GIEMS are the provincial stakeholders. During the strategic planning phase, the stakeholder diagram can be further developed to visualize the level of interaction between the stakeholders and identify deeper relationships, such as power-influence or power-interest relationships. This diagram can also be used to develop a communication plan. By doing so, GIEMS can better understand, manage, and effectively engage with its community of stakeholders, thus ensuring that no one is left behind.

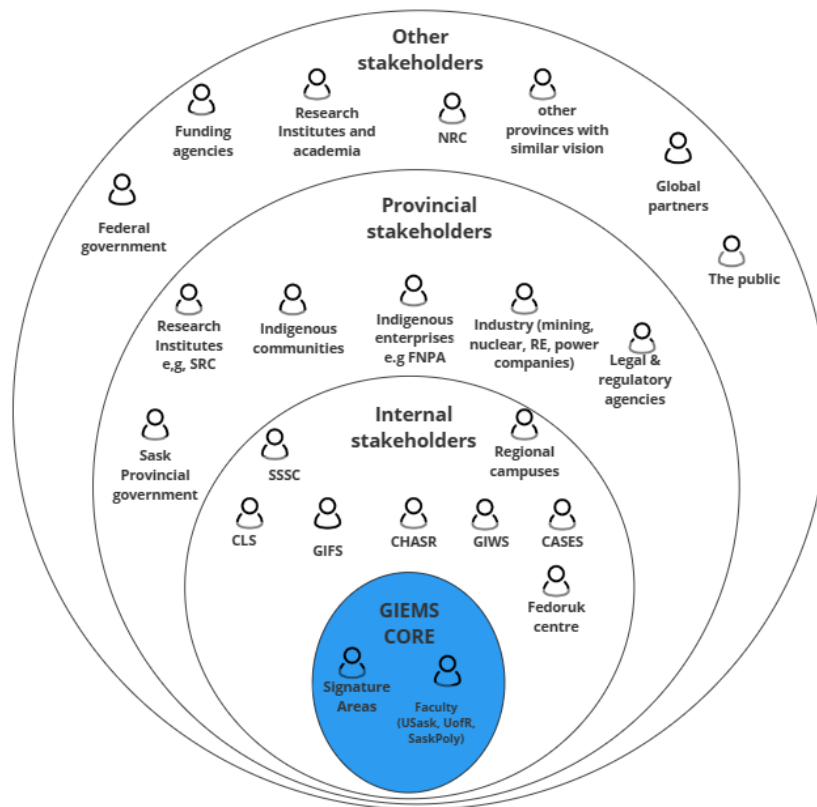


Figure 2. GIEMS Stakeholder Onion Diagram

F. GIEMS VISIONING

During the workshops, all groups of participants created a vision statement. This statement represents what the participants envision GIEMS will become in the future, and it is the expression of a dream about a future desired state.

Truly collaborative, fully resourced, visionary.

Safe and sustainable minerals, medicine, and energy.

GIEMS will accelerate the transition to renewable and sustainable energy through action-oriented research that is meaningfully co-developed with communities that provide positive impacts to Saskatchewan and beyond.

Empowering the sustainable development of energy and minerals for society, both today and in the future.

A space to foster technological and social innovation with strong partnerships with communities, industry, and governments, nationally and internationally, whose work addresses the pressing challenges of energy transitions and climate change.

Bridge the gaps in research and education and build bridges between stakeholders to enhance the transfer of knowledge and enhance the renewable energy transition in Saskatchewan.

Being a global leader in integrating and linking aspects of mining, sustainable energy and society through collaborative research and training opportunities that serve the needs of Saskatchewan and the world.

Harnessing the value of Saskatchewan natural resources for Indigenous and Saskatchewan communities for energy, economic growth, food security, environment stewardship and precision medicine.

A trusted partner that empowers all stakeholders and rightsholders in Saskatchewan, Canada, and the world to benefit from more sustainable energy developments and resource extraction.

A diverse group of academic researchers with unique synergistic expertise strongly supported by academic institutions, Govt of Saskatchewan, Industry, and the community.

Nurture and facilitate the growth of research capacity at USask and beyond to benefit society by building on the existing strengths of the university.

CONCLUSION

The development of the Global Institute for Energy, Minerals, and Society (GIEMS) will demonstrate to the world that Saskatchewan is a leader in developing clean energy solutions, mineral resource development, community engagement, and Indigenization. This collaborative effort between the University of Saskatchewan, the University of Regina, and Saskatchewan Polytechnic, supported by the Province of Saskatchewan, will aid Canada in achieving its net-zero emissions goals, develop cutting-edge nuclear medicine treatments, and lead the nation in understanding societal impacts of these technologies, developing public policy frameworks to achieve these changes and lead Indigenization and Reconciliation efforts through demonstrated action. GIEMS will enable enhanced training of undergraduate and graduate students and postdoctoral researchers which is necessary to develop the future workforce needed to solve these problems and provide economic growth. The workshops and one-on-one consultations held in March 2024 showed enthusiastic support for GIEMS by faculty, students, and staff. While capacity exists currently at all three partner institutions to initiate GIEMS, its growth and success can only happen with investment by all three institutions in collaboration with the Province of Saskatchewan.

ANNEX 1: GROUP PARTICIPANTS

- WORKSHOP PREPARATION

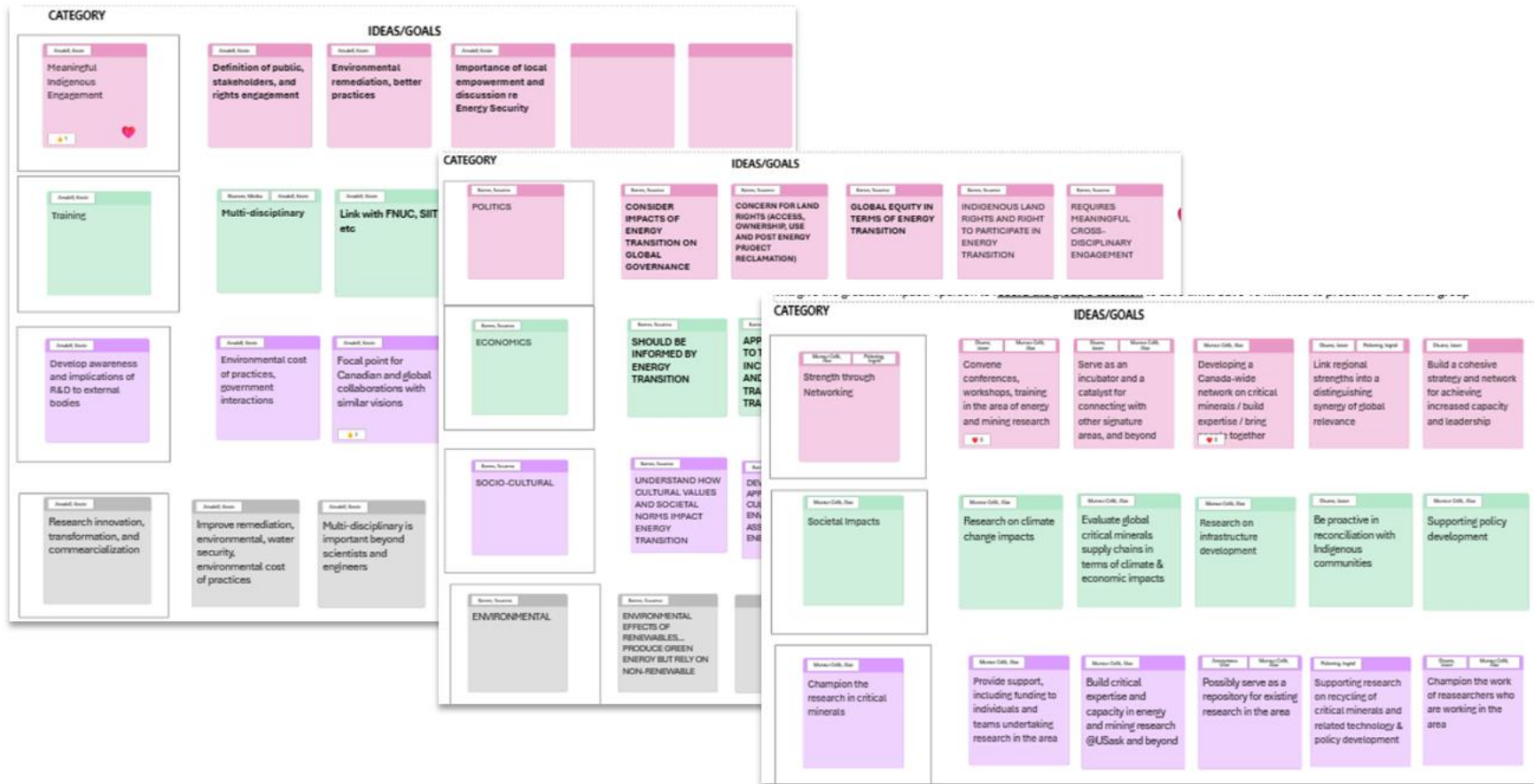
| WORKSHOP GROUP | INVITATIONS SENT | INDUSTRY REPRESENTATION | INDIGENOUS REPRESENTATION |
|---------------------------------|------------------|-------------------------|---------------------------|
| Critical Minerals | 19 | 2 | 2 |
| Sustainable/Renewable Energy | 22 | 2 | 4 |
| Nuclear Energy and Applications | <u>27</u> | 9 | 11 |
| | 68 | | |

- SURVEY

12 surveys were sent out with 50% response.

ANNEX 2: SELECTION OF WORKSHOP DISCUSSIONS

GIEMS GOALS



USASK STRENGTHS AND CAPACITY

USASK'S CURRENT STRENGTHS AND CAPACITY

- CASES - Social science base
- Uranium exploration research and geology
- Nuclear waste materials for storage

USASK'S CURRENT STRENGTHS AND CAPACITY

- Mine waste remediation research chair
- Linkages with SRC
- Uranium industry knowledge and industry interactions

USASK'S CURRENT STRENGTHS AND CAPACITY

- Indigenous engagement is reasonable at university, but behind BC universities
- Mineral economics
- CLS synchrotron, and cyclotron for isotopes

USASK'S CURRENT STRENGTHS AND CAPACITY

- Centres - Fedoruk
- CLS
- Global Institutes - e.g. linkages to water research
- Successful alumni - donors
- We're not overpopulated in terms of faculty complement for growth

USASK'S CURRENT STRENGTHS AND CAPACITY

- Medical isotopes - Sylvia Fedoruk
- Indigenous engagement and Indigenous Law focus
- SENS programming
- industry-collaborative research
- international collaboration
- Established working relationships and engagement with Indigenous communities
- Demonstrated excellence in attracting external research \$\$
- Large international graduate student

USASK'S CURRENT STRENGTHS AND CAPACITY

- Land - i.e. to support new infrastructure for demonstration projects
- Northern community connection (e.g. PA campus - as a research and training hub)
- Established/proven research & training programs in areas such as: geology, environmental geoscience, environmental assessment
- Growing undergraduate enrollment

USASK'S CURRENT STRENGTHS AND CAPACITY

- Cyclotron and GMP facility
- Col of medicine
- CLS
- Serval Chairs in radio-chemistry program
- Geology and earth related sciences
- Usask focus on Indiginization

USASK'S CURRENT STRENGTHS AND CAPACITY

- subatomic physics courses incl labs, Radiochemistry, Chemical & other Engineering
- NRC, SRC mineral division
- All life sciences colleges (Med, Pharmacy, Nursing, Vet Med)
- "Minreals" specialization in several Engineering department
- Global Institute of Water, GIFS, Toxicology, SENS,
- Linear Accelerator and CII (canadian isotope inc)

USASK'S CURRENT STRENGTHS AND CAPACITY

- IMII, Uranium resources
- Medical imaging facilities for human, large animals and lab animals
- Engineering capstone projects
- Connections with industry
- Graduate program in chemical risk assessment (starting Fall 2024)
- SCPOR
- Entreuprenship (OPUS and in School of Profession Development in Engineering)

USASK GAPS

| GAPS | | |
|---|--|---|
| Selling the vision behind energy security/GIEMS for funding and philanthropic investors | Access funding for minerals and energy research | SMR research and training focus |
| Nuclear-focused education | Poor and/or slow development of new, innovative programs | Better recruitment of renewed, additional academics |
| Funding for graduate programs | | |

| GAPS | | |
|--|--|---|
| Faculty complement - need growth/investment | Better integration/collaboration between units + incentives to do so (or at least removing the barriers) | Need to continue to build/strengthen relationships with Indigenous communities |
| Analytical equipment renewal + state of the art equipment (e.g. SSSC) | Clarity in signature research areas - how does this align across SAs? | Physical space/infrastructure to support GIEMS activity (research, engagement, people) |
| Critical mass in core areas (faculty, post-docs, grad students, research scientists) | Capacity/research admin support to enable faculty to engage & pursue funding, partnerships etc. | Space, time & appreciation for pure discovery based research (that may not be immediately cost recoverable) |

| GAPS | | |
|---|--|---|
| Lack of RE projects on campus to demonstrate technology | Lack of government support in terms of funding and policies | Lack of funding to build a microgrid |
| Small population of the province impacts research, funding, students, etc...improve reputation to attract more out-of-province / international students | Campus as a living laboratory to test different innovations | Still a lot of work to do with respect to indigenization and sustainability |
| Challenges in terms of available human resources and funding for new initiatives | SENS, Engineering, other departments faculty leaving or retiring and not being replaced. | |

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

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

DATE OF MEETING: June 13, 2024

SUBJECT: Annual Report to Council

COUNCIL ACTION: For Information Only

As custodians of planning and priorities on behalf of University Council, the Planning and Priorities Committee has navigated through an array of subjects, spanning from budget and tuition to faculty complement planning and AI task force work. The committee has had collaborative dialogue and provided meaningful feedback as well as asking challenging questions to promote deeper thinking in several areas. The committee has also evolved throughout the year to ensure members understand their role more clearly in the discussion as well as be more intentional by providing formal feedback to proponents.

The Planning and Priorities Committee (PPC) met on 17 occasions throughout 2023-24. Additionally, the PPC Centre's Subcommittee had an active year, meeting on 7 occasions. The Chair of PPC also served on the Executive Committee and the Governance Committee.

MEMBERSHIP

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

Council Members:

| | | |
|-------------------------------------|------------------------------|------|
| Vicki Squires (Chair) | Education | 2026 |
| Rainer Dick (Vice-Chair Term 1) | Arts and Science | 2025 |
| Claire Card | WCVM | 2026 |
| Jay Kalra | Medicine | 2026 |
| Angela Lieverse (Vice-Chair Term 2) | Arts and Science | 2024 |
| Jaswant Singh | WCVM | 2024 |
| Christian Willenborg | Agriculture and Bioresources | 2026 |

General Academic Assembly Members:

| | | |
|--------------------|------------------------|------|
| Volker Gerdts | WCVM/VIDO | 2025 |
| Tim Hutchinson | Library | 2025 |
| Kerry Mansell | Pharmacy and Nutrition | 2024 |
| Sithokozile Maposa | Nursing | 2024 |

Dean:

| | | |
|-------------|------------------------|------|
| Jane Alcorn | Pharmacy and Nutrition | 2024 |
|-------------|------------------------|------|

Sessional:

| | | |
|------------------|-----------|------|
| Geraldine Stolar | Education | 2024 |
|------------------|-----------|------|

Student Members:

| | |
|-----------------|--------------------------------|
| Ramin Mohammadi | GSA (VP Finance & Operations) |
| Nishtha Mehta | USSU (VP Operations & Finance) |

Ex-Officio:

| | |
|--------------------------------|--|
| Airini | Provost and Vice-President Academic |
| Terry Fonstad | Designate for VP Research |
| Greg Fowler | Vice-President, Administration & Chief Operating Officer |
| Angela Jaime | Vice-Provost, Indigenous Engagement |
| Marjorie Delbaere (non-voting) | University Council Chair |
| Devan Mescall (non-voting) | Chief Financial Officer |

Resource Members:

| | |
|-----------------|----------------|
| Patti McDougall | Deputy Provost |
|-----------------|----------------|

TERMS OF REFERENCE (ToR)

PPC completed a comprehensive review of its Terms of Reference throughout the year, which received University Council approval on May 16, 2024. Below are the revised ToR.

- 1) Recommending and reporting to Council on university wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration.
- 2) Undertaking the review and recommending to Council on:
 - (a) Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.

- (b) Community engagement plans & priorities.
 - (c) Matters referred to it from other committees.
 - (d) Establishment and disestablishment (including through amalgamation or separation) of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council.
 - (e) Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university.
 - (f) Affiliation or federation with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council.
- 3) Review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or Board, such as:
- (a) Main elements of the comprehensive budget.
 - (b) Budgetary implications of government funding requests.
 - (c) Operating and capital budgetary matters, including infrastructure and space allocation issues.
 - (d) Administrative structural changes and reorganizations.

The Planning and Priorities Committee will report to Council on the general nature of the feedback and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.

- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 5) Balancing academic and fiscal concerns in forming its recommendations.
- 6) Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the Committee.

COUNCIL ITEMS

PPC presented the following items to University Council:

- For Decision
 - Name Change – School for the Arts
 - Establishment– Department of Oncology and
 - Disestablishment of the Division of Oncology
- For Information
 - UPlan Retrospective Update- Dr. Airini, Provost and Vice-President Academic

STRATEGIC, INTEGRATED and FINANCIAL PLANNING

The Planning and Priorities committee received presentations and provided feedback on the following university-level initiatives and plans.

Budgeting and USask Budget

Planning and Priorities had several touch points with the CFO throughout the year. PPC was provided with budget updates on how USask was tracking towards the current year as well as future planning. PPC had the opportunity to ask questions about the budget as well as learn about the integrated pieces in the planning.

Tuition and Fees 2024-2025

The Office of the Provost took a scaffolding approach to tuition updates at PPC. The committee was provided with a background on the consultation process including the student consultations and the three areas where students feel USask should invest. Later in the year, PPC was provided with the opportunity to ask questions on the proposed fees proceeding to the Board for approval.

Vice President Portfolio Priorities

The Planning and Priorities Committee invited all the Vice President's to outline their priorities for the year. The Vice President portfolio priorities encompass a variety of objectives enhancing various aspects of the institution which are important for PPC to understand to ensure decisions made are aligning with these priorities. These priorities include but are not limited to academic excellence, student success, research, community engagement, and financial sustainability.

Integrated Services Renewal Initiative

Planning and Priorities heard the challenges USask currently faces regarding enterprise systems. USask is running off a 20-year-old system and it is critical to move to the Cloud, which will require USask to adapt to the system versus building systems that adapt to us. This is a substantial project ahead and will require critical resources and planning to realize this priority. PPC will continue to learn about this initiative in the coming year.

AI Task Force

The AI Task Force presented at PPC on two occasions. At the first meeting, PPC was asked to provide feedback on the vision and proposed structure of the AI task force. The second presentation included an update on the work to date. PPC provided

feedback including thoughtful ways to roll out the information and to ensure ongoing revision of the work continues after the task force is complete.

Institutional Space Framework

In response to questions raised at University Council, PPC invited VP Administration and COO Greg Fowler to provide details on the Institutional Space framework. PPC received a history and evolution of the Space Framework. The intent moving forward is to look to the future to better manage space with the help of PPC to build on the framework based on current and future needs. Colleges and units are encouraged to reach out for consultation regarding space and space planning in their own areas.

In addition, the following other topics were a part of PPC's conversations:

- [Administrative Service Review Initiative](#)
- [Strategic Enrolment Management](#)
- [Faculty Complement Planning](#)
- [Flexible Learning Initiative](#)
- Health Science Administrative Reorganization
- Campaign Updates
- Travel Policy
- USask Rankings
- Strategic Priorities Government Funding Report
- UniForum
- Capital Priorities
- SK Performance Framework
- Resource Allocation

PPC CENTRES SUBCOMMITTEE

Membership on this subcommittee will be drawn from the Academic Programs (1), Planning and Priorities (2) and Research, Scholarly and Artistic Works (1) Committees of Council, the offices of the provost, vice-president administration, and vice-president research, centre directors, and will be supported by the Governance Office.

The PPC Centre's subcommittee took on extensive work this year including but not limited to the following:

- Worked to gather a full inventory of centres associated with USASK as well as a comparison across the U15
- Reviewed proposals for 2 new centres

ACKNOWLEDGMENTS

I thank my Vice-Chairs, Rainer Dick and Angela Lieverse, and all the members of PPC who made time to read the supporting documentation and provided the biweekly meetings of the PPC with insightful and thoughtful conversations.

I want to thank the PPC Executive for finding the additional hour in their busy schedules to meet and plan for agenda items that, in several cases, were challenged by internal and/or external deadlines. Thank you to Rainer and Angela for chairing the PPC centers subcommittee meetings and for Jaquie Thomarat for supporting the subcommittee. I also wish to thank Danielle Rudulier for her support of the PPC committee and finally, I thank all of the outgoing members of PPC and wish them the very best.

Respectfully,
Vicki Squires, Chair, Planning and Priorities

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: June 13, 2024

SUBJECT: Change to Academic Calendar 2024-25

COUNCIL ACTION: For Information Only

SUMMARY:

The Academic Programs Committee has been delegated authority for approving the academic calendar and changes to it.

By electronic vote on May 27 and May 28, 2024, the Academic Programs Committee approved the following changes to the Academic Calendar for 2024-25:

- To change last day of classes for Fall 2024 for the Dental Assisting program from November 29, 2024 to December 6, 2024. The previous date was listed as a clerical error
- To include Year 1-3 Pharmacy in the date listed as the last day for final examinations for the Winter 2025 term– currently on Year 3 as having a final day for final examinations.

The Academic Programs Committee appreciated the work by the College of Dentistry and the College of Pharmacy and Nutrition put in to identifying errors in the calendar and ensuring accuracy for students.

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Carolyn Augusta, Academic Programs Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **Annual Report to Council for 2023-24**

COUNCIL ACTION: For information only

**ANNUAL REPORT OF THE
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
2023-24**

The terms of reference for the Academic Programs Committee are as follows:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with planning and priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the planning and priorities committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.

- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Members of the Academic Programs Committee

Council Members

| | | |
|--|--------------------------------|------|
| Carolyn Augusta (<i>chair-Winter 2024</i>) | Finance and Management Science | 2024 |
| Keith Da Silva (<i>vice-chair</i>) | Dentistry | 2025 |
| Janet Okoko | Educational Administration | 2025 |
| Yansun Yao (<i>chair-Fall 2023</i>) | Physics | 2024 |
| Jing Xiao | Educational Administration | 2024 |

General Academic Assembly Members

| | | |
|---------------------------|--|------|
| Brent Bobick | Veterinary Biomedical Sciences | 2025 |
| Jan Gelech | Psychology | 2025 |
| Cari McIlduff | Medicine | 2026 |
| Regina Taylor-Gjevre | Medicine | 2024 |
| Stella Spriet | Dept of Lang., Lit. & Cultural Studies | 2025 |
| Maruti Chandra Uppalapati | Pathology | 2024 |

Sessional Lecturer

| | | |
|------------------|-----------|------|
| Pearson Ahiahonu | Chemistry | 2024 |
|------------------|-----------|------|

Other Members

| | |
|-----------------|---|
| Russell Isinger | University Registrar (<i>ex officio</i>) |
| Jerome Cranston | Vice-Provost, Students and Learning (<i>ex officio</i>) |

| | |
|--------------------|--|
| Trevor Batters | (VP Finance designate) Controller and Director, Financial Operations |
| Elisabeth Bauman | USSU VP Academic |
| Sristy Sumana Nath | GSA VP Academic |

Resource Members (non-voting)

| | |
|----------------|---|
| Jason Doell | Manager and Associate Registrar (Academic) |
| Karen Gauthier | Designate, Assistant Vice-Provost, Strategic Enrolment Management |
| Jennifer Beck | Chief Resource Allocation and Planning Officer |

Administrative Support: Amanda Storey, Governance Office

The Academic Programs Committee of Council held 13 meetings this year and handled dozens of proposals for new programs, program revisions, academic policy changes, program terminations and adjustments to the academic calendar.

APC reviewed the new Assessment Policy which is under development.

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even as much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

APC brought forward 24 reports to Council in 2023-24, including numerous new certificate and degree programs and many changes to admissions qualifications.

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2023-24 year, a total of 11 Course Challenge documents will have been posted (August 2023-June 2024). These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Dentistry Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, and the School of Environment and Sustainability

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month.

Policies and Procedures

Several areas of Council policy and procedures are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Proposal for a new Assessment Policy

Academic calendar

The APC reviewed and approved the 2024-25 Academic Calendar.

APC also approved changes to the Academic Calendar brought forward throughout the year.

I wish to thank committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. I also want to thank every member for their flexibility and responsiveness as we transitioned to different meeting formats as a result of the pandemic. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I wish also to thank the many proponents and their administrative support who appeared at meetings of APC over the last year to present proposals and to answer questions of committee members. I offer thanks Yansun Yao for chairing this committee at the start of this year and on behalf of the whole committee, I offer thanks to Amanda Storey for her administrative support.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Vicki Squires, Member, Governance Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **Nominations to the Nominations Committee**

DECISION REQUESTED: *It is recommended by Governance that Council approve the slate of nominations, effective July 1, 2024.*

SUMMARY:

The Governance Committee is responsible for nominating members of Council to the Nominations Committee, as well as the Nominations Committee Chair. The attached report for Council's consideration and approval contains this year's nominees.

The Governance Committee uses the same parameters set out by the Nominations Committee and attempts to include individuals who are broadly representative of disciplines across the university, and prioritizes equity, diversity, and inclusion in representation. This prioritization of EDI principles is in line with the terms of reference for the Nominations Committee as set out in the Council Bylaws.

In recommending committee chairs, the Governance Committee considers experience, leadership, continuity, and commitment as key attributes of chair nominees. A call went out to all current committee members to ascertain who would be interested in serving as chair, and this information was provided to the Committee to help inform decision making.

ATTACHMENTS:

2024-25 List of Nominees for Approval

SUMMARY:

The Nominations Committee requires 2 members of University Council as a committee member.

The current voting members who are continuing on the committee are:

| | | |
|------------------------|--------------------|------------------|
| Scott Bell | University Council | Arts and Science |
| Rachel Engler-Stringer | University Council | Medicine |
| Reza Fotouhi | University Council | Engineering |
| Pierre-Francois Noppen | University Council | Arts and Science |
| Jaswant Singh | University Council | WCVM |
| Keith Walker | University Council | Education |
| David Zhang | University Council | Edwards |

The members requiring replacement are:

- Veronika Makarova, Arts and Science
- Jill Bally, Nursing

NOMINEES FOR APPROVAL:

The Governance Committee members reviewed the nominations on May 7, 2024. The following individuals have agreed to serve on the committee:

Marcella Ogenchuck- College of Nursing

DeDe Dawson- University Library

In addition, Scott Bell has accepted the Chair position for 2024-2025.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
ITEM FOR INFORMATION**

PRESENTED BY: Vicki Squires, Member, Governance Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **Editorial Revisions to Council Bylaws and Regulations**

COUNCIL ACTION: **Item for Information**

SUMMARY:

Over the past several months the Governance Committee has been reviewing the full Council Bylaws and Regulations. The Governance Committee is to report any editorial changes to Council on an annual basis. Attached are the editorial changes, some of which include:

- 1) Executive Committee endorsement of 'majority votes cast' definition from Kerr and King 3rd Edition
- 2) Streamlining the language in the membership for Committees of Council, especially as it pertains to Resource Officers. The new language is to give the committees more autonomy and to have relevant members around the table depending on the topics of the meeting to aid in more informed decision making.
- 3) Editorial changes and corrections to the Regulations
- 4) Editorial changes corrections to title changes for senior administrative positions, spelling, formatting, proofing, etc.

Attachments:

1. Council Bylaw and Regulation Editorial Changes
2. Comprehensive Final Copy of Council Bylaw Changes

Colour Legend:

Deleted

Added

I. PROCEDURAL BYLAWS OF COUNCIL

1. Quorum and Voting for Meetings

- (a) The quorum for regular and special meetings will be 40%.
- (b) Council will use the majority of votes cast (as defined in Kerr and King, 3rd ed.) as the default method of calculating a majority during Council votes, unless otherwise explicitly stated in the bylaws or procedures.

IV. THE COMMITTEES OF COUNCIL

- 1. (f) The President and the Chair of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting unless otherwise stated.
- (m) When a committee member is appointed as a member of Council, if there is a GAA vacancy on said committee their term on the committee may be completed if they cease to be a member of Council provided they are and remain a faculty member, at the discretion of the Nominations Committee. This excludes the Nominations Committee and the voting members of the Governance Committee, whose membership is restricted to Council members.

COUNCIL COMMITTEES

ACADEMIC PROGRAMS COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.

One Sessional Lecturer*

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

Ex Officio

Vice-Provost, ~~Teaching, Learning, and Student Experience~~ Students and Learning

University Registrar

Vice-President, ~~Finance & Resources~~ Administration and Chief Operating Officer or designate
(non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource ~~Officers~~-~~Personnel~~ (Non-voting members)
~~Assistant Vice-Provost, Strategic Enrolment Management~~
~~Associate Provost, Institutional Planning and Assessment~~
~~Associate Registrar, Academic~~

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Committee, and in consultation with the Governance Office.

**If there is no immediate interest in the Sessional Lecturer position, it will remain vacant*

Committee Coordination
Governance Office

The Academic Programs Committee is responsible for:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Evaluating the fit of academic program proposals with University priorities; reviewing financial sustainability of proposals for new academic programs and program deletions; and recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Consulting with PPC on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.
- 6) Consulting with PPC on proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program.
- 7) Consulting with PPC on proposed or continuing affiliation or federation of other institutions with the University.
- 8) Reporting to Council on the academic implications of enrolment plans, changes, and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.

- 12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

EXECUTIVE COMMITTEE

Membership

Chair of Council, who shall be Chair
Vice-Chair of Council
Chairs of Council Committees

Ex Officio (non-voting)

University Secretary
President

Committee Coordination
Governance Office

The Executive Committee is responsible for:

- 1) Setting the agenda for Council meetings.
- 2) Receiving and determining the disposition of written motions from individual members of Council. The Executive Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Executive Committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) 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.

PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by Council

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

One Sessional Lecturer*

Ex Officio Members

Provost and Vice-President, Academic or designate

Vice-President, **Administration and Chief Operating Officer** ~~Finance & Resources~~ or designate

Vice-President, Research or designate
Vice-Provost, Indigenous Engagement or designate
Chief Financial Officer, Office of the President
President (non-voting member)
Chair of Council (non-voting member)

Resource Officers ~~Personnel~~ (Non-voting members)

~~Deputy Provost~~

~~Director of Resource Allocation and Planning~~

~~Director of Assessment and Analytics~~

~~Chief Information Officer and Associate Vice-President Information and Communications Technology~~

~~Executive Director, International – Office of the Vice President Research~~

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Committee, and in consultation with the Governance Office.

**If there is no immediate interest in the Sessional Lecturer position, it will remain vacant*

Quorum for Planning and Priorities Committee meetings is 40%, with at least five members (majority) of the General Academic Assembly as appointed by Council.

Committee Coordination
Governance Office

The Planning and Priorities Committee (PPC) is responsible for:

- 1) Recommending and reporting to Council on university-wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration.
- 2) Undertaking the review and recommending to Council on:
 - Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.
 - Community engagement plans & priorities.
 - Matters referred to it from other committees.
 - Establishment and disestablishment (including through amalgamation or separation) of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council.
 - Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university
 - Affiliation or federation with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council.
- 4) Reviewing the physical and budgetary plans for the university and make recommendations respecting those matters to the President or Board, such as:

- Main elements of the comprehensive budget.
- Budgetary implications of government funding requests.
- Operating and capital budgetary matters, including infrastructure and space allocation issues.
- Administrative structural changes and reorganizations.

The Planning and Priorities Committee will report to Council on the general nature of the feedback and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.

- 5) 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.
- 6) Balancing academic and fiscal concerns in forming its recommendations.
- 7) Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the Committee.

Centres Subcommittee

The mandate of the PPC Standing Subcommittee on Centres is:

- To facilitate the creation of new centres
- To monitor adherence to the Centres Policy
- To develop and review the Centres Policy and Guidelines
- To oversee the establishment and disestablishment of centres
- To maintain a list of active centres
- To report on and bring recommendations on these issues to PPC

Membership on this Subcommittee will be drawn from the Academic Programs (1), Planning and Priorities (2), and Research, Scholarly and Artistic Works (1) Committees of Council, the offices of the provost, vice-president administration, and vice-president research, centre directors, and will be supported by the Governance Office.

RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

One of the nine members will be an Assistant or Associate Dean with responsibility for research.

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

Ex Officio

Vice-President, Research

Dean of the College of Graduate and Postdoctoral Studies

Dean of the University Library or designate

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers~~Members~~ (non-voting)

~~Director, Research Services and Ethics~~

~~Director, Strategic Research Initiatives~~

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

Committee Coordination

Governance Office

The Research, Scholarly, and Artistic Work Committee is responsible for oversight of ~~research, scholarly, and artistic activity at the University, as academic activities under Council's purview. It is responsible for:~~

- 1) Recommending to Council on issues and strategies to support research, scholarly, and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly, and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President, Research on community engagement and knowledge translation activities related to research, scholarly, and artistic work.
- 4) Providing advice to the Vice-President, Research and reporting to Council on issues relating to the granting agencies that provide funding to the University.
- 5) Providing advice to the Vice-President, Research, the Vice-Provost, Teaching, Learning, and Student Experience, and the Dean of the College of Graduate and Postdoctoral Studies on

the contributions of undergraduate and graduate students and postdoctoral fellows to the research activity of the University.

- 6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly, or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.
- 7) Receiving [an](#) annual reports from the Vice-President, Research and the Dean of College of Graduate and Post-Doctoral Studies.
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.
- 9) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

SCHOLARSHIPS AND AWARDS COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Vice-President, Academic of the USSU

Vice-President, Finance of the GSA

An Indigenous representative from the **Office of the Vice President Indigenous Engagement**
~~Aboriginal Students' Centre or a college undergraduate affairs office.~~

Ex Officio

Provost and Vice-President, Academic or designate

Dean of the College of Graduate and Postdoctoral Studies or designate

Vice-Provost, **Students and Learning** ~~Teaching, Learning, and Student Experience~~ or designate

Vice-President, University Relations or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers Personnel (non-voting)

~~Director of Graduate Awards and Scholarships~~

~~Director of Finance and Trusts, University Relations~~

~~University Registrar~~

~~Associate Registrar (Bursar)~~

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

Committee Coordination

Office of the Registrar

The Scholarships and Awards Committee is responsible for:

- 1) Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- 3) Granting awards, scholarships, and bursaries that are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) 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.

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be some expertise in Indigenous teaching and learning. Normally one of the five members of Council will be appointed Chair of the Committee.

One Sessional Lecturer*

One graduate student appointed by the GSA

One undergraduate student appointed by the USSU

Vice-Provost, ~~Students and Learning or designate Teaching, Learning, and Student Experience~~

Ex Officio (non-voting)

President

Chair of Council

~~Resource Officers Personnel (non-voting)~~

~~Chief Information Officer and Associate Vice-President, Information and Communications Technology~~

~~Dean, University Library or designate~~

~~Director, Distance Education Unit~~

~~Director, Gwenna Moss Centre for Teaching and Learning~~

~~Director, Academic Technology~~

~~Director, Indigenous Initiatives~~

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

**If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.*

Committee Coordination

~~Governance Office Office of the Vice-Provost, Teaching, Learning, and Student Experience~~

The Teaching, Learning and Academic Resources committee is responsible for:

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities Committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan integrated plans.

- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 5) The Committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Membership

Provost & Vice-President, Academic or designate (chair)
One member of Council appointed by Council
One member of the Board of Governors appointed by the Board
One member of the Research, Scholarly and Artistic Work Committee appointed by Council;
University Secretary or designate;
Vice-President, Research or designate;
Vice-President, University Relations or designate;
Vice-President, **Administration and Chief Operating Officer** ~~Finance & Resources~~ or designate

Committee Coordination

Office of the Vice-Provost, Faculty Relations

The Joint Committee on Chairs and Professorships is responsible for:

- 1) Developing and reviewing procedures and guidelines relating to the establishment, funding, and ongoing administration of chairs at the University of Saskatchewan.
- 2) Receiving and reviewing proposals for the establishment of all chairs and Professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity.
- 3) Recommending to Council the approval of proposed chairs, and subsequently recommending to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time-to-time.
- 4) Receiving notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*.
- 5) Submitting an annual report to Council and the Board on the activities of the Joint Committee on Chairs and Professorships.

COUNCIL REGULATIONS

INTRODUCTION

Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under *The University of Saskatchewan Act, 1995*, (hereinafter referred to as “the Act”), the authority over these academic regulations was transferred to Council.

Specific instances where procedures are mandated by the Act are identified.

I. DEGREES, DIPLOMAS AND CERTIFICATES

1. (a) The following degrees are authorized by Council to be granted by the University:

Graduate Level

Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)
Master of Agriculture (M.Agr.)
Master of Arts (M.A.)
Master of Business Administration (M.B.A.)
Master of Clinical Pharmacy (M.C.P.)
Master of Chemical Risk Assessment (M.R.A.)
Master of Education (M.Ed.)
Master of Engineering (M.Eng.)
Master of Environment and Sustainability (M.E.S.)
Master of Fine Arts (M.F.A.)
Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.)
Master of Indigenous Land-Based Education (M.I.L.B.E.)
Master of International Public Management and Administration (M.I.P.M.A.)
Master of Laws (LL.M.)
Master of Mathematics (M.Math.)
Master of Music (M.Mus.)
Master of Nursing (M.N.)
Master of Physical Therapy (M.P.T.)
Master of Professional Accounting (M.P.Acc.)
Master of Public Administration (M.P.A.)
Master of Public Health (M.P.H.)
Master of Public Policy (M.P.P.)
Master of Scholarship in Teaching and Learning (M.SoTL.)
Master of Science (M.Sc.)
Master of Sustainability (M.Ss.)
Master of Veterinary Science (M.Vet.Sc.)
Master of Water Security (M.W.S.)

Combined Degrees

Doctor of Pharmacy (Pharm.D.) and Master of Business Administration (M.B.A.)
Juris Doctor (J.D.) and Master of Business Administration (M.B.A.)

Undergraduate Level

Bachelor of Arts and Science (B.A.&Sc.)
Bachelor of Arts and Science Honours (B.A.&Sc.)
Bachelor of Arts Three-year (B.A.)
Bachelor of Arts Four-year (B.A.)
Bachelor of Arts Honours (B.A.)
Bachelor of Commerce (B.Comm.)
Bachelor of Education (B.Ed.)
Bachelor of Fine Arts Honours (B.F.A.)
Bachelor of Music (B.Mus.)
Bachelor of Music Honours (B.Mus.)
Bachelor of Music in Music Education [B.Mus.(Mus.Ed.)]
Bachelor of Science Three-year (B.Sc.)
Bachelor of Science Four-year (B.Sc.)
Bachelor of Science Honours (B.Sc.)
Bachelor of Science in Agribusiness [B.Sc.(Agbus.)]
Bachelor of Science in Food and Nutrition [B.Sc.(F&N)]
Bachelor of Science in Food Industry Management [B.Sc.(FIM)]
Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)]
Bachelor of Science in Agriculture (B.S.A.)
Bachelor of Science in Animal Bioscience [B.Sc.(An.Biosc.)]
Bachelor of Science (Biomedical Science) Three-Year [B.Sc. (BMSC) Three-Year]
Bachelor of Science (Biomedical Science) Four-Year [B.Sc. (BMSC) Four-Year]
Bachelor of Science (Biomedical Science) Honours [B.Sc. (BMSC) Honours]
Bachelor of Science in Dental Hygiene [B.Sc.(DH)]
Bachelor of Science in Dentistry [B.Sc.(Dent.)]
Bachelor of Science in Dental Therapy [B.Sc.(DT)]
Bachelor of Science in Engineering (B.E.)*
Bachelor of Science in Kinesiology [B.Sc.(Kin.)]
Bachelor of Science in Nursing (B.S.N)
Bachelor of Science in Nutrition [B.Sc.(Nutr.)]
Doctor of Dental Medicine (D.M.D.)
Doctor of Medicine (M.D.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Veterinary Medicine (D.V.M.)
Juris Doctor (J.D.)

Combined Degree

Bachelor of Science Kinesiology/Bachelor of Education Combined Degree
[B.Sc.(Kin.)/B.Ed.]

(b) The following Honorary degrees are authorized by Senate to be granted by the University:

~~Doctor of Civil Law, honoris causa, D.C.L.~~

Doctor of Laws, honoris causa - LL.D.

Doctor of Science, honoris causa - D.Sc.

Doctor of Letters, honoris causa - D.Litt.

(c) The following Degree-Level Diplomas and Certificates are authorized by Council to be granted by the University:

Degree Level Diplomas and Certificates

Graduate Level

Postgraduate Diploma

Postgraduate Degree Specialization Certificate

Graduate Certificate in Climate Change, Vulnerability Assessment, and Adaptation Action

Graduate Certificate in Community Energy Finance and Planning

Graduate Certificate in Economic Analysis for Public Policy

Graduate Certificate in Energy Transitions

Graduate Certificate in Environmental Planning

Graduate Certificate in Foundations for Registered Nurse Specialty Practice

Graduate Certificate in Governance Foundations for Sustainability

Graduate Certificate in Hydrology

Graduate Certificate in Improving Teaching and Learning in Health Professions Education

Graduate Certificate in Indigenous Nation-Building

Graduate Certificate in Leadership

Graduate Certificate in One Health

Graduate Certificate in Public Management

Graduate Certificate in Public Policy Analysis

Graduate Certificate in Quality Teaching in Health Professions Education

Graduate Certificate in Rotating Small Animal Veterinary Internship

Graduate Certificate in the Scholarship of Teaching and Learning

Graduate Certificate in Science and Innovation Policy

Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector

Graduate Certificate in **Small Animal** Specialty Veterinary Internship

Graduate Certificate in Sustainable Water Management

Graduate Certificate in Sustainability Solutions

Graduate Certificate in Veterinary Diagnostic Pathology

Graduate Certificate in Water Resources

Graduate Certificate in Water Science

Undergraduate Level

~~Aboriginal Business Administration Certificate~~

Aboriginal Teacher Associate Certificate

Certificate in Advanced French Language and Culture

Certificate in Advanced Studio Art

Certificate in Applied Gender Justice

Certificate in Astronomy

Certificate in Biological Research

Certificate in Business

Certificate in Catholic Studies

Certificate in Classical and Medieval Latin

Certificate in Computing

Certificate in Criminology and Addictions
Certificate in Early Childhood Education
Certificate in Entrepreneurship
Certificate in Ethics, Justice, and Law
Certificate in Formal Reasoning
Certificate in Foundations of Studio Art
Certificate in Foundations of Drama
Certificate in French-English Translation
Certificate in Geology Fundamentals
Certificate in Geomatics
Certificate in Global Health
Certificate in Global Studies
Certificate in Hard Rock Geoscience
Certificate in Indigenous Governance and Politics
Certificate in Indigenous Languages
Certificate in Study of Indigenous Storytelling
Certificate in Indigenous Studies
Certificate in Intermediate French Language and Culture
Certificate in Intermediate Studio Art
Certificate in Japanese Language and Culture
Certificate in Jazz
Certificate in Jewish and Christian Origins
Certificate in Labour Studies
Certificate in Kanawayihetaytan Askiy "Let us Take Care of the Land"
Certificate in Leadership in Post-Secondary Education
Certificate in Professional Communication - Leadership and Negotiation
Certificate in Mathematical Modelling
Certificate in Medical Language
Certificate in One Health
Certificate in Peace Studies
Certificate in Professional Communication - Persuasive Communication
Certificate in Politics and Law
Certificate in Practical and Applied Arts
Certificate in Precision Agriculture
Certificate in Quantitative Geosciences
Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
Certificate in Religious Literacy
Certificate in Secondary Technical Vocational Education (C.S.T.V.E.)
Certificate in Sedimentary Geology
Certificate in Spanish Language and Culture
Certificate in Speech Development and Diversity
Certificate in Statistical Methods
Certificate in Sustainability
Certificate in Teaching English as a Second Language
Certificate in Professional Communication - Technical and Professional Writing
Certificate in Professional Communication – Leadership and Negotiation
Certificate in Professional Communication – Persuasive Communication
Certificate in Technological Innovation
Certificate in Technological Innovation – Leading Innovative Teams
Certificate in Technological Innovation – New Product Market

Certificate in Ukrainian Studies
Certificate in Urban Design
Certificate in Water Science
Certificate in wîcêhtowin Theatre
Certificate of Leadership in Post-Secondary Education
Indigenous Business Administration Certificate
Internationally Educated Teachers Certificate
Post-Degree Specialization Certificate
Post-Degree Certificate in Career and Guidance Studies
Post-Degree Certificate in English as an Additional Language
Post-Degree Certificate in Education: Special Education

Diplomas

Diploma in Agribusiness
Diploma in Agronomy
Kanawayihetaytan Askîy Diploma in Indigenous Lands Governance - K.A.I.L.G.
Kanawayihetaytan Askîy Diploma in Indigenous Resource Management – K.A.I.R.M.

- (d) The following Non-Degree Level Certificates are authorized by the Provost and Vice-president Academic to be granted by the University:

~~Certificate in Adult and Continuing Education~~

Certificate in Dental Assisting

~~Executive Business Administration Certificate~~

Certificate in English of Academic Purposes

Prairie Horticulture Certificate

Graduate Certificate in Teaching Preparation

Graduate Pathways Certificate

Graduate Professional Skills Certificate – G.P.S.C.

STEM Accelerator Certificate

- (e) The following Community Level Certificates are authorized by the Dean of a college (after consultation with the Provost and Vice-President Academic) to be granted by the University:

Master Gardener Certificate

Certified Crop Science Consultant

~~Certificate in Teaching English as a Foreign Language~~

~~Certificate of Art and Design~~

Arts and Artisanry Certificate

–

- (f) The following microcredentials ~~are authorized by~~ are authorized by the Dean of a college (after consultation with the Provost and Vice-president Academic) to be granted by the University:

Foundations in Science Communication

Fundamentals of Collaborative Research

2. Degrees, Certificates and Diplomas may be conferred at the annual meeting of Convocation or at any other meeting of Convocation. The formal admission of candidates to degrees, certificates and diplomas shall, in the absence of the

Chancellor, be made by the President (Vice-Chancellor), or by a member of the Council, appointed for that purpose.

3. Degrees may be conferred upon persons in absentia.

II. CANCELLATION OF DEGREES

Council may revoke the degree or degrees, diplomas, certificates and distinctions of the university and all privileges connected therewith of any holder of the same for cause or where the conduct of the holder, in the opinion of Council and following due process under the Academic Misconduct regulations, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by that person without further examination.

III. UNIVERSITY SCHOLARSHIPS

Under section 61(1) (d) of the Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.

IV. THE ESTABLISHMENT OF COLLEGES **SCHOOLS** AND DIVISIONS

1. In the University the following Colleges and Schools shall be established, namely:
 - (a) The College of Arts and Science
 - (b) The College of Agriculture and Bioresources
 - (c) The College of Law
 - (d) The College of Engineering
 - (e) The College of Pharmacy and Nutrition
 - (f) The College of Education
 - (g) The Edwards School of Business
 - (h) The College of Graduate and Postdoctoral Studies
 - (i) The College of Medicine
 - (j) The Western College of Veterinary Medicine
 - (k) The College of Dentistry
 - (l) The College of Kinesiology
 - (m) The College of Nursing
 - (n) The Johnson-Shoyama Graduate School of Public Policy
 - (o) The School of Public Health
 - (p) The School of Environment and Sustainability
2. (a) Within the College of Medicine, and subject to its oversight, the following school and program shall be established:
The School of Rehabilitation Science

- (b) Within the College of Engineering, and subject to its oversight, the following school shall be established:
The School of Professional Development, College of Engineering
- (c) Within the College of Arts and Science, and subject to its oversight, the following school shall be established:
The School for the Arts
3. In the University the following Departments and Divisions shall be established, and such other departments as may from time to time be authorized by the Board on the recommendation of Council:

Agriculture and Bioresources

Departments

- Animal and Poultry Science
- Agricultural and Resource Economics
- Food and Bioproduct Sciences
- Plant Sciences
- Soil Science

Arts and Science

Departments

- ~~Archaeology and~~ Anthropology
- Art and Art History
- Biology
- Chemistry
- Computer Science
- Drama
- Economics
- English
- Geography and Planning
- Geological Sciences
- History
- Languages, Literatures and Cultural Studies
- Linguistics
- Mathematics and Statistics
- Music
- Indigenous Studies
- Philosophy
- Physics and Engineering Physics
- Political Studies
- Psychology and Health Studies
- Sociology

Edwards School of Business

Departments

- Accounting
- Finance and Management Science

- Human Resources and Organizational Behaviour
- Management and Marketing

Dentistry

No departments

Education

Departments

- Curriculum Studies
- Educational Administration
- Educational Foundations
- Educational Psychology and Special Education

Engineering

Departments

- Chemical and Biological
- Civil, Geological and Environmental
- Electrical and Computer
- Mechanical

Divisions

- Division of Biomedical Engineering

Kinesiology

no departments

Law

no departments

Medicine

Departments

- Anesthesiology [Perioperative Medicine and Pain Management](#)
- Biomedical Sciences
 - Anatomy, Physiology and Pharmacology
 - Biochemistry, Microbiology and Immunology
- Community Health and Epidemiology
- Emergency Medicine
- Family Medicine
- Medical Imaging
- Medicine
- Obstetrics and Gynecology
- Oncology
- Ophthalmology
- Pathology and Laboratory Medicine
- Pediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Surgery

Divisions

- Continuing Professional Development
- [Division of Oncology](#)

- Division of Social Accountability
- Nursing
no departments

Pharmacy and Nutrition

Divisions

- Pharmacy
- Nutrition

Veterinary Medicine

Departments

- Large Animal Clinical Sciences
- Small Animal Clinical Sciences
- Veterinary Biomedical Sciences
- Veterinary Microbiology
- Veterinary Pathology

4. Under section 49 (1) (k) and (l) of the Act, the Board of Governors may provide for the establishment or disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council.
5. Under section 49(1) (l), the Board may provide for the disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council on academic grounds. If the Board considers disestablishment necessary because of financial exigency, section 49 (2) requires the Board to consult with Council, and section 49 (3) restricts implementation of the decision until (a) the Board has reported the decision to Council, and (b) Council has advised the Board respecting the effect of the decision on the academic program of the university or 60 days have passed from the date the Board reported the decision to the Council, whichever is earlier.
6. Under section 62 (3) (c), a decision of Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
7. Under section 23 (j), Senate may receive proposals respecting the establishment of any college, school, department or institute and recommend to the Board and the Council whether or not it should be established. Under section 23(l), Senate may consider and recommend to the Board and the Council whether or not any college, school, department or institute should be disestablished because of lack of relevance to the province.

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

- A. ~~In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the~~ Faculty Councils of all colleges and schools shall include the following (*denotes non-voting members):
- (a) The President of the University*
 - (b) The Provost and Vice-President, Academic* or designate
 - (c) The Vice-President, Research*
 - (d) The Vice-President, ~~Finance and Resources Administration~~ and Chief Operating Officer*
 - (e) The Vice-President, University Relations*
 - (f) The Vice-Provost, ~~Teaching, Learning, and Student Experience~~ Students and Learning*
 - (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*
 - (p) Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the college of...

The individual college and school Faculty Council memberships are comprised of the members listed above and those specified in their respective Faculty Council Bylaws available at: <https://governance.usask.ca/governance/governing-documents.php>

~~The Faculty Councils shall be comprised as follows:~~

~~Faculty Council of the College of Agriculture and Bioresources~~

~~See 1.A., sections (a) to (o)~~

- ~~(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Agriculture and Bioresources;~~
- ~~(q) Faculty members of other colleges holding a position as Associate Member in a constituent department of the College of Agriculture and Bioresources;~~
- ~~(r) Chemical and Biological Engineering (2), Biology (2), Chemistry (1), Business (2), Economics (1); Geography (1), Microbiology and Immunology (1), Veterinary Medicine (2);~~
- ~~(s) Seven student representatives from the degree and diploma programs in the College of Agriculture and Bioresources to serve on the Faculty Council and its standing committees to take part in all discussions, including student matters. Representation will include one student from: the Bachelor of Science in Agriculture program, the Bachelor of Science in Agribusiness program, the~~

~~Diploma in Agriculture program, the Bachelor of Science in Renewal Resource Management program, the Bachelor of Science in Animal Bioscience, the Agricultural Students Association president and the Agricultural Students Association Vice-President (Academic).~~

Faculty Council of the College of Arts and Science

~~See 1.A, sections (a) to (o)~~

- ~~(p) — Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers in the College of Arts and Science;~~
- ~~(q) — All full-time faculty, Instructors and Special Lecturers from St. Thomas More (STM) College teaching courses recognized for the BA, BSc or BA & BSc degrees (voting rights are specific to the terms of the federation with the College of Arts and Science);~~
- ~~(r) — All full-time faculty from Biomedical Sciences departments of the College of Medicine that offer BSc degree programs through the College of Arts and Science (voting rights to be limited as per College of Arts and Science Bylaws);~~
- ~~(s) — College of Arts and Science Vice-Deans, Associate Deans; Dean and Associate Dean of St. Thomas More College;~~
- ~~(t) — Five representatives of the Sessional Lecturers;~~
- ~~(u) — Two representatives of the regular ASPA teaching employees;~~
- ~~(v) — Ten Arts and Science student representatives (full participation in meetings except when the discussion relates to individual students or faculty);~~
- ~~(w) — Two graduate students supervised in Arts and Science (full participation in meetings except when the discussion relates to individual students or faculty);~~
- ~~(x) — One postdoctoral fellow supervised in Arts and Science (full participation in meetings except when the discussion relates to individual students or faculty).~~

Faculty Council of the College of Dentistry

~~See 1.A, sections (a) to (o)~~

- ~~(p) — Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Dentistry; _____~~
- ~~(q) — Associate Provost, Health~~
- ~~(q) — All clinical Professors, clinical Associate Professors, clinical Assistant Professors, clinical Lecturers, Clinical Instructors, and Sessional Lecturers;~~
- ~~(r) — Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics;~~
- ~~(s) — The Registrar, or designate, of the College of Dental Surgeons of Saskatchewan;~~
- ~~(t) — President of the Saskatchewan Dental Student Society (SDSS), or designate from the SDSS Executive, who will be entitled to attend and vote on all nonconfidential matters;~~
- ~~(u) — Director, Finance and Administration*~~
- ~~(v) — Director, Academic and Student Affairs*~~
- ~~(w) — Executive Officer to the Dean*~~
- ~~(x) — Business Manager, Clinical Affairs*~~

Faculty Council of the College of Education

See 1.A., sections (a) to (e)

- ~~(p) — Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education;~~
- ~~(q) — Dean of Arts and Science (or nominee) and the Vice Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee); as non-voting members;~~
- ~~(r) — The president or delegate of each student association in the College of Education (Education Students Society, ITEP Student Society (or named designate); SUNTEP Student Society (or named designate) and GSA (Graduate Student Association);~~
- ~~(s) — Director (or designates) of the Indian Teacher Education Program (ITEP), one Program Head (or designate) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon; one Program Head (or designate) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert; Chair of Education (or designates) of the Aurora College and one representative of contracting Colleges not listed above;~~
- ~~t) — All those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers deemed as faculty members of the College of Education.~~

Faculty Council of the College of Engineering

See 1.A., sections (a) to (e)

- ~~(p) — Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Engineering or hold joint appointments in the College of Engineering;~~
- ~~(q) — A faculty representative from each of Agriculture and Bioresources, Chemistry, Geological Sciences, Mathematics and Statistics, Computer Science, Biology and Edward School of Business;~~
- ~~(r) — Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers in the Department of Physics and Engineering Physics who deliver the Engineering Physics program;~~
- ~~(s) — Two representatives from the undergraduate student association as voting members and the president of each engineering undergraduate program students association as non-voting members.~~
- ~~(t) — Two Engineering graduate student representatives as voting members.~~

Faculty Council of the School of Environment and Sustainability

See 1.A., sections (a) to (e)

- ~~(p) — All faculty members who hold a standard, 100%, in-scope appointment in the School;~~
- ~~(q) — All faculty members holding a primary joint and secondary joint appointments in the School;~~
- ~~(r) — The president of the School of Environment and Sustainability Students' Association;~~
- ~~(s) — The following members may be heard in faculty council, but may not vote:
 - ~~i. — Associate members~~
 - ~~ii. — Adjunct members.~~~~

Faculty Council of the College of Graduate and Postdoctoral Studies

See 1.A., sections (a) to (o)

- ~~(p) 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.~~
- ~~(q) 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;~~
- ~~(r) 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;~~
- ~~(s) 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);~~
- ~~(t) Graduate Chairs of Interdisciplinary Programs;~~
- ~~(u) Nine (9) Faculty members at large, self-nominated through an open call process managed by CGPS' Nominations committee; each given three-year appointments;~~
- ~~(v) The president and vice-president, (or) two delegates of the Graduate Students' Association executive team;~~
- ~~(w) Five (5) graduate students registered in CGPS self-nominated through an open call process managed by CGPS' Nominations committee;~~
- ~~(x) One (1) Indigenous Graduate Student appointed by the GSA; if the GSA is unable to make an appointment, the Dean will appoint a student;~~
- ~~(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).~~

Faculty Council of The Johnson-Shoyama Graduate School of Public Policy

See 1.A., sections (a) to (o)

- ~~(p) Associate Director, Johnson-Shoyama Graduate School of Public Policy~~
- ~~(q) Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a standard appointment in the school~~
- ~~(r) Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a primary joint appointment or a secondary joint appointment of 0.25FTE or more in the school~~
- ~~(s) Faculty members from the University of Regina who are appointed as adjunct members in the Johnson-Shoyama Graduate School of Public Policy~~
- ~~(t) Two Johnson-Shoyama Graduate School of Public Policy students~~
- ~~(u) Director, Outreach and Training, Johnson-Shoyama Graduate School of Public Policy~~
- ~~(v) Johnson-Shoyama Advisory Council chair or representative~~
- ~~(w) The following members may be heard in faculty council but may not vote:
 - ~~i. Faculty members (Professors, Associate Professors, and Assistant Professors) who hold a joint appointment in the school of less than 0.25FTE~~~~

Faculty Council of the College of Kinesiology

See 1.A., sections (a) to (o)

- ~~(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Kinesiology~~
- ~~(q) Arts & Science — Biology (1), Psychology (1); Medicine — Physiology (1), Anatomy and Cell Biology (1), Physical Therapy (1); Education (1), as non-voting members~~
- ~~(r) One full-time Kinesiology undergraduate student, one full-time Kinesiology graduate student, and one Kinesiology postdoctoral fellow (PDF) (if available) will be entitled to attend and vote on all non-confidential matters at meetings of the Faculty Council.~~

Faculty Council of the College of Law

~~See 1.A., sections (a) to (o). Add (or nominee) after each of 1.A. (f-h)~~

- ~~(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Law;~~
- ~~(q) Research Director of Native Law Centre;~~
- ~~(r) Programs Director of Native Law Centre;~~
- ~~(s) Law Librarian or Assistant Law Librarian;~~
- ~~(t) One student representative of the Aboriginal Law Students' Association;~~
- ~~(u) Five student representatives of the Law Students' Association;~~
- ~~(v) One student from a graduate degree program in Law.~~

Faculty Council of the College of Medicine

~~See 1.A., sections (a) to (o)~~

- ~~(p) Associate Deans of the college;~~
- ~~(q) Assistant Deans of the college;~~
- ~~(r) The Department Head of each academic department of the college and the Director of the School of Physical Therapy;~~
- ~~(s) One university faculty member of the college representing each department of the college, or the School of Physical Therapy, who is a member of that department or school;~~
- ~~(t) Two community faculty members of the college representing each clinical department, or the School of Physical Therapy; who are members of that department or school, at least one of whom will be based outside of the Saskatoon Health Region;~~
- ~~(u) Twenty university faculty members of the college;~~
- ~~(v) One medical student from each year of the undergraduate medical program; one physical therapy student from each year of the physical therapy program; four postgraduate medical students, at least one of whom must be registered in the family medicine program of the College; and two graduate students enrolled in graduate programs delivered in the College;~~
- ~~(w) The following persons are entitled to attend and participate in meetings of the Faculty Council but, unless they are members of the Faculty Council, are not entitled to vote:
 - ~~i. All other Directors of the College of Medicine;~~
 - ~~ii. The Dean and associate Deans, or designates, of all other health science colleges at the university;~~
 - ~~iii. The Dean and the vice Deans of academic programs, humanities and fine arts, social sciences, and science, or designates, of the College of Arts and Science at the university;~~~~

- iv. ~~The Librarian in charge of the health sciences library;~~
- v. ~~The Registrar, or designate, of the College of Physicians and Surgeons of Saskatchewan;~~
- vi. ~~The Chief Executive Officer, or designate, of the Saskatchewan Medical Association;~~
- vii. ~~The Chief Executive Officer, or designate, of each health region in the province of Saskatchewan;~~
- viii. ~~The presidents and academic Vice-presidents of the undergraduate medical student society; the postgraduate medical student society; the physical therapy student society, and the College of Medicine graduate student society.~~

Faculty Council of the N. Murray Edwards School of Business

See 1.A, sections (a) to (o)

- ~~(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Edwards School of Business;~~
- ~~(q) Associate members or Adjunct members of the Edwards School of Business;~~
- ~~(r) Three undergraduate students*, of which at least two are representatives of the Edwards Business Students' Society (EBSS), and one is a graduate student*;~~
- ~~(s) Representatives of Agriculture & Bioresources* (1), Economics* (1), Social Science or Humanities* (1), Johnson-Shoyama Graduate School of Public Policy* (1), College of Engineering* (1), and the School of Environment & Sustainability* (1), Computer Science* (1);~~
- ~~(t) Associate Dean, Research & Academic (ex officio);~~
- ~~(u) Associate Dean, Students & Degree Programs (ex officio).~~

~~_____ * denotes non-voting~~

Faculty Council of the College of Nursing

- ~~(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors, and Special Lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;~~
- ~~(q) Department Heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School of Public Health (1); the Director or the Director's designate from the School of Rehabilitation Science (1); Deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine;~~
- ~~(r) Up to four full-time undergraduate nursing students. One from each Nursing Association in Regina, Saskatoon, and Prince Albert, and one from the Post-Degree BSN. Undergraduate student representatives will be named by the undergraduate Nursing Society.~~
- ~~(s) Up to four full-time nursing graduate students preferably from the Masters of Nursing (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair.~~
- ~~(t) A Postdoctoral Fellow (if available) in Nursing nominated by the Postdoctoral Fellows in the College of Nursing and/or through consultation with the Graduate Chair;~~

- ~~(u) Clinical Coordinators,* Director of Operations and Strategic Planning*, Director of Finance & Administration,* UCAN Representatives* Research Facilitator,*Communications Officer*.~~
~~* denotes non-voting~~

Faculty Council of the College of Pharmacy and Nutrition

See 1.A., sections (a) to (e)

- ~~(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy & Nutrition;~~
- ~~(q) Associate Dean (Research and Graduate Affairs);~~
- ~~(s) Associate Dean (Academic);~~
- ~~(t) Representatives from the following Colleges & Departments:~~
- ~~i. College of Arts & Science: Department Head or Designate of Chemistry (10); Mathematics & Statistics (1);~~
 - ~~ii. College of Medicine: Dean or designate (1); Department Head or designate of: Anatomy & Cell Biology (1); Biochemistry (1); Community Health & Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1);~~
 - ~~iii. College of Agriculture and Bioresources: Department Head or designate: Animal and Poultry Science (1); Food and Bioproduct Sciences (1);~~
 - ~~iv. College of Kinesiology: Dean or designate (1);~~
 - ~~v. College of Nursing: Dean or designate (1);~~
 - ~~vi. College of Dentistry: Dean or designate (1);~~
 - ~~vii. School of Public Health: Executive Director or designate (1);~~
 - ~~ix. Edwards School of Business: Department Head or designate of Management & Marketing (1);~~
 - ~~ix. Toxicology Centre: Director or designate (1);~~
 - ~~x. Western College of Veterinary Medicine: Dean or designate (1);~~
- ~~(u) Student Representatives:~~
- ~~i. One student for every 100 students in the Pharmacy undergraduate program;~~
 - ~~ii. One student for every 100 students in the Nutrition undergraduate program;~~
 - ~~iii. One graduate student from either the Pharmacy or Nutrition graduate program.~~

Faculty Council of the School of Environment and Sustainability

See 1.A., sections (a) to (e)

- ~~(p) All faculty members who hold a standard, 100%, in-scope appointment in the School;~~
- ~~(q) All faculty members holding a primary-joint and secondary-joint appointments in the School;~~
- ~~(r) One graduate student representative registered in either the PhD or MES programs and one project-based graduate student representative, one of which will be the president of the School of Environment and Sustainability Students' Association;~~
- ~~(s) One Postdoctoral Fellow registered in the School through the College of Graduate and Postdoctoral Studies, selected by the fellows;~~

- ~~(s) — The following members may be heard in Faculty Council, but may not vote:~~
- ~~i. — Associate members;~~
 - ~~ii. — Adjunct members.~~

Faculty Council of the School of Public Health

~~See 1.A., sections (a) to (o).~~

- ~~(p) — All faculty members who hold a standard appointment in the School.~~
- ~~(q) — Faculty members with a primary joint appointment in the School with a 0.25FTE or more time commitment to the school or a secondary joint appointment in the school with a 0.25FTE or more time commitment to the School.~~
- ~~(r) — Up to two clinical community-based faculty, at least one of whom will be based outside of the Saskatoon Health Region;~~
- ~~(s) — The following members may be heard in Faculty Council, but may not vote:~~
- ~~i. — Associate members;~~
 - ~~ii — Adjunct members;~~
 - ~~iii — Faculty members who hold a primary appointment in the school or a secondary appointment in the school with a less than 0.25FTE commitment to the school.~~

Faculty Council of the School of Rehabilitation Science

~~See (i), Sections (a) to (o) above.~~

- ~~(p) — Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Rehabilitation Science;~~
- ~~(q) — The Director of the School of Rehabilitation Science;~~
- ~~(r) — The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair;~~
- ~~(s) — The Assistant Dean Graduate Studies, College of Medicine;~~
- ~~(t) — Clinical Specialists in the School of Rehabilitation Science;~~
- ~~(u) — The Director of Continuing Physical Therapy Education~~
- ~~(v) — No more than six members of the faculty of the School of Rehabilitation Science, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Rehabilitation Science Faculty Council~~
- ~~(w) — No more than eight Master of Physical Therapy student members;~~
- ~~(x) — No more than a total of two people who can be either Master of Science students, Ph.D. students or postdoctoral fellows;~~
- ~~(y) — Head of the Health Science Library or designate;~~
- ~~(z) — The following persons are entitled to attend and participate in meetings of the School of Physical Therapy Faculty Council but, unless they are members of the School of Physical Therapy Faculty Council are not entitled to vote: Professor Emeriti, Clinical Faculty who are not represented under (u), Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA).~~

Faculty Council of the Western College of Veterinary Medicine

~~See 1.A., sections (a) to (o)~~

- ~~(p) — Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Western College of Veterinary Medicine;~~
- ~~(q) — Agriculture and Bioresources (2), Biology (1), Chemistry (1), Dentistry (1), Medicine (2), Pharmacy and Nutrition (1).~~
- ~~(g) — Six full-time undergraduate students to attend and vote on all non-confidential matters at meetings of the Faculty;~~
- ~~(f) — Two graduate students registered in Veterinary Medicine through the College of Graduate and Postdoctoral Studies to attend and vote on all non-confidential matters at meetings of the Faculty.~~

C. The University Secretary, or an assigned deputy, shall act as Secretary of each Faculty Council.

2. Roles and Responsibilities of the Faculty Councils

A. The Faculty Council of each college or school, subject to the provisions of the Act, the Bylaws of University Council and the general control of University Council, shall have charge of matters of scholarship and discipline.

Among the duties delegated by University Council to the faculty councils are the following:

- (a) To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
- (b) To establish and report to University Council on the number of students who may be admitted to a college or program of study and to report to University Council on the number of students admitted each year;
- (c) To make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- (d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- (e) Subject to University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school;
- (f) To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions;
- (g) To approve candidates for degrees, diplomas and certificates;
- (h) To approve candidates for scholarships, prizes, and other awards and honours;

- (i) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct;
 - (j) To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.
- B. The Chair or the Secretary of the Faculty Council of any college or school shall transmit to University Council for consideration and review all matters which belong to the care of University Council or which from their nature concern more than one college or school.
- C. Each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by University Council to the Faculty Councils, either in accordance with these Bylaws or through policies approved by University Council, may not be further delegated without the permission of University Council.
- D. Each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the faculty council. A copy of the proceedings shall, upon request, be furnished by its Secretary to the Chair of University Council and/or to the President of the University.

VI. PROGRAMS OF STUDY

Under section 61(1)(f) of the Act, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.

Each college or school Faculty Council shall prepare its program or programs of study, including the curriculum for any degree of that college or school, and shall submit them to Council for approval under regulations established for that purpose by Council. Upon the approval of Council, they may be published and go into effect.

VII. ENROLMENT MANAGEMENT

The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to colleges, schools and departments, in consultation with the University Registrar and **Vice-Provost, Students and Learning** ~~Director of Student Services~~, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.

Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to colleges and schools the management of enrolment in accordance with the approved plan.

VIII. ADMISSION OF STUDENTS

Under section 61(1)(i) and (l) of the Act, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the Act, Council will approve admission qualifications for all programs. Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.

1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.
2. In accordance with these regulations, Council may delegate to Faculty Councils and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.

IX. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS

Under section 61(1)(g) and (j) of the Act, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.

1. The examiners of the University shall be:
 - (a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University;
 - (b) Such other Lecturers or teachers of the University as Council may appoint;
 - (c) By delegation from Council, such adjunct faculty, professional affiliates, Professors emeriti and external and independent examiners, not included in (a) or (b), as the College of Graduate and Postdoctoral Studies may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas.
2. Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. Such policies, regulations and procedures may include delegation of authority by Council and shall be published and made available to students.
3. Section 23 (g) of the Act authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the University or any of its agencies is required or authorized by any act to do so.

X. AFFILIATION AND FEDERATION

1. Under section 61 (1) (e) of the Act, Council has the power to authorize the Board to provide for affiliation or federation with any educational institution, or the dissolution of any affiliation or federation with any educational institution. Under 62 (3) (d), a decision to authorize the dissolution of any affiliation or federation is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
2. Under 23 (k) and (l), the Senate may receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the Board and Council whether or not the proposed affiliation or federation should be made. Senate may also consider and recommend to the Board and Council whether or not any affiliation or federation should be dissolved because of lack of relevance to the province.
3. Principles for federation and affiliation with the University of Saskatchewan, which are representative of the current relationships with federated and affiliated colleges, and are the basis for considering future requests, are as follows.
 - (a) **Relationships of affiliation or federation should be based on academic interests shared by the University and the candidate institution.** Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.
 - (b) **Relationships of affiliation or federation should be based on shared support for the University's vision, mission and values.** The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the University cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held by the University and the vision it has adopted.
 - (c) **The University should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution.** Though the University should not enter into relationships of affiliation or federation on terms that undermine the stated vision, mission and values of the institution, the University should not demand that an affiliated or federated institution conform in all respects to the University's established practices and procedures. The rationale for creating relationships of affiliation or federation is in part that the University is enriched by the distinctive perspectives brought by the partner institutions.
 - (d) **The significant elements of a relationship of affiliation or federation should be reflected, insofar as possible, in written agreements.** Though strong

partnerships are marked by flexibility, informality and vigorous personal connections, it is important that the basic terms to which the partners have agreed are clearly documented in writing.

- (e) **Consideration should be given to the reciprocal contributions that can be made by the university and the candidate institution.** Though the University is likely to be the larger partner in these relationships, the formation of the partnership should take into account fully the contributions both parties can make to the lives of their respective institutions.
 - (f) **Provision should be made for regular review of the relationship with the candidate institution.** The potential for refreshing and reforming the relationship should be provided for through a regular cycle of reviews. Academic institutions are not stagnant, and their relationships should be examined on occasion to ensure that the goals for the partnerships are being met effectively.
 - (g) **Consideration should be given to developing clear pathways for students between programs offered by the university and the candidate institution.** In keeping with the obligation of post-secondary institutions to support the career aspirations of their students, the question of whether a relationship of affiliation or federation provides an opportunity to establish academic pathways or ladders for students should be a factor in defining the relationship.
 - (h) **Consideration should be given to the role the candidate institution might play in the governing bodies of the university.** The *University of Saskatchewan Act 1995* provides that affiliated and federated institutions have representation on both Council and the Senate. The partners should consider how this opportunity to participate in university governance can be most effectively deployed. A Council of Affiliated and Federated Institutions (CAFI) will be established to that effect.
 - (i) **Consideration should be given to whether an alternative form of partnership might be more appropriate.** Given the involvement of affiliated and federated institutions in University governance, it is clearly contemplated that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other forms of relationship that are more appropriate.
 - (j) **The academic standards and integrity of the candidate institution should be a factor in determining whether the university will enter into a relationship of affiliation or federation.** It is important to the university that any candidate institution be able to demonstrate standards of academic attainment and institutional integrity that will be consonant with the level of expectation to which the University holds itself.
4. Affiliation
- (a) The aim of affiliation is to associate with the University for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized as of university grade by

Council of the University, where such association is of mutual benefit to the University and the institution seeking affiliation.

- (b) The following theological colleges are affiliated with the University:
College of Emmanuel and St. Chad
Lutheran Theological Seminary
St. Andrew's College
Horizon College and Seminary
Briercrest Bible College and Biblical Seminary
- (c) The requirements for the affiliation and continued affiliation of theological colleges with the University are:
- (i) That the theological college may offer at least three courses for which credit is given by the University toward a degree.
 - (ii) That the normal admission requirements of the theological college be at least equal to those of the University.
 - (iii) That students who receive the graduation diploma of the college shall normally have a minimum of one year of Arts credit other than theological options beyond senior matriculation.
 - (iv) That the qualifications of the faculty including graduate work, the expected proportion of holders of PhDs on the faculty, and the adequacy of the library facilities be approved by Council of the University.
 - (iv) That, except in cases of emergency as recognized by Council of the University, the minimum number of full-time students who qualify under regulation (b) above be not less than an average of twelve students per year over any or every period of three consecutive years.
 - (v) That, the course of studies leading to the graduate diploma of the college should normally require a period of at least three academic years for completion.
 - (vi) That an institution which is seeking affiliation with the University of Saskatchewan must institute tenure provisions acceptable to the University but not necessarily equivalent to the University academic tenure regulations.
- (d) Gabriel Dumont College of Metis Studies and Applied Research is an Affiliated College with the University.
- (e) St. Peter's College is an Affiliated College with the University.

St. Peter's College

Students taking courses at St. Peter's College for university credit must be admitted to the University of Saskatchewan as well as to St. Peter's College. For

work done in St. Peter's College, the University may give credit provided that the following conditions are met:

- (i) That the courses to be credited to the University are considered by the University to be equivalent in quality to its own courses.
- (ii) That the offering of each course and the appointment of its instructor are approved by the appropriate official of the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- (iii) That the library and other facilities of the College for a given course are judged adequate by the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- (iv) That the final examinations are conducted by examiners appointed or accepted by the University in accordance with university examination regulations; that the examination papers are approved in advance by the University department, faculty, or school concerned, which may also review the marked answer papers before the final results are reported to the University Registrar and Director of Student Services.
- (v) That an upper-year student of the University is permitted to register at the College only part-time i.e. for a maximum of two full courses.
- (vi) That a student may not receive credit for more than two years (10 courses) of work at the College, of which not more than one year (5 courses) may consist of upper-year courses.
- (vii) Colleges which have been or shall be recognized by Council as federated colleges of the University shall be considered to be in affiliation with the University.

5. Federation

- (a) The requirements for recognition as a federated college of the University shall include the following:
 - (i) The College must be authorized by the University to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science.
 - (ii) The members of the College teaching staff, teaching the above University courses or classes, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized.
 - (iii) The College must be situated on or adjacent to the campus at Saskatoon.
- (b) St. Thomas More College is a Federated College with the University.

St. Thomas More College, Saskatoon

St. Thomas More College, Saskatoon, which is hereinafter referred to as the College, shall be recognized as a federated college upon the following terms and conditions:

The officers and faculty of the College, as indicated, are entitled to full membership with power to vote, on the following academic bodies:

The Senate: The President to be a member.

The General Academic Assembly: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors to be members.

The Council: either two elected representatives, or the Dean and one elected representative. The President to be a non-voting member.

The Faculty Council of the College of Arts and Science: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors teaching courses recognized for the B.A. or B.Sc. degrees to be members.

Students enrolled in the College who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students, provided the fees required for such courses have been paid. Students enrolled in the University may, with the permission of the College, take courses in the College recognized for the B.A. and B.Sc. degrees provided that the fees required for such courses have been paid. The conditions will apply provided the same tuition fee is required by both the College and the University.

The foregoing provision with regard to the tuition fee for the Arts and Science courses applies to the pre-professional courses.

All students enrolled in a professional college or school must pay the University the full tuition fee required for each year of the professional program, though the University may grant credit for any course or courses taken in the College and accepted by the College of Arts and Science for the corresponding course required in a professional program.

Academic appointments to and promotions within the College shall be made by the Board of Governors of the College, on the recommendation of the President of the College but prior to making such appointments or promotions, the President of the College shall secure the approval of the President of the University.

The University will recognize the instruction given by the College in subjects in the divisions of the humanities and social sciences, and such other subjects as may from time to time be agreed upon with the College of Arts and Science, or other appropriate college, provided that the instruction is given by competent teachers and that the work done in each course is equivalent in extent and standards to that

given by the University. This equivalence is to be determined by the Head of the Department in the College and the Head of the Department in the University working out in cooperation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations to their mutual satisfaction or, in cases of difficulties, to the satisfaction of the President of the University.

The University shall confer the B.A. or B.Sc. Degree on such students of the College as have satisfied the requirements prescribed by the University for admission and for the B.A. or B.Sc. curriculum.

Council Bylaws and Regulations

April 15, 1999 with revisions: September 1999; October 2000; May, September 2001; February, March, June, October, November, December 2002; February, May, June, Sept. 2003; January, May, June, September 2004; January, February, April, June, September 2006; January, May, June, October, December 2007; March, June, October 2008; February, March 2009; May, October 2010; January, February, May, June 2011; March, June, September 2012; January, April, June, December 2013; June, December 2014; January, February, March, May, September 2015; January, February, April, May, November 2016; February, March, August, November, December 2017; April, May, July 2018; September, December 2019; February 2020; May, June, November, 2020; January, October, November 2021; April, May, June 2022, August 2022; Major Revisions and Edits June 2024



Contents

PART ONE- COUNCIL

| | | |
|------|---|----|
| I. | CONSTITUTIONAL POWERS AND DUTIES OF COUNCIL | 3 |
| II. | ELECTION OF FACULTY MEMBERS TO COUNCIL | 4 |
| III. | PROCEDURAL BYLAWS OF COUNCIL | 5 |
| 1. | Quorum for Meetings | 5 |
| 2. | The Duties of Chair and Vice-Chair | 5 |
| 3. | Selection and Removal of the Chair and Vice-Chair | 6 |
| 4. | Council Membership | 7 |
| 5. | Council Meetings | 8 |
| IV. | CONFLICT OF INTEREST | 9 |
| 1. | Council Proceedings | 9 |
| 2. | Committees of Council | 9 |
| 3. | Conflict of Interest Defined | 10 |

PART TWO- COMMITTEES OF COUNCIL

| | | |
|-------|---|----|
| I. | THE COMMITTEES OF COUNCIL | 11 |
| 1. | Creation and Composition of Council Committees | 11 |
| 2. | Committee Responsibilities | 13 |
| II. | ACADEMIC PROGRAMS COMMITTEE | 14 |
| III. | GOVERNANCE COMMITTEE | 16 |
| IV. | EXECUTIVE COMMITTEE | 18 |
| V. | NOMINATIONS COMMITTEE | 19 |
| VI. | PLANNING AND PRIORITIES COMMITTEE | 21 |
| VII. | RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE | 23 |
| VIII. | SCHOLARSHIPS AND AWARDS COMMITTEE | 25 |
| IX. | TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE | 26 |
| X. | JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS | 28 |

PART THREE- COUNCIL REGULATIONS

| | | |
|----|--|----|
| I. | DEGREES, DIPLOMAS AND CERTIFICATES | 29 |
| 1. | Degrees | 29 |
| 2. | Honorary Degrees | 31 |
| 3. | Degree-Level Diplomas and Certificates | 31 |
| 4. | Non-Degree Level Certificates | 33 |

| | |
|---|----|
| 5. Community Level Certificates | 34 |
| 6. Microcredentials | 34 |
| II. AWARDING DEGREES, CERTIFICATES and DIPLOMAS | 34 |
| III. CANCELLATION OF DEGREES | 34 |
| IV. UNIVERSITY SCHOLARSHIPS | 35 |
| V. THE ESTABLISHMENT OF COLLEGES, SCHOOLS AND DIVISIONS | 35 |
| VI. CONSTITUTION AND DUTIES OF FACULTY COUNCILS | 38 |
| 1. Membership of the Faculty Councils..... | 38 |
| 2. Roles and Responsibilities of the Faculty Councils..... | 39 |
| VII. PROGRAMS OF STUDY..... | 40 |
| VIII. ENROLMENT MANAGEMENT..... | 41 |
| IX. ADMISSION OF STUDENTS | 41 |
| X. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS | 41 |
| XI. AFFILIATION AND FEDERATION | 42 |

PART ONE - COUNCIL

I. CONSTITUTIONAL POWERS AND DUTIES OF COUNCIL

The University of Saskatchewan Act, 1995, S.S. 1995, c. U-6.1 prescribes the constitution, powers, and duties of Council. Section 60 of the *Act* provides that Council is responsible for “overseeing and directing the university’s academic affairs.” Section 61 provides a list of specific matters that fall within the jurisdiction of Council.¹ These include the following: (the list is not exhaustive)

- grant academic degrees, diplomas and certificates of proficiency;
- grant scholarships, prizes, fellowships, bursaries and exhibitions;
- authorize the Board on academic grounds to establish or disestablish a college, school, department, chair or institute;
- authorize the Board on academic grounds to provide for or to dissolve affiliation or federation with another educational institution;
- prescribe curricula, programs of instruction and courses of study;
- prescribe methods and rules for evaluating student performance;
- discipline students for academic dishonesty;
- prescribing academic and other qualifications for admission;
- hear appeals by students or former students concerning academic decisions affecting them;
- prescribe the number of students to be admitted to a college or program;
- review library policies;
- review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or the Board;
- exercise power that the Board or Senate may delegate to it;
- appoint members to committees composed of members of Council and any or all of the Board, the Senate and the General Academic Assembly;
- make bylaws governing election of members;
- make bylaws respecting any matter over which it has jurisdiction;
- make recommendations to the President, the Board or Senate respecting any matter that Council considers to be in the interests of the University;
- do anything that it considers necessary, incidental or conducive to the exercise of its powers to promote the best interests of the University or to carry out the purposes of the *Act*.

¹The exercise of some of these powers is subject to review by the General Academic Assembly and, in some cases, involves the Board of Governors or the Senate.

II. ELECTION OF FACULTY MEMBERS TO COUNCIL

1. The University Secretary will oversee the call for nominations and election of faculty members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.
2. Per sections 57(2) to (5) of *The University of Saskatchewan Act, 1995*, the academic vice president of the undergraduate students' union, and the academic vice president of the graduate students' association, respectively, shall oversee the elections of student members of Council mentioned in 53(2)(h).
3. Nominations and elections of faculty and student members of federated and affiliated colleges to University Council are delegated to those colleges.
4. The *Act* defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian." For the purposes of Council and General Academic Assembly (GAA) membership, faculty members who are appointed on a full-time basis but are on an approved reduced appointment are still eligible to serve. Certain approved leaves also grant eligibility to serve (e.g., sabbatical/administrative leaves, maternity/parental leaves, or educational leaves).
5. A faculty member may choose to stand for election as a college (including the University Library) faculty representative, and/or as a faculty member at large, per Section 53 of *The University of Saskatchewan Act, 1995*. There are two faculty positions per college; there are 54 members at large.

The college representative call for nominations and election will occur first followed by a call for nominations and election for the member at large position.

6. Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.
7. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters.
8. If there are more than two nominations for the college representatives there will be an election for both positions on one ballot.
9. If two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.

10. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, at the time of the election such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.
11. If insufficient nominations are received to fill the vacant positions, then those valid nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.
12. If after the second call for college representative nominations are closed and there is a vacant position, as per Sec 53 of the *Act*, the dean shall be a college representative. If there is more than one vacant position, then the dean shall also ensure another college faculty member is appointed.
13. If after the second call for faculty members at large nominations are closed and there are vacant positions, the Nominations Committee of Council will be asked to appoint faculty members to fill the vacant positions for a one-year term.
14. A vacancy on Council for a college representative or a faculty member at large shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election. Council members taking sabbatical, administrative or other leaves of greater than six months, will be filled equivalent to the length of the leave during the annual election. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame.

III. PROCEDURAL BYLAWS OF COUNCIL

1. Quorum and Voting for Meetings

- (a) The quorum for regular and special meetings will be 40%.
- (b) Council will use the majority of votes cast (as defined in Kerr and King, 3rd ed.) as the default method of calculating a majority during Council votes unless otherwise explicitly stated in the bylaws or procedures.

2. The Duties of Chair and Vice-Chair

- (a) The duties of the Chair will be carried out by the Vice-Chair when, for any reason, the Chair is unable to discharge these duties.

- (b) If the Vice-Chair is required to act as Chair for more than one month, the Nominations Committee shall present to Council for approval the name of a person to be acting Vice-Chair until the Vice-Chair is able to resume the position of Vice-Chair.
- (c) If the Chair, the Vice-Chair, and the acting Vice-Chair are all unable to discharge the duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time.
- (d) The Chair will preside over all meetings of Council. The Chair's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
- (e) The Chair will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.
- (f) The Chair will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion.
- (g) The Chair may seek the guidance and assistance of the governance committee with respect to matters pertaining to the role of the Chair.
- (h) The Chair will be the spokesperson for Council in communications with the Board, the Senate, the General Academic Assembly, and the public. In this respect, the role of the Chair is to explain the activities and to communicate the policies of Council.

3. Selection and Removal of the Chair and Vice-Chair

- (a) The Chair and Vice-Chair will be selected as hereinafter provided.
- (b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.
- (c) A Council member is nominated for the position of Chair when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief description of the nominee stating the nominee's qualifications for the position of Chair of Council.
- (d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.

- (e) All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of Council. The Chair of the Governance Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chair's decision will be final.
- (f) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Governance Committee will select the Chair by lot.
- (g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.
- (h) The Nominations Committee will nominate a member of Council to serve as Vice-Chair.
- (i) The Chair and Vice-Chair will normally hold office for a period of 2 years.
- (j) Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.
- (k) If the Chair is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chair. A vote of 2/3 of the members of Council present and voting shall be necessary for the passage of such a motion. In the event such a motion is passed, an election will be held for a new Chair according to the procedures laid out in these bylaws.

4. Council Membership

- (a) Annual elections for Council will be completed by March 31. Changes to deadlines and timelines regarding elections, should they be necessary, shall be determined by the Governance Committee in consultation with the University Secretary.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.
- (c) Terms of student members will be one year beginning May 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a Dean, the acting Dean or a new Dean appointed during the term of the incumbent Dean will occupy the position of Dean with voice and vote until the expiration of the incumbent Dean's term on Council when a new election or appointment occurs.

- (e) A vacancy occurs on Council when:
 - I. a member resigns from Council by submitting their intentions in writing to the Secretary;
 - II. a member ceases to be an employee of the University, or
 - III. a member is unavailable to attend meetings of Council for a period of greater than six months during their term.

- (f) All Council members, other than ex officio members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

5. Council Meetings

- (a) Council meetings will be open except when Council decides to have them closed.

- (b) Council will meet monthly during the academic term (September - June) except in February. The Chair can call a meeting during a month when a meeting is not normally scheduled.

- (c) Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chair.

- (d) Special meetings of Council can be called by the Chair or by petition of 20% of the members of Council.

- (e) A motion to amend the Bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.

- (f) Except as provided in Bylaws (e) and (i), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chair.

- (g) The requirement of bylaw (f) may be suspended upon vote of two-thirds of the members present and voting at a meeting.

- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.

- (i) In the event of an emergency situation as declared jointly by the President and Chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.
- (j) The meetings of Council and of committees of Council will be conducted in accordance with the rules of order contained in Procedures for Meetings and Organizations, Third Edition by Kerr and King.
- (k) Unless Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

IV. CONFLICT OF INTEREST

1. Council Proceedings

- (a) It is necessary to distinguish between the roles of the "representative" members of Council, on the one hand, and the "at large" and ex officio members, on the other, with respect to their obligations to bring pertinent information to Council or to committees of Council and to report back to their constituents. However, there is no distinction with respect to the exercise of judgment and decision-making in Council meetings and in deliberations of a committee of Council. Members of Council and members of committees of Council will have as their principal concern the welfare of the University community. They will exercise independent judgment and may not act as agents of any person or organization.
- (b) There are no restrictions on the rights of a Council member to participate in debate and to vote on any matter that comes before Council. However, a Council member who has a conflict of interest with respect to a matter that comes before Council will disclose the conflict when speaking on the matter in Council proceedings.

2. Committees of Council

- (a) A member of a committee of Council will conduct themselves so as to avoid conflict of interest or the appearance of conflict of interest.
- (b) A member of a committee will disclose and identify any conflict of interest or perceived conflict of interest affecting that member.
- (c) Sessional Lecturer members cannot also be full-time employees in another bargaining unit.

- (d) A member of a committee will abstain from voting in committee proceedings on matters on which they have a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter.
- (e) The Chair or a member of a committee will be entitled to raise the question of whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee.
- (f) The Chair or a member of a committee is entitled to ask another member who has or is perceived to have a conflict of interest to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.
- (g) If a request referred to in paragraph (e) to withdraw from the deliberations of the committee or to refrain from voting on a matter before the committee is denied by the member to whom the request is directed, the fact that the request was made and was denied will be recorded in that portion of the committee's report relating to the matter.

3. Conflict of Interest Defined

A conflict of interest exists for a member of Council or a member of a Council committee when, with respect to a matter being considered by Council or the committee:

- (a) the decision being made is such that the member could not reasonably be expected to exercise independent judgment because of the effect the decision would or would be likely to have on the member or a person closely related or closely associated with the member; or
- (b) as a result of occupying a position or holding an office in an organization, the person is legally obligated to subordinate the interests of the University to the interests of the organization when dealing with the matter.

PART TWO – COMMITTEES OF COUNCIL

I. THE COMMITTEES OF COUNCIL

1. Creation and Composition of Council Committees

- (a) Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council members². Council is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.
- (b) The Governance Committee will nominate the members and Chair of the Nominations Committee.
- (c) The Nominations Committee will nominate members, including the Chairs, of Council committees. Chairs of Council committees will appoint their vice chairs. Except where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.
- (d) The Nominations Committee will present its nominations to Council by the final Council meeting of the year, and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations Committee itself. The Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation from the various sectors of the campus, as well as equity, diversity and inclusion (EDI). It will review the names of potential nominees submitted by faculty, Department Heads and Deans and if necessary canvas additional individuals in order to develop an able, representative slate.

The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The Chair of Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor there will be an election held within two weeks. The election will be held only for those committees that have received nominations exceeding the available positions. The ballot will be prepared and

²The only statutory restriction on the committee structure is prescribed by section 61(2) of the Act which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

distributed by the University Secretary. The ballot will include the names of the slate presented by the Nominations Committee and the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected.

- (e) The President and the Chair of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting unless otherwise stated.
- (f) An *ex officio* member may designate an individual to serve in their place on a committee of Council with the same powers as the designator. Such designations shall last for twelve months and are subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in their place. To initiate the designation, the *ex officio* member will inform the Chair of Council and the Chair of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote.
- (g) The USSU and GSA will name their appointees to Council committees for the year from May 1 to April 30.
- (h) Resource officers and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting.
- (i) Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee, except for student committee members whose terms of office will begin May 1.
- (j) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee to ensure regular turnover on Council committees. Terms are renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chair will be one year, renewable annually for up to two additional one-year terms. Once the Chair has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chair of that same committee. The renewal of the Chair is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex officio* members of a committee.
- (k) The terms of student and Sessional Lecturer members will be one year.
- (l) When a committee member is appointed as a member of Council, if there is a GAA vacancy on said committee their term on the committee may be completed if they cease to be a member of

Council provided they are and remain a faculty member, at the discretion of the Nominations Committee. This excludes the Nominations Committee and the voting members of the Governance Committee, whose membership is restricted to Council members.

- (m) In the event of a vacancy on a Council committee of greater than six months, the vacancy will be filled so that the balance between Council and General Academic Assembly members on the committee of the bylaw is maintained.

2. Committee Responsibilities

- (a) All standing committees will meet and report to Council at least once each academic year.
- (b) Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.
- (c) The quorum for standing committee meetings is a majority of the voting members. The quorum for the Nominations Committee is two-thirds of the voting members unless otherwise stated.
- (d) Unless a motion of Council specifically provides otherwise, all recommendations of committees will be brought to Council for approval or change. Generally, committee recommendations are presented to Council in the form of reports.
- (e) Council has statutory power to make recommendations to the President, the Board, or the Senate respecting matters that Council considers to be in the interests of the University. A matter may be referred to a Council committee by Council to develop recommendations to be presented to the President, the Board, or the Senate.
- (f) The constitutional structure of the University provides for shared jurisdiction over matters. Consequently, it may be necessary for the President, acting as the chief administrator of the University, or the Board to seek the advice or assistance of a Council committee with respect to a particular matter. The power of a committee to provide advice or assistance to the President or the Board is specified in Part Two of these Bylaws or will be given by Council. The advice and assistance will not contradict or conflict with the Bylaws of Council.
- (g) A committee that provides advice and assistance pursuant to clause (e) will report to Council the general nature of the advice. However, the Committee need not report to Council on matters the disclosure of which would be inimical to the interests of the University. These matters will be disclosed to the governance committee at the request of the Chair of Council.

II. ACADEMIC PROGRAMS COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.

One Sessional Lecturer*

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

Ex Officio Members

Vice-Provost, Students and Learning

University Registrar

Vice-President, Administration and Chief Operating Officer or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers (Non-voting members)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Committee, and in consultation with the Governance Office.

*If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.

Committee Coordination

Governance Office

The Academic Programs Committee is responsible for:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Evaluating the fit of academic program proposals with university priorities; reviewing financial sustainability of proposals for new academic programs and program deletions; and recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Consulting with Planning and Priorities Committee on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.

- 6) Consulting with Planning and Priorities Committee on proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program.
- 7) Consulting with Planning and Priorities Committee on proposed or continuing affiliation or federation of other institutions with the University.
- 8) Reporting to Council on the academic implications of enrolment plans, changes, and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

III. GOVERNANCE COMMITTEE

Membership

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

A GAA member of Council appointed by the President

Chair of Council

Chair, Academic Programs Committee of Council or APC committee designate*

Chair, Planning and Priorities Committee of Council or PPC committee designate*

Ex Officio Members (non-voting)

University Secretary

President

Student members (non-voting unless the appointed member is a member of Council)

GSA President or designate

USSU President or designate

*Should the chair of this committee not be a member of Council, a committee designate who is a member of Council will be named.

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 the University Secretary (or designate) on matters relating to faculty councils and University Council elections.

- 6) 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.
- 7) Nominating the members and chair of the Nominations Committee of Council to University Council.
- 8) Providing advice to the Chair of Council on the role of the Chair.
- 9) 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.
- 10) 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*.
- 11) 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.
- 12) 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.
- 13) 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.

IV. EXECUTIVE COMMITTEE

Membership

Chair of Council, who shall be Chair

Vice-Chair of Council

Chairs of Council Committees

Ex Officio Members (non-voting)

University Secretary

President

Committee Coordination

Governance Office

The Executive Committee is responsible for:

- 1) Setting the agenda for Council meetings.
- 2) Receiving and determining the disposition of written motions from individual members of Council. The Executive Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Executive Committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) 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.

V. NOMINATIONS COMMITTEE

Membership

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)

President

Chair of Council

Committee Coordination

Governance Office

The Nominations Committee is responsible for:

- 1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council or the GAA to serve on other committees on which Council or GAA representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council committees as required.
- 5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.
- 6) Nominating individuals to serve on search and review committees for senior administrators.
- 7) Designating individuals to act as representatives of a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Notes:

- (a) Members of the Nominations Committee will be permitted to serve on other Council committees.
- (b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following

committees: Academic Programs Committee or Planning and Priorities Committee.

- (c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.
- (d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
- (e) The Nominations Committee will solicit nominations widely from Council and the General Academic Assembly.
- (f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider regular turnover, the composition of committee membership, and the alignment of Council terms.
- (g) The Nominations Committee will nominate term replacements for Council Committee members taking sabbatical, administrative or other leaves of greater than six months, equivalent to the length of the leave. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame.
- (h) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.
- (i) In nominating individuals to Council and other university committees, a full consideration will be given to achieve equity, diversity, and inclusion in representation. The Nominations Committee of Council will revise and adapt its approach to fulfilling this commitment on a regular basis.

VI. PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by Council

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

One Sessional Lecturer*

Ex Officio Members

Provost and Vice-President, Academic or designate

Vice-President, Administration and Chief Operating Officer or designate

Vice-President, Research or designate

Vice-Provost, Indigenous Engagement or designate

Chief Financial Officer, Office of the President (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers (Non-voting members)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Committee, and in consultation with the Governance Office.

*If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.

Committee Coordination

Governance Office

Quorum for Planning and Priorities Committee meetings is 40%, with at least five members (majority) of the General Academic Assembly as appointed by Council.

The Planning and Priorities Committee (PPC) is responsible for:

- 1) Recommending and reporting to Council on university wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration.
- 2) Undertaking the review and recommending to Council on:
 - (a) Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.
 - (b) Community engagement plans & priorities.
 - (c) Matters referred to it from other committees.

- (d) Establishment and disestablishment (including through amalgamation or separation) of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council.
 - (e) Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university.
 - (f) Affiliation or federation with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council.
- 3) Review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or Board, such as:
- (a) Main elements of the comprehensive budget.
 - (b) Budgetary implications of government funding requests.
 - (c) Operating and capital budgetary matters, including infrastructure and space allocation issues.
 - (d) Administrative structural changes and reorganizations.

The Planning and Priorities Committee will report to Council on the general nature of the feedback and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.

- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 5) Balancing academic and fiscal concerns in forming its recommendations.
- 6) Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the Committee.

Centre's Subcommittee

The mandate of the PPC Standing Subcommittee on Centres is:

- (a) To facilitate the creation of new centres
- (b) To monitor adherence to the Centres Policy
- (c) To develop and review the Centres Policy and Guidelines
- (d) To oversee the establishment and disestablishment of centres
- (e) To maintain a list of active centres
- (f) To report on and bring recommendations on these issues to PPC

Membership on this subcommittee will be drawn from the Academic Programs (1), Planning and Priorities (2) and Research, Scholarly and Artistic Works (1) Committees of Council, the offices of the provost, vice-president administration, and vice-president research, centre directors, and will be supported by the Governance Office.

VII. RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

One of the nine members will be an Assistant or Associate Dean with responsibility for research.

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

Ex Officio Members

Vice-President, Research

Dean of the College of Graduate and Postdoctoral Studies

Dean of the University Library or designate

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers (non-voting)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

Committee Coordination

Governance Office

The Research, Scholarly, and Artistic Work Committee is responsible for:

- 1) Recommending to Council on issues and strategies to support research, scholarly, and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly, and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President, Research on community engagement and knowledge translation activities related to research, scholarly, and artistic work.
- 4) Providing advice to the Vice-President, Research and reporting to Council on issues relating to the granting agencies that provide funding to the University.
- 5) Providing advice to the Vice-President, Research, the Vice-Provost, Teaching, Learning, and Student Experience, and the Dean of the College of Graduate and Postdoctoral Studies on the contributions of undergraduate and graduate students and postdoctoral fellows to the research activity of the University.

- 6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly, or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.
- 7) Receiving annual reports from the Vice-President, Research and the Dean of College of Graduate and Post-Doctoral Studies.
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.
- 9) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

VIII. SCHOLARSHIPS AND AWARDS COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Vice-President, Academic of the USSU

Vice-President, Finance of the GSA

An Indigenous representative from the Office of the Vice-Provost Indigenous Engagement

Ex Officio Members

Provost and Vice-President, Academic or designate

Dean of the College of Graduate and Postdoctoral Studies or designate

Vice-Provost, Students and Learning or designate

Vice-President, University Relations or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers (non-voting)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

Committee Coordination

Office of the Registrar

The Scholarships and Awards Committee is responsible for:

- 1) Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- 3) Granting awards, scholarships, and bursaries that are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) 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.

IX. TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be some expertise in Indigenous teaching and learning. Normally one of the five members of Council will be appointed Chair of the Committee.

One Sessional Lecturer*

One graduate student appointed by the GSA

One undergraduate student appointed by the USSU

Vice-Provost, Students and Learning or designate

Ex Officio Member (non-voting)

President

Chair of Council

Resource Officers (non-voting)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

*If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.

Committee Coordination

Governance Office

The Teaching, Learning and Academic Resources committee is responsible for

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities Committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan integrated plans.
- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

- 5) The Committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

X. JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Membership

Provost & Vice-President, Academic or designate (chair)

One member of Council appointed by Council

One member of the Board of Governors appointed by the Board

One member of the Research, Scholarly and Artistic Work Committee appointed by Council;

University Secretary or designate;

Vice-President, Research or designate;

Vice-President, University Relations or designate;

Vice-President, Administration and Chief Operating Officer or designate

Committee Coordination

Office of the Vice-Provost, Faculty Relations

The Joint Committee on Chairs and Professorships is responsible for:

- 1) Developing and reviewing procedures and guidelines relating to the establishment, funding, and ongoing administration of chairs at the University of Saskatchewan.
- 2) Receiving and reviewing proposals for the establishment of all chairs and Professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity.
- 3) Recommending to Council the approval of proposed chairs, and subsequently recommending to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time-to-time.
- 4) Receiving notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*.
- 5) Submitting an annual report to Council and the Board on the activities of the Joint Committee on Chairs and Professorships.

PART THREE- COUNCIL REGULATIONS

Introduction

Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under *The University of Saskatchewan Act, 1995*, (hereinafter referred to as “the Act”), the authority over these academic regulations was transferred to Council.

Specific instances where procedures are mandated by the Act are identified.

I. DEGREES, DIPLOMAS AND CERTIFICATES

1. Degrees

The following degrees are authorized by Council to be granted by the University:

Graduate Level

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

Master of Agriculture (M.Agr.)

Master of Arts (M.A.)

Master of Business Administration (M.B.A.)

Master of Chemical Risk Assessment (M.R.A.)

Master of Clinical Pharmacy (M.C.P.)

Master of Education (M.Ed.)

Master of Engineering (M.Eng.)

Master of Environment and Sustainability (M.E.S.)

Master of Fine Arts (M.F.A.).

Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.)

Master of Indigenous Land-Based Education (M.I.L.B.E.)

Master of International Public Management and Administration (M.I.P.M.A.)

Master of Laws (LL.M.)

Master of Mathematics (M.Math.)

Master of Music (M.Mus.)

Master of Nursing (M.N.)

Master of Physical Therapy (M.P.T.)

Master of Professional Accounting (M.P.Acc.)

Master of Public Administration (M.P.A.)

Master of Public Health (M.P.H.)

Master of Public Policy (M.P.P.)

Master of Scholarship in Teaching and Learning (M.SoTL.)

Master of Science (M.Sc.)

Master of Sustainability (M.Ss.)
Master of Veterinary Science (M.Vet.Sc.)
Master of Water Security (M.W.S.)

Combined Degrees

Doctor of Pharmacy (Pharm.D.) and Master of Business Administration (M.B.A.)
Juris Doctor (J.D.) and Master of Business Administration (M.B.A.)

Undergraduate Level

Bachelor of Arts and Science (B.A.&Sc.)
Bachelor of Arts and Science Honours (B.A.&Sc.)
Bachelor of Arts Three-year (B.A.)
Bachelor of Arts Four-year (B.A.)
Bachelor of Arts Honours (B.A.)
Bachelor of Commerce (B.Comm.)
Bachelor of Education (B.Ed.)
Bachelor of Fine Arts Honours (B.F.A.)
Bachelor of Music (B.Mus.)
Bachelor of Music Honours (B.Mus.)
Bachelor of Music in Music Education [B.Mus.(Mus.Ed.)]
Bachelor of Science Three-year (B.Sc.)
Bachelor of Science Four-year (B.Sc.)
Bachelor of Science Honours (B.Sc.)
Bachelor of Science in Agribusiness [B.Sc.(Agbus.)]
Bachelor of Science in Agriculture (B.S.A.)
Bachelor of Science in Animal Bioscience [B.Sc.(An.Biosc.)]
Bachelor of Science (Biomedical Science) Three-Year [B.Sc. (BMSC) Three-Year]
Bachelor of Science (Biomedical Science) Four-Year [B.Sc. (BMSC) Four-Year]
Bachelor of Science (Biomedical Science) Honours [B.Sc. (BMSC) Honours]
Bachelor of Science in Dental Hygiene [B.Sc.(DH)]
Bachelor of Science in Dental Therapy [B.Sc.(DT)]
Bachelor of Science in Dentistry [B.Sc.(Dent.)]
Bachelor of Science in Engineering (B.E.)*
Bachelor of Science in Food and Nutrition [B.Sc.(F&N)]
Bachelor of Science in Food Industry Management [B.Sc.(FIM)]
Bachelor of Science in Kinesiology [B.Sc.(Kin.)]
Bachelor of Science in Nursing (B.S.N)
Bachelor of Science in Nutrition [B.Sc.(Nutr.)]
Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)]
Doctor of Dental Medicine (D.M.D.)
Doctor of Medicine (M.D.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Veterinary Medicine (D.V.M.)
Juris Doctor (J.D.)

Combined Degree

Bachelor of Science Kinesiology/Bachelor of Education Combined Degree [B.Sc.(Kin.)/B.Ed.]

2. Honorary Degrees

The following Honorary degrees are authorized by Senate to be granted by the University:

Doctor of Laws, honoris causa - LL.D.

Doctor of Science, honoris causa - D.Sc.

Doctor of Letters, honoris causa - D.Litt.

3. Degree-Level Diplomas and Certificates

The following Degree-Level Certificates and Diplomas are authorized by Council to be granted by the University:

Graduate Level

Postgraduate Diploma

Postgraduate Degree Specialization Certificate

Graduate Certificate in Climate Change, Vulnerability Assessment, and Adaptation Action

Graduate Certificate in Community Energy Finance and Planning

Graduate Certificate in Economic Analysis for Public Policy

Graduate Certificate in Energy Transitions

Graduate Certificate in Environmental Planning

Graduate Certificate in Foundations for Registered Nurse Specialty Practice

Graduate Certificate in Governance Foundations for Sustainability

Graduate Certificate in Hydrology

Graduate Certificate in Improving Teaching and Learning in Health Professions Education

Graduate Certificate in Indigenous Nation-Building

Graduate Certificate in Leadership

Graduate Certificate in Non-Profit Management

Graduate Certificate in One Health

Graduate Certificate in Public Management

Graduate Certificate in Public Policy Analysis

Graduate Certificate in Quality Teaching in Health Professions Education

Graduate Certificate in Rotating Small Animal Veterinary Internship

Graduate Certificate in the Scholarship of Teaching and Learning

Graduate Certificate in Science and Innovation Policy

Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector

Graduate Certificate in Specialty Internship in Veterinary Internship

Graduate Certificate in Substance Use Health and Wellbeing

Graduate Certificate in Sustainable Water Management

Graduate Certificate in Sustainability Solutions
Graduate Certificate in Veterinary Diagnostic Pathology
Graduate Certificate in Water Resources
Graduate Certificate in Water Science

Undergraduate Level

Aboriginal Teacher Associate Certificate
Certificate in Advanced French Language and Culture
Certificate in Advanced Studio Art
Certificate in Applied Gender Justice
Certificate in Astronomy
Certificate in Biological Research
Certificate in Business
Certificate in Catholic Studies
Certificate in Classical and Medieval Latin
Certificate in Computing
Certificate in Creative Writing
Certificate in Criminology and Addictions
Certificate in Early Childhood Education
Certificate in Entrepreneurship
Certificate in Ethics, Justice, and Law
Certificate in Formal Reasoning
Certificate in Foundations of Drama
Certificate in Foundations of Studio Art
Certificate in French-English Translation
Certificate in Geology Fundamentals
Certificate in Geomatics
Certificate in Global Health
Certificate in Global Studies
Certificate in Hard Rock Geoscience
Certificate in Indigenous Governance and Politics
Certificate in Indigenous Languages
Certificate in the Study of Indigenous Storytelling
Certificate in Indigenous Studies
Certificate in Intermediate French Language and Culture
Certificate in Intermediate Studio Art
Certificate in Japanese Language and Culture
Certificate in Jazz
Certificate in Jewish and Christian Origins
Certificate in Labour Studies
Certificate in Mathematical Modelling
Certificate in Medical Language
Certificate in Music and Wellbeing
Certificate in One Health

Certificate in Peace Studies
Certificate in Precision Agriculture
Certificate in Professional Communication - Leadership and Negotiation
Certificate in Professional Communication - Persuasive Communication
Certificate in Professional Communication - Technical and Professional Writing
Certificate in Politics and Law
Certificate in Practical and Applied Arts
Certificate in Quantitative Geosciences
Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
Certificate in Religious Literacy
Certificate in Secondary Technical Vocational Education
Certificate in Sedimentary Geography
Certificate in Spanish Language and Culture
Certificate in Speech Development and Diversity
Certificate in Statistical Methods
Certificate in Sustainability
Certificate in Technological Innovation
Certificate in Technical Innovation - Leading Innovative Teams
Certificate in Technical Innovation - New Product Market
Certificate in Ukrainian Studies
Certificate in Urban Design
Certificate in Water Science
Certificate in wîcêhtowin Theatre
Certificate of Leadership in Post-Secondary Education
Indigenous Business Administration Certificate
Internationally Educated Teachers Certificate
Kanawayiketaytan Askiy Certificate
Post-Degree Specialization Certificate
Post-Degree Certificate in Career and Guidance Studies
Post-Degree Certificate in English as an Additional Language
Post-Degree Certificate in Education: Special Education

Diplomas

Diploma in Agribusiness
Diploma in Agronomy
Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance - K.A.I.L.G.
Kanawayihetaytan Askiy Diploma in Indigenous Resource Management – K.A.I.R.M.

4. Non-Degree Level Certificates

The following Non-Degree Level Certificates are authorized by the Provost and Vice-president Academic to be granted by the University:

Certificate in Dental Assisting
Certificate in English for Academic Purposes
Prairie Horticulture Certificate
Graduate Certificate in Teaching Preparation
Graduate Pathways Certificate
Graduate Professional Skills Certificate
STEM Accelerator Certificate

5. Community Level Certificates

The following Community Level Certificates are authorized by the Dean of a college (after consultation with the Provost and Vice-president Academic) to be granted by the University:

Master Gardener Certificate
Certified Crop Science Consultant
Arts and Artisanhip Certificate

6. Microcredentials

The following microcredentials are authorized by the Dean of a college (after consultation with the Provost and Vice-president Academic) to be granted by the University:

Foundations in Science Communication
Fundamentals of Collaborative Research

II. AWARDING DEGREES, CERTIFICATES and DIPLOMAS

Degrees, Certificates and Diplomas may be conferred at the annual meeting of Convocation or at any other meeting of Convocation. The formal admission of candidates to degrees, certificates and diplomas shall, in the absence of the Chancellor, be made by the President (Vice-Chancellor), or by a member of the Council, appointed for that purpose.

Degrees may be conferred upon persons in absentia.

III. CANCELLATION OF DEGREES

Council may revoke the degree or degrees, diplomas, certificates and distinctions of the university and all privileges connected therewith of any holder of the same for cause or where the conduct of the holder, in the opinion of Council and following due process under the Academic Misconduct regulations, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by that person without further examination.

IV. UNIVERSITY SCHOLARSHIPS

Under section 61(1)(d) of the *Act*, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49(1)(i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.

V. THE ESTABLISHMENT OF COLLEGES, SCHOOLS AND DIVISIONS

1. In the University the following Colleges and Schools shall be established, namely:

- The College of Arts and Science
- The College of Agriculture and Bioresources
- The College of Law
- The College of Engineering
- The College of Pharmacy and Nutrition
- The College of Education
- The Edwards School of Business
- The College of Graduate and Postdoctoral Studies
- The College of Medicine
- The Western College of Veterinary Medicine
- The College of Dentistry
- The College of Kinesiology
- The College of Nursing
- The Johnson Shoyama Graduate School of Public Policy
- The School of Public Health
- The School of Environment and Sustainability

(a) Within the College of Medicine, and subject to its oversight, the following school and program shall be established:

The School of Rehabilitation Science

(b) Within the College of Engineering, and subject to its oversight, the following school shall be established:

The School of Professional Development, College of Engineering

(c) Within the College of Arts and Science, and subject to its oversight, the following school shall be established:

The School for the Arts

2. In the University the following Departments and Divisions shall be established, and such other departments as may from time to time be authorized by the Board on the recommendation of Council:

Agriculture and Bioresources

Departments

Animal and Poultry Science

Agricultural and Resource Economics
Food and Bioproduct Sciences
Plant Sciences
Soil Science

Arts and Science

Departments

Anthropology
Art and Art History
Biology
Chemistry
Computer Science
Drama
Economics
English
Geography and Planning
Geological Sciences
History
Indigenous Studies
Languages, Literatures and Cultural Studies
Linguistics
Mathematics and Statistics
Music
Philosophy
Physics and Engineering Physics
Political Studies
Psychology and Health Studies
Sociology

Edwards School of Business

Departments

Accounting
Finance and Management Science
Human Resources and Organizational Behaviour
Management and Marketing

Dentistry

No departments

Education

Departments

Curriculum Studies
Educational Administration
Educational Foundations
Educational Psychology and Special Education

Engineering

Departments

- Chemical and Biological
- Civil, Geological and Environmental
- Electrical and Computer
- Mechanical

Divisions

- Division of Biomedical Engineering

Kinesiology

No departments

Law

No departments

Medicine

Departments

- Anesthesiology
- Biomedical Sciences
 - Anatomy, Physiology and Pharmacology
 - Biochemistry, Microbiology and Immunology
- Community Health and Epidemiology
- Emergency Medicine
- Family Medicine
- Medical Imaging
- Medicine
- Obstetrics and Gynecology
- Oncology
- Ophthalmology
- Pathology and Laboratory Medicine
- Pediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Surgery

Divisions

- Continuing Professional Development
- Division of Social Accountability

Nursing

No departments

Pharmacy and Nutrition

Divisions

- Pharmacy
- Nutrition

Veterinary Medicine

Departments

Large Animal Clinical Sciences
Small Animal Clinical Sciences
Veterinary Biomedical Sciences
Veterinary Microbiology
Veterinary Pathology

3. Under section 49 (1)(k) and (l) of the *Act*, the Board of Governors may provide for the establishment or disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council.
4. Under section 49(1)(l), the Board may provide for the disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council on academic grounds. If the Board considers disestablishment necessary because of financial exigency, section 49(2) requires the Board to consult with Council, and section 49(3) restricts implementation of the decision until (a) the Board has reported the decision to Council, and (b) Council has advised the Board respecting the effect of the decision on the academic program of the university or 60 days have passed from the date the Board reported the decision to the Council, whichever is earlier.
5. Under section 62(3)(c), a decision of Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
6. Under section 23(j), Senate may receive proposals respecting the establishment of any college, school, department, or institute and recommend to the Board and the Council whether or not it should be established. Under section 23(l), Senate may consider and recommend to the Board and the Council whether or not any college, school, department or institute should be disestablished because of lack of relevance to the province.

VI. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

Faculty Councils of all colleges and schools shall include the following (*denotes non-voting members):

- (a) The President of the University*
- (b) The Provost and Vice-President, Academic* or designate
- (c) The Vice-President, Research*
- (d) The Vice-President, Administration and Chief Operating Officer*
- (e) The Vice-President, University Relations*
- (f) The Vice-Provost, Students and Learning*

- (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*
- (p) Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the college of

The individual College and School Faculty Council memberships are comprised of the members listed above and those specified in their respective Faculty Council Bylaws available at:

<https://governance.usask.ca/governance/governing-documents.php>

The University Secretary, or an assigned deputy, shall act as Secretary of each Faculty Council.

2. Roles and Responsibilities of the Faculty Councils

The Faculty Council of each college or school, subject to the provisions of the *Act*, the Bylaws of University Council and the general control of University Council, shall have charge of matters of scholarship and discipline.

- (a) Among the duties delegated by University Council to the faculty councils are the following:
 - I. To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
 - II. To establish and report to University Council on the number of students who may be admitted to a college or program of study and to report to University Council on the number of students admitted each year;
 - III. To make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
 - IV. To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
 - V. Subject to University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and

- programs offered by the college or the school;
- VI. To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions;
 - VII. To approve candidates for degrees, diplomas and certificates;
 - VIII. To approve candidates for scholarships, prizes, and other awards and honours;
 - IX. To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct;
 - X. To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.
- (b) The Chair or the Secretary of the Faculty Council of any college or school shall transmit to University Council for consideration and review all matters which belong to the care of University Council or which from their nature concern more than one college or school.
- (c) Each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by University Council to the Faculty Councils, either in accordance with these Bylaws or through policies approved by University Council, may not be further delegated without the permission of University Council.
- (d) Each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the faculty council. A copy of the proceedings shall, upon request, be furnished by its Secretary to the Chair of University Council and/or to the President of the University.

VII. PROGRAMS OF STUDY

Under section 61(1)(f) of the *Act*, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.

Each college or school Faculty Council shall prepare its program or programs of study, including the curriculum for any degree of that college or school, and shall submit them to Council for approval under regulations established for that purpose by Council. Upon the approval of Council, they may be published and go into effect.

VIII. ENROLMENT MANAGEMENT

The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to colleges, schools and departments, in consultation with the University Registrar and Vice-Provost, Students and Learning, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.

Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to colleges and schools the management of enrolment in accordance with the approved plan.

IX. ADMISSION OF STUDENTS

Under section 61(1)(i) and (l) of the *Act*, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the *Act*, Council will approve admission qualifications for all programs. Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.

1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.
2. In accordance with these regulations, Council may delegate to Faculty Councils and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.

X. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS

Under section 61(1)(g) and (j) of the *Act*, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.

1. The examiners of the University shall be:
 - (a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University;
 - (b) Such other Lecturers or teachers of the University as Council may appoint;
 - (c) By delegation from Council, such adjunct faculty, professional affiliates, Professors emeriti and external and independent examiners, not included in (a) or (b), as the College of Graduate and Postdoctoral Studies may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas.

2. Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. Such policies, regulations and procedures may include delegation of authority by Council and shall be published and made available to students.
3. Section 23(g) of the *Act* authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the University or any of its agencies is required or authorized by any act to do so.

XI. AFFILIATION AND FEDERATION

1. Under section 61(1)(e) of the *Act*, Council has the power to authorize the Board to provide for affiliation or federation with any educational institution, or the dissolution of any affiliation or federation with any educational institution. Under 62(3)(d), a decision to authorize the dissolution of any affiliation or federation is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
2. Under 23(k) and (l), the Senate may receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the Board and Council whether or not the proposed affiliation or federation should be made. Senate may also consider and recommend to the Board and Council whether or not any affiliation or federation should be dissolved because of lack of relevance to the province.
3. Principles for federation and affiliation with the University of Saskatchewan, which are representative of the current relationships with federated and affiliated colleges, and are the basis for considering future requests, are as follows.
 - (a) Relationships of affiliation or federation should be based on academic interests shared by the University and the candidate institution. Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.
 - (b) Relationships of affiliation or federation should be based on shared support for the University's vision, mission and values. The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the University cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held

by the University and the vision it has adopted.

- (c) The University should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution. Though the University should not enter into relationships of affiliation or federation on terms that undermine the stated vision, mission and values of the institution, the University should not demand that an affiliated or federated institution conform in all respects to the University's established practices and procedures. The rationale for creating relationships of affiliation or federation is in part that the University is enriched by the distinctive perspectives brought by the partner institutions.
- (d) The significant elements of a relationship of affiliation or federation should be reflected, insofar as possible, in written agreements. Though strong partnerships are marked by flexibility, informality and vigorous personal connections, it is important that the basic terms to which the partners have agreed are clearly documented in writing.
- (e) Consideration should be given to the reciprocal contributions that can be made by the university and the candidate institution. Though the University is likely to be the larger partner in these relationships, the formation of the partnership should take into account fully the contributions both parties can make to the lives of their respective institutions.
- (f) Provision should be made for regular review of the relationship with the candidate institution. The potential for refreshing and reforming the relationship should be provided for through a regular cycle of reviews. Academic institutions are not stagnant, and their relationships should be examined on occasion to ensure that the goals for the partnerships are being met effectively.
- (g) Consideration should be given to developing clear pathways for students between programs offered by the university and the candidate institution. In keeping with the obligation of post-secondary institutions to support the career aspirations of their students, the question of whether a relationship of affiliation or federation provides an opportunity to establish academic pathways or ladders for students should be a factor in defining the relationship.
- (h) Consideration should be given to the role the candidate institution might play in the governing bodies of the university. *The University of Saskatchewan Act 1995* provides that affiliated and federated institutions have representation on both Council and the Senate. The partners should consider how this opportunity to participate in university governance can be most effectively deployed. A Council of Affiliated and Federated Institutions (CAFI) will be established to that effect.
- (i) Consideration should be given to whether an alternative form of partnership might be more appropriate. Given the involvement of affiliated and federated institutions in

University governance, it is clearly contemplated that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other forms of relationship that are more appropriate.

- (j) The academic standards and integrity of the candidate institution should be a factor in determining whether the university will enter into a relationship of affiliation or federation. It is important to the university that any candidate institution be able to demonstrate standards of academic attainment and institutional integrity that will be consonant with the level of expectation to which the University holds itself.

4. Affiliation

- (a) The aim of affiliation is to associate with the University for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized as of university grade by Council of the University, where such association is of mutual benefit to the University and the institution seeking affiliation.

- (b) The following theological colleges are affiliated with the University:

College of Emmanuel and St. Chad
Lutheran Theological Seminary
St. Andrew's College
Horizon College and Seminary
Briercrest Bible College and Biblical Seminary

- (c) The requirements for the affiliation and continued affiliation of theological colleges with the University are:
 - i. That the theological college may offer at least three courses for which credit is given by the University toward a degree.
 - ii. That the normal admission requirements of the theological college be at least equal to those of the University.
 - iii. That students who receive the graduation diploma of the college shall normally have a minimum of one year of Arts credit other than theological options beyond senior matriculation.
 - iv. That the qualifications of the faculty including graduate work, the expected proportion of holders of PhDs on the faculty, and the adequacy of the library facilities be approved by Council of the University.
 - v. That, except in cases of emergency as recognized by Council of the University, the minimum number of full-time students who qualify under regulation (b) above be not less than an average of twelve students per year over any or every period of three consecutive years.
 - vi. That, the course of studies leading to the graduate diploma of the college should normally require a period of at least three academic years for completion.

- vii. That an institution which is seeking affiliation with the University of Saskatchewan must institute tenure provisions acceptable to the University but not necessarily equivalent to the University academic tenure regulations.

- (d) Gabriel Dumont College of Metis Studies and Applied Research is an Affiliated College with the University.
- (e) St. Peter's College is an Affiliated College with the University.

St. Peter's College

Students taking courses at St. Peter's College for university credit must be admitted to the University of Saskatchewan as well as to St. Peter's College. For work done in St. Peter's College, the University may give credit provided that the following conditions are met:

- I. That the courses to be credited to the University are considered by the University to be equivalent in quality to its own courses.
- II. That the offering of each course and the appointment of its instructor are approved by the appropriate official of the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- III. That the library and other facilities of the College for a given course are judged adequate by the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- IV. That the final examinations are conducted by examiners appointed or accepted by the University in accordance with university examination regulations; that the examination papers are approved in advance by the University department, faculty, or school concerned, which may also review the marked answer papers before the final results are reported to the University Registrar and Director of Student Services.
- V. That an upper-year student of the University is permitted to register at the College only part-time i.e. for a maximum of two full courses.
- VI. That a student may not receive credit for more than two years (10 courses) of work at the College, of which not more than one year (5 courses) may consist of upper-year courses.
- VII. Colleges which have been or shall be recognized by Council as federated colleges of the University shall be considered to be in affiliation with the University.

5. Federation

- (a) The requirements for recognition as a federated college of the University shall include the following:
 - i. The College must be authorized by the University to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science.

- ii. The members of the College teaching staff, teaching the above University courses or classes, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized.
- iii. The College must be situated on or adjacent to the campus at Saskatoon.

(b) St. Thomas More College is a Federated College with the University.

St. Thomas More College, Saskatoon

St. Thomas More College, Saskatoon, which is hereinafter referred to as the College, shall be recognized as a federated college upon the following terms and conditions:

The officers and faculty of the College, as indicated, are entitled to full membership with power to vote, on the following academic bodies:

The Senate: The President to be a member.

The General Academic Assembly: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors to be members.

The Council: either two elected representatives, or the Dean and one elected representative.
The President to be a non-voting member.

The Faculty Council of the College of Arts and Science: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors teaching courses recognized for the B.A. or B.Sc. degrees to be members.

Students enrolled in the College who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students, provided the fees required for such courses have been paid. Students enrolled in the University may, with the permission of the College, take courses in the College recognized for the B.A. and B.Sc. degrees provided that the fees required for such courses have been paid. The conditions will apply provided the same tuition fee is required by both the College and the University.

The foregoing provision with regard to the tuition fee for the Arts and Science courses applies to the pre-professional courses.

All students enrolled in a professional college or school must pay the University the full tuition fee required for each year of the professional program, though the University may grant credit for any course or courses taken in the College and accepted by the College of Arts and Science for the corresponding course required in a professional program.

Academic appointments to and promotions within the College shall be made by the Board of Governors of the College, on the recommendation of the President of the College but prior to making such appointments or promotions, the President of the College shall secure the approval of the President of the University.

The University will recognize the instruction given by the College in subjects in the divisions of the humanities and social sciences, and such other subjects as may from time to time be agreed upon with the College of Arts and Science, or other appropriate college, provided that the instruction is given by competent teachers and that the work done in each course is equivalent in extent and standards to that given by the University. This equivalence is to be determined by the Head of the Department in the College and the Head of the Department in the University working out in cooperation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations to their mutual satisfaction or, in cases of difficulties, to the satisfaction of the President of the University.

The University shall confer the B.A. or B.Sc. Degree on such students of the College as have satisfied the requirements prescribed by the University for admission and for the B.A. or B.Sc. curriculum.

AGENDA ITEM NO: 10.3

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
ITEM FOR INFORMATION**

PRESENTED BY: Vicki Squires; Member, Governance Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **Number of student appeals from 2023-24**

CONTEXT AND BACKGROUND:

The governance committee requested that the University Secretary, as a matter of course, report on the nature and number of student appeals under Council's regulations on Student Appeals in Academic Matters, as well as appeals of decisions related to Academic Misconduct.

SUMMARY:

1. Student appeals in academic matters

From May 1, 2023 to April 30, 2024 there were two applications for appeals in academic matters that were submitted to the University Secretary. One did not proceed to a hearing as the notice of appeal was submitted outside the 30-day limit for filing appeals. The other proceeded to a hearing and the appellant was successful.

This consistent with the number of appeals filed in 2022-23, when there were also two applications for appeal received.

2. Appeals of decisions related to academic misconduct

From May 1, 2023 to April 30, 2024 there were fourteen applications for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations. This compares to just three applications for appeal received from May 1, 2022 to April 30, 2023. Of the fourteen applications received, all but one were denied as the applicant did not present valid grounds of appeal or the appeal was filed outside of the 30-day appeal period. One appeal went forward to an appeal board and was dismissed.

Under Council's regulations on student misconduct, allegations of academic misconduct are heard first at the college level.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **Annual Report to Council**

COUNCIL ACTION: **For Information Only**

INTRODUCTION

The governance committee reports regularly to Council on changes to the Council Bylaws, changes to the membership of faculty councils, and the number of student appeals under Council's regulations governing academic misconduct and academic appeals. During 2023-24, the committee met monthly and completed a substantial amount of work on Council Bylaws and other items noted below.

TERMS OF REFERENCE

- 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 the University Secretary (or designate) on matters relating to faculty councils and University Council elections.
- 6) 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*.
- 7) Nominating the members and chair of the Nominations Committee of Council to University Council.

- 8) Providing advice to the Chair of Council on the role of the Chair.
- 9) 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.
- 10) 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*.
- 11) 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.
- 12) 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.
- 13) 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.

MEMBERSHIP

| | | | |
|-------------------------|---------------------------|----------------------------|------|
| Roy Dobson (Chair) | Council Member | Pharmacy and Nutrition | 2025 |
| Marjorie Delbaere | Chair, University Council | Edwards School of Business | 2025 |
| Susan Detmer | Council Member | WCVM | 2026 |
| Nadeem Jamali | Council Member | Arts and Science | |
| Vicki Squires | Chair of PPC | Education | 2024 |
| Rachel Sarjeant-Jenkins | President's Designate | Library | 2026 |

Student Members (non-voting):

| | |
|--------------|-------------------------|
| Ishita Mann | USSU (President) |
| Kayla Benoit | GSA (Interim President) |

UNIVERSITY COUNCIL ITEMS

The committee presented the following items to University Council:

- For Decision:
 - College of Arts and Science Faculty Council Bylaws
 - College of Law Faculty Council Bylaws (twice)
 - Disestablishment of the Program Approval Support Team, Academic (PASTA) Subcommittee
 - Governance Terms of Reference (membership) Revisions
 - Nominations Committee Terms of Reference Revisions
 - PPC Terms of Reference (including membership) Revisions
 - Council Bylaw Election Revisions

- For Information:
 - Council Bylaw Editorial Changes
 - Report on Student Appeals 2023-24

OTHER ITEMS

The committee heard presentations and participated in discussions on the following items:

- Undergraduate Awards Policy Revisions
- Academic Misconduct Integrity Workforce
- Interpretation of Council Bylaws – Council elections
- Assessment Policy on Student Learning
- Revisions to Council committees' terms of reference for role clarity and consistency

ACKNOWLEDGEMENTS

I wish to thank our committee vice-chair, Rachel Sarjeant-Jenkins and all members of the committee for their time and effort. The contributions of all committee members, and their thorough preparation and guidance in committee matters throughout the year are appreciated. I am especially grateful for the strong input and support from the members of the Governance Office, specifically Julian Demkiw, University Secretary and Chief Governance Officer and Danielle Rudulier, Committee Coordinator.

Respectfully,
Roy Dobson, Chair, Governance Committee

UNIVERSITY COUNCIL
SCHOLARSHIPS AND AWARDS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Jason Perepelkin, Chair, Scholarships and Awards Committee

DATE OF MEETING: June 13, 2024

SUBJECT: Annual Report to Council: Undergraduate and Graduate Scholarships and Awards

COUNCIL ACTION: For Information Only

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

This report summarizes the activities of the Scholarships and Awards Committee for two overlapping time periods:

- | | |
|--------------|---|
| 1) 2023-2024 | Annual summary of centrally administered and college administered awards distributed to students |
| 2) 2023 | Calendar year description of Committee Activities |

The Committee has four responsibilities and this report outlines the Committee’s activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility.

The Student Finance and Awards Office disbursed approximately \$15.6 million in undergraduate student awards in 2023-2024 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. Most of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries).

DISCUSSION SUMMARY:

Part A – Undergraduate

Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.

This Committee last reported to University Council on May 30, 2023.¹ Since that time, the deybwewin | taapwaywin | tapwewin: Indigenous Truth policy has been implemented as the standard of verification

¹The May 30, 2023 Report to Council was based on data compiled **April 13, 2023**.

of Indigenous citizenship/ membership with respect to undergraduate student awards. The Committee had three regular meetings during the 2023 and 2024 calendar years. The Committee collectively reviewed 223 Best and Brightest Scholarship applications, selecting 17 recipients who were then offered awards valued between \$24,000 and \$40,000. The Committee also formed three subcommittees to select recipients for lower-valued awards with subjective criteria. At the January 25, 2024, meeting of Council, a revised version of the Undergraduate Awards Policy was approved, the culmination of extensive committee work.

Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.

The Awards Development Liaison, Student Finance and Awards, and Development Officers within University Relations and the respective colleges work with donors to establish new scholarships, bursaries, awards, and prizes, and revise Terms of Reference for previously existing awards. During the 2023-2024 fiscal year, the University of Saskatchewan signed Terms of Reference agreements to accept donations establishing 124 new awards for undergraduate students and 7 new awards for graduate students. Of the 124 undergraduate awards, 46 are merit-based, 27 are need-based, and 51 are a combination of merit and need. Of the 7 graduate awards, all are merit-based. The three new awards for Indigenous students are for undergraduates.

| New Awards (Graduate and Undergraduate) by College | |
|---|------------|
| Agriculture and Bioresources | 12 |
| Arts and Science | 12 |
| Dentistry | 3 |
| Education | 7 |
| Engineering | 7 |
| Edwards School of Business | 18 |
| Huskie Athletics | 7 |
| Law | 3 |
| Medicine | 12 |
| Pharmacy and Nutrition | 5 |
| Veterinary Medicine | 21 |
| Multi-College Awards | 14 |
| Graduate and Postdoctoral Awards | 7 |
| Indigenous Awards | 3 |
| Total New Awards | 131 |

Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

Entrance Awards

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.² There were two components to the Entrance Awards cycle in 2023-2024: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships based on their final Grade 12 marks.

² 18 credit units or less of transferable credit if they have attended another post-secondary institution.

Table 1 - Guaranteed Entrance Scholarship Distribution for 2023-2024³

| Award Tier | | Number of Recipients Paid | Total Value |
|--|---|---------------------------|--------------------|
| \$3,000 Guaranteed Entrance Scholarship (95% +) | | | |
| | Agriculture and Bioresources | 42 | \$126,000 |
| | Arts and Science | 356 | \$1,068,000 |
| | Education | 31 | \$93,000 |
| | Engineering | 110 | \$330,000 |
| | Edwards School of Business | 72 | \$216,000 |
| | Kinesiology | 52 | \$156,000 |
| | Total \$3,000 Guaranteed Entrance Scholarships | 769 | \$1,989,000 |
| \$2,000 Guaranteed Entrance Scholarships (93 - 94.9%) | | | |
| | Agriculture and Bioresources | 35 | \$70,000 |
| | Arts and Science | 191 | \$382,000 |
| | Education | 16 | \$32,000 |
| | Engineering | 58 | \$116,000 |
| | Edwards School of Business | 47 | \$94,000 |
| | Kinesiology | 32 | \$64,000 |
| | Total \$2,000 Guaranteed Entrance Scholarships | 379 | \$758,000 |
| \$1,000 Guaranteed Entrance Scholarships (90 – 92.9%) | | | |
| | Agriculture and Bioresources | 27 | \$27,000 |
| | Arts and Science | 271 | \$271,000 |
| | Education | 39 | \$39,000 |
| | Engineering | 65 | \$65,000 |
| | Edwards School of Business | 78 | \$78,000 |
| | Kinesiology | 36 | \$36,000 |
| | Total \$1,000 Guaranteed Entrance Scholarships | 516 | \$516,000 |
| \$500 Guaranteed Entrance Scholarships (85 – 89.9%) | | | |
| | Agriculture and Bioresources | 70 | \$35,000 |
| | Arts and Science | 396 | \$198,000 |
| | Education | 53 | \$26,500 |
| | Engineering | 95 | \$47,500 |
| | Edwards School of Business | 108 | \$54,000 |
| | Kinesiology | 29 | \$14,500 |
| | Total \$500 Guaranteed Entrance Scholarships | 583 | \$375,500 |
| Total Guaranteed Entrance Scholarships | | 2,313 | \$3,645,500 |

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious renewable entrance awards include the George and Marsha Ivany - President’s First and Best

³ Data as of April 19, 2024.

Scholarships, valued at \$40,000 over four years; the Chancellors' Scholarship, valued at \$30,000 over four years; the University of Saskatchewan Entrance Scholarship, valued at \$24,000 over four years; and the Dallas and Sandra Howe Entrance Award, valued at \$32,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2023-2024. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards⁴ may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2023-2024⁵

| | Number of Recipients | Total Value |
|--|----------------------|--------------------|
| University of Saskatchewan Funded Competitive Entrance Awards | | |
| Agriculture and Bioresources | 7 | \$65,500 |
| Arts and Science | 69 | \$499,000 |
| Education | 4 | \$25,500 |
| Engineering | 13 | \$99,500 |
| Edwards School of Business | 9 | \$68,000 |
| Kinesiology | 11 | \$81,500 |
| Total U of S Funded | 113 | \$829,000 |
| Donor Funded Competitive Entrance Awards | | |
| Agriculture and Bioresources | 25 | \$225,499 |
| Arts and Science | 54 | \$257,850 |
| Education | 16 | \$137,100 |
| Engineering | 40 | \$346,100 |
| Edwards School of Business | 11 | \$36,000 |
| Kinesiology | 6 | \$5,750 |
| Graduate Studies and Research ⁶ | 1 | \$20,000 |
| Total Donor Funded | 153 | \$1,028,269 |
| Total Competitive Entrance Awards | 266 | \$1,857,269 |

⁴ College-specific entrance award recipients are selected by the Student Finance and Awards Office but are reported in Table 8 - College Administered University of Saskatchewan Undergraduate Awards.

⁵ Rounded to the nearest dollar.

⁶ There is one entrance award administered by the Student Finance and Awards Office that is open to both undergraduate and graduate students.

Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 specific institutions targeted are offered Transfer Scholarships valued at \$2,500.

Table 3 - Transfer Scholarship Distribution for 2023-2024

| Transfer Average | Scholarship Amount | Number of Recipients Paid | Total Distributed |
|------------------------------------|--------------------|---------------------------|-------------------|
| Incentive Institution ⁷ | \$2,500 | 0 | \$0 |
| 85% + | \$2,000 | 36 | \$72,000 |
| 80-84.9% | \$1,500 | 23 | \$34,500 |
| 78-79.9% | \$1,000 | 9 | \$9,000 |
| TOTAL | | 68 | \$115,500 |

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units⁸ or more in 2022-2023 were eligible for the 2023-2024 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2023-2024.

⁷ Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briarcrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.

⁸ Students registered with Access and Equity Services (AES) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.

Table 4 – Centrally-Administered⁹ Continuing Awards Distribution for 2023-2024

| | Number | Total Value |
|--|--------------|--------------------|
| University of Saskatchewan Funded Continuing Awards | | |
| Agriculture and Bioresources | 55 | \$77,528 |
| Arts and Science | 713 | \$942,142 |
| Dentistry | 42 | \$56,082 |
| Education | 260 | \$269,134 |
| Edwards School of Business | 133 | \$179,666 |
| Engineering | 89 | \$189,868 |
| Kinesiology | 28 | \$47,441 |
| Law | 55 | \$86,055 |
| Medicine | 87 | \$111,645 |
| Nursing | 128 | \$186,920 |
| Pharmacy and Nutrition | 46 | \$76,750 |
| Western College of Veterinary Medicine | 64 | \$97,650 |
| Graduate Studies and Research ¹⁰ | 246 | \$144,133 |
| Total University of Saskatchewan Funded | 1,964 | \$2,464,996 |
| Donor Funded Continuing Awards | | |
| Agriculture and Bioresources | 27 | \$73,625 |
| Arts and Science | 137 | \$562,699 |
| Dentistry | 11 | \$12,500 |
| Education | 50 | \$229,349 |
| Edwards School of Business | 16 | \$70,700 |
| Engineering | 28 | \$108,150 |
| Kinesiology | 10 | \$40,025 |
| Law | 37 | \$82,500 |
| Medicine | 20 | \$45,700 |
| Nursing | 26 | \$102,849 |
| Pharmacy & Nutrition | 34 | \$108,000 |
| Western College of Veterinary Medicine | 27 | \$78,700 |
| Graduate Studies and Research ¹¹ | 22 | \$123,565 |
| Total Donor Funded | 445 | \$1,638,363 |
| Total Continuing Awards | 2,409 | \$4,103,359 |

⁹ Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Indigenous Achievement Book Prizes and Indigenous Students with Dependent Children Bursaries are paid in two installments and counted as such.

¹⁰ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students. This number also includes travel awards.

¹¹ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2022-2023, 130 applications were received. Twelve of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2021-2022 academic year was \$255,856. Eligible applicants received \$81.50 per credit unit they successfully completed, with a maximum award value of fees assessed in the academic year. The 2023-2024 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2022-2023 Distribution¹²

| Number of Recipients | |
|----------------------|------------|
| Undergraduate | 120 |
| Graduate | 19 |
| Total | 152 |

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2022-2023, there were 116 applications for the ASPA Tuition Reimbursement Fund. Six applicants were considered ineligible. Eligible applicants received partial tuition reimbursement for the credit units completed during the academic year of May 1, 2022-April 30, 2023. There was \$177,127 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$65 per credit unit they successfully completed. The total payout for tuition reimbursements in 2022-2023 was \$175,756.00. The 2023-2024 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2022-2023 Distribution¹³

| Number of Recipients | |
|----------------------|------------|
| Undergraduate | 91 |
| Graduate | 19 |
| TOTAL | 110 |

Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. There were eleven student appeals submitted to the

¹² The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2022-2023 academic year.

¹³ According to Article 12.4 of the old Collective Agreement (May 1, 2011 – April 30, 2014), “Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF.” Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. In May 2023, \$180,000 was received. The ASPA TRF is based on credit units completed in the 2022-2023 academic year.

Student Finance and Awards Office during the 2023-24 academic year, and in ten cases, the appellant was allowed to retain their award.

Additional Section 1: 2023-2024 International Master’s Degree Support Bursary

Although not under the purview of the Committee and not under the requirements of the Undergraduate Awards Policy, the International Master’s Degree Support Bursary was adjudicated and disbursed by the Student Finance and Awards office, and this information is included to provide an accurate picture of awards on campus. These awards were not funded by the and thus do not appear in Part B of this report, but were adjudicated in consultation with the College of Graduate and Postdoctoral Studies to ensure college requirements were met. 95 awards were given out, valued at \$2,000 each, for a total of **\$190,000..**

Additional Section 2: 2023-2024 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee except the requirement that they are created and disbursed in compliance with the Undergrad Awards Policy, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

Table 8 – College-specific Awards at the University of Saskatchewan 2023-2024 ¹⁴

| College | Total Payouts | Total Value |
|--|---------------|--------------------|
| Agriculture and Bioresources ¹⁵ | 221 | \$498,868 |
| Arts and Science ¹⁶ | 296 | \$624,147 |
| Dentistry | 1 | \$2,000 |
| Education | 217 | \$193,539 |
| Edwards School of Business ¹⁷ | 355 | \$812,676 |
| Engineering ¹⁸ | 298 | \$678,414 |
| Kinesiology | 12 | \$14,550 |
| Law | 219 | \$590,206 |
| Medicine | 90 | \$459,888 |
| Nursing | 69 | \$169,770 |
| Pharmacy and Nutrition | 79 | \$79,150 |
| Veterinary Medicine | 147 | \$346,748 |
| Huskie Athletics | 635 | \$885,006 |
| TOTAL | 2,639 | \$5,484,671 |

¹⁴ Number and values reported as of **April 13, 2023**. Totals are rounded to the nearest dollar.

¹⁵ Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.

¹⁶ Number does not include Indigenous Student Learning Community Award, as the fund is under the University Registrar Organization.

¹⁷ Numbers reported include the Edwards Undergraduate Scholarships and other Edwards-specific entrance awards administered by Student Finance and Awards.

¹⁸ Numbers include awards and values for College of Engineering entering and continuing awards administered by Student Finance and Awards.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Scott Bell, Vice-Chair, Nominations Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **Omnibus Committee Nominations**

DECISION REQUESTED: That Council approve the attached slate of nominations, effective July 1, 2024.

SUMMARY:

Each year, the Nominations Committee reviews the membership of various committees and submits a list of nominees to Council for approval. The attached report for Council's consideration and approval contains this year's nominees for the committees and panels required under the collective agreement between the Faculty Association and the University of Saskatchewan.

Through the Governance Office, the committee issued a call-for-interest to the General Academic Assembly, inviting volunteers to serve on committees. Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across the university, and prioritizes equity, diversity, and inclusion in representation. This prioritization of EDI principles is in line with the terms of reference for the Nominations Committee as set out in the Council Bylaws.

NEXT STEPS:

Sessional Lecturers will be nominated to Council committees in September once the Sessionals employee list is available. The vacancies on the Renewal and Tenure Appeals Committee will also be populated in the fall.

ATTACHMENTS:

2024-25 List of Collective Agreement Committee Nominees (nominees highlighted in yellow)

2024-25 List of Collective Agreement Nominees

University Review Committee

As per Article 15.8.4 of the collective agreement: "The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year."

Appointed Members:

| | | |
|---------------------|------------------------|-----------|
| Bishnu Acharya | Engineering | |
| Ralph Deters | Arts and Science | |
| Maha Kumaran | Library | |
| Marla Mickleborough | Arts and Science | |
| Shelley Peacock | Nursing | |
| Jason Perepelkin | Pharmacy and Nutrition | 2024-2027 |
| Gordon Sarty | Arts and Science | 2024-2027 |
| Lori Bradford | Engineering | 2024-2027 |
| Egan Chernoff | Education | 2024-2027 |

Ex Officio Members:

| | |
|-------------------------|--|
| Scott Walsworth (chair) | Provost and Vice-President Academic (or designate) |
|-------------------------|--|

Appeal Panel

As per Article 16.3.5.1 of the collective agreement: "An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership.... Membership shall be restricted to tenured faculty who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years."

The following people to be added to the Appeal Panel, with term lengths of three years unless indicated otherwise below:

- 1) Bill Biligetu
- 2) Catherine Boden
- 3) Jordan Cummings
- 4) Nazmi Sari
- 5) Harley Dickinson (two years)
- 6) Jill Hobbs
- 7) Ed Krol (two years)
- 8) Rein Lepnurm (one year)
- 9) Sabine Banniza
- 10) Haizhen Mou (two years)
- 11) Kaylani Premkumar
- 12) Jian Yang
- 13) Sherif Faried (two years)
- 14) Daniel MacPhee
- 15) Allyson Glenn
- 16) George Patrick
- 17) Jerry White
- 18) Maruti Uppalapati
- 19) Pei-Ying Lin
- 20) Susan Detmer
- 21) Alexey Shevyakov
- 22) Dwayne Moore
- 23) Venkatesh Meda

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Scott Bell, Vice-Chair, Nominations Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **2023/24 Nominations Committee Annual Report**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Nominations Committee works through the year to populate University Council, Collective Agreement, senior leader search and review, and other committees. Our mandate is to bring diverse and representative slates of nominees for these committees forward to Council. Including the nominations being proposed at this meeting of University Council, since September there have been a total of 115 nominations made by the Nominations Committee:

- 8 nominations for individuals to serve as chairs of various committees,
- 35 nominations to serve on University Council committees,
- 54 nominations to serve on committees required under the Collective Agreement, and
- 18 nominations to serve on search or review committees for senior administrators.

Following on the progress made last year, the Nominations Committee continued to prioritize and intentionally incorporate the principles of equity, diversity, and inclusion into our work. This included:

- Revising the terms of reference of the committee to provide make the commitment to EDI more robust and intentional.
- Working with Human Resources on understanding and incorporating the principles of EDI into our processes and recommendations.
- Creating a statement of practice for the committee on EDI (attached to this report).
- Soliciting EDI information from those interested in a committee appointment – this includes both demographic information and a personal statement on EDI.

With the help of the Governance Office, there has also been enhanced communications around the calls for interest in committee vacancies to better advertise the numerous ways to get involved.

Thank you to each of the other members of the committee: Veronika Makarova (chair), Jill Bally, Rachel Engler-Stringer, Reza Fotouhi, Pierre-Francois Noppen, Jaswant Singh, Keith Walker, and David Di Zhang. The discussions in committee were robust, constructive, and it was always clear there was a significant amount of passion in the room.

ATTACHMENTS:

Statement of Practice on Equity, Diversity, and Inclusion Nominations Committee of University Council

Statement of Practice on Equity, Diversity, and Inclusion Nominations Committee of University Council

This statement of practice elaborates on the Nominations Committee of Council's commitment to fully embrace and support the principles of equity, diversity, and inclusion (EDI).

In line with the terms of reference for the Nominations Committee, the committee is dedicated to achieving diversity and inclusion in representation through the nominations it makes to committees. The Nominations Committee's efforts of encouraging and creating diversity in university governance and decision making advances the goals and principles of the university's [Equity, Diversity, and Inclusion Policy](#).

The Nominations Committee is dedicated to removing barriers for those from diverse backgrounds and from equity-seeking groups to be involved in collective decision making. In their deliberations about candidates' nominations to serve on university committees, all possible actions will be taken to provide opportunities for the meaningful inclusion of people from all groups, including but not limited to:

- Indigenous people: inspired by the [ohpahotân | oohpaahotaan strategy](#), the Nominations Committee will specifically seek a wide inclusion of Indigenous members in committee composition to better enable the university to be informed by Indigenous way of knowing and to support Indigenous peoples, their cultures, and their languages;
- Women and individuals of all non-binary gender identities and expressions;
- Those from racial, racialized, ethnic, or culture minority backgrounds;
- Immigrants and refugees, speakers of mother tongues other than the official languages of Canada;
- Those who are queer, two-spirit, lesbian, gay, asexual, bisexual, pansexual, questioning, or of other diverse sexual orientations;
- People of all ages;
- People living with disabilities;
- People with various religious and spiritual beliefs;
- Those from disadvantaged socioeconomic backgrounds, including those who were the first in their family to attend university.

The Nominations Committee will also strive for robust representation of:

- Disciplinary background from across the university,
- Faculty members with careers of various lengths,
- Faculty members at various ranks.

The Nominations Committee seeks continuous improvement of its practices in soliciting nominations. This includes actions such as having a robust communications plan, tracking our progress in having committees be representative of the general demographics of the faculty of the university along with the EDI groups specified above, and working with those involved in EDI work at the university to further embed equitable practices into decision-making process.

This statement of practice will be reconsidered by the Nominations Committee on a regular basis. The Nominations Committee will also set goals to advance the principles of EDI in its work on a regular basis.

Approved: 2024-05-03

UNIVERSITY COUNCIL
TEACHING, LEARNING AND ACADEMIC RESOURCE COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Greg Malin, Chair, Teaching, Learning and Academic Resource Committee

DATE OF MEETING: June 13, 2024

SUBJECT: Teaching, Learning and Academic Resource Committee Annual Report

COUNCIL ACTION: For Information Only

The Teaching, Learning and Academic Resources Committee (TLARC) deals with a range of teaching and learning issues at the university.

The committee is composed primarily of faculty from colleges and departments across the institution who share their experience and expertise in many areas. University staff, who sit as committee members or resource people, provide important input from administrative and technical perspectives.

Terms of Reference:

- 1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan integrated plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

- 5) The committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas in Indigenization, this includes rigorous and supportive programs for indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Metis, and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

Membership

Membership comprises 11 members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

| | | |
|----------------------------|----------------------------|------|
| Natacha Hogan (Vice-Chair) | Agriculture & Bioresources | 2026 |
| Ralph Deters | Arts & Science | 2026 |
| John Gjevre | Medicine | 2026 |
| Ella Ophir | Arts & Science | 2024 |
| Stephen Urquhart | Arts & Science | 2026 |

General Academic Assembly Members

| | | |
|--------------------|----------------|------|
| Greg Malin (Chair) | Medicine | 2026 |
| Alec Aitken | Arts & Science | 2025 |
| Sara Donkers | Medicine | 2025 |
| Kelley Foley | Arts & Science | 2025 |
| MaryEllen Labreque | Nursing | 2024 |
| Lori McKee | Education | 2024 |

Sessional

| | | |
|-------------|------|------|
| Rosa Moazed | CGPS | 2024 |
|-------------|------|------|

Student Members

| | | |
|--------------------------|----------------------------|------|
| Elisabeth Bauman | USSU (VP Academic Affairs) | 2024 |
| Abbas Fazel Anvari-Yazdi | GSA (VP External Affairs) | 2024 |

Ex-Officio (voting)

| | |
|-----------------|-------------------------------------|
| Jerome Cranston | Vice-Provost, Students and Learning |
|-----------------|-------------------------------------|

Resource Members (non-voting)

| | |
|--------------------------|--|
| Michael Barr | AVP ICT & CIO |
| Debby Burshtyn | Dean, CGPS |
| Chris Gaschler (interim) | CIO, Information & Communications Technologies |
| JoAnn Murphy | (Designate for) Dean, University Library |

Benjamin Sipple
Nancy Turner
Candice Weingartner
Lissa de Freitas

Term Copyright Coordinator
Associate Vice Provost, Teaching and Learning
Director, Enterprise Systems
Committee Coordinator

Associate Members

Kate Langrell

Copyright Coordinator, University Library

Overview of TLARC Committee Responsibilities:

To accomplish its broad mandate of supporting the delivery of academic programs and services at the University of Saskatchewan, TLARC meets regularly as a full committee and separately in working groups dedicated to specific topics. TLARC members, therefore, have four responsibilities: (1) receiving information about teaching and learning, (2) providing critical input and insight, (3) voting on teaching and learning issues, policies, and processes, and (4) contributing expertise and advice to a working group.

Meeting Structure:

TLARC met as a full committee 8 times during the 2023-24 academic year with meetings held in-person. Working groups met as needed outside TLARC's regular meeting dates.

Guest Presentations, Issues, Discussions, and Work Completed:

TLARC welcomed presentations from several guests/members who shared information and updates on programs and university-wide strategies including:

- Mr. David Greaves re: Teaching Practices Survey results
- Dr. Wendy James re: Generative AI update
- Dr. Susan Bens re: Academic Integrity update from Academic Integrity Task Force
- Provost Airini re: TLARC Terms of Reference and Activities
- Mr. David Greaves re: Proposed changes to SLEQ
- Drs. Vincent Bruni-Bossio and Nancy Turner re: Artificial Intelligence Task Force update
- Mr. Ben Sipple re: Changes to Fair Dealing Guidelines and Copyright Roadmap
- Dr. Nancy Turner re: Flexible Learning Initiative overview
- Dr. Wendy James re: Variability of Student Preparation for University Studies
- Mr. Russ Isinger, Jason Doell, James Cook re: Institutional Space Management Framework and Class Scheduling
- Provost Airini, Dr. Vincent Bruni-Bossio re: Faculty Compliment Planning Taskforce

Generative AI: Early in the academic term, the conversation about generative AI was high-level, because even at this point there were still many unknowns about it, and it was rapidly advancing on an almost day-by-day basis. The committee discussed the challenges of AI and academic integrity, however, the focus shifted more toward how can we use it effectively in the classroom and in our assessments, and how can we help students use it appropriately, including when it is not appropriate.

Academic Integrity: Much of our discussions revolved around use of GenAI and faculty reports of academic misconduct and how these are addressed. There was also discussion about how faculty are turning to in-person and even handwritten exams to ensure that students do not or cannot use AI resources. The committee then reflected on the resource implications related to this, including computer lab space, or plug-ins available in a classroom for students using their own tech devices. There was also discussion about the need for faculty development on AI and its use on the classroom as well as support for concerns about misconduct.

TLARC Terms of Reference: At the beginning of the academic year TLARC reviewed our terms of reference, specifically focusing our discussion on item 5 related to commitment to indigenization. The committee discussed the importance of also defining and potentially incorporating decolonization into the terms of reference as they do represent important but different actions. Provost Airini attended a TLARC to discuss the terms of reference and activities of TLARC including a very fruitful discussion about priorities for TLARC in supporting the strategic priorities of the University. We also discussed the agency of the committee in translating the work of the committee to the wider university community and commissioning reports to help inform the teaching, learning, and academic resource goals/responsibilities of the committee.

SLEQ Updates: Via the Teaching Effectiveness working group, the committee was introduced to data reporting changes planned for the SLEQ. The committee provided input on the changes including recommendations to consider supports available to faculty about interpretation of SLEQ data, especially for new faculty. We discussed benefits and potential limitations of the new data reporting approach. We discussed issues related to student response rates, how we can use SLEQ to support teaching enhancement, and importance of addressing inappropriate qualitative feedback of faculty by students.

AI Taskforce Update: The committee was introduced to the goals of the AI taskforce, which includes creating a set of higher-level guidelines both for educational and scholarly activities. The committee was also informed of the extent of consultation to date, both within and external to the University. The committee discussed the ongoing challenges of AI use in relation to teaching, assessment, and academic integrity. The committee also noted the importance of and changing need for increasing digital literacy for learners, especially junior learners. The committee also discussed the challenges for both faculty and students related to consistency of use. For students, some of their classes restrict and in others it is encouraged. The committee discussed the importance of faculty development and support.

Changes to Fair Dealing Guidelines and Copyright Roadmap: The committee was introduced to the updates in the fair dealing guidelines document.

Flexible Learning Initiative: The committee was provided with an overview of the initiative including goals of initiative, definition and examples of elements of flexible learning. We were also provided with data about the current extent and proportion of courses and programs that have flexible learning. We discussed barriers and opportunities for flexible learning at USask.

Variability of Student Readiness for University: The committee reviewed Saskatchewan Secondary Education Curriculum Objectives and Learning Outcomes. We discussed the some of the assumptions of post-secondary education relating to how students learn, how we expect them to learn, and some of the common faculty frustrations. We discussed how secondary education programming has evolved and the resulting mismatches with post-secondary education. We discussed strategies that would support a better link and those that might reinforce the gap. The committee recommended that the information discussed be shared broadly with programs in colleges and departments, so that there is a better understanding of what skills students are coming to USask with. We discussed the question of whether post-secondary education should adapt our program goals to better align with what is happening in high schools and/or how to help incoming students to get to where we ultimately want or need them to be.

Space Management Framework and Class Scheduling: the committee was presented with the various logistics and challenges related to classroom scheduling. The committee discussed and provided feedback related to the importance of and opportunities for greater communication related to the classroom availability (what options are actually available, timelines for making requests and changes) as well as access to rooms at different times throughout the day and how to use the rooms available for teaching more effectively and efficiently. The committee discussed the value of having a robust system to manage this complex process, and the importance to trying to incorporate “local” (specific) context into the programming as much as/where possible. The committee also discussed the impact of external factors on class scheduling requests (e.g., bus schedules, food services availability, childcare, IT support, security) for both faculty and students that also need to be considered. The committee discussed the pedagogical challenges associated with increased student enrollment and large classes/classrooms and the impact on students and faculty. We discussed the classroom renewal (renovation) process and how this impacts class configuration and how many rooms do not meet the modern pedagogical needs for classroom teaching. We provided suggestions about seeking program, faculty, staff, student, and potentially external sources as part of planning for classroom scheduling. The committee was interested in following-up with the classroom scheduling team in the next academic year to review the impacts of some of the changes planned for this academic year.

Faculty Complement Taskforce: The committee had not yet met with Provost Airini and Dr. Bruni-Bossio at the time of submission of this report.

Working Groups

Assessment: TLARC and APC created a joint working group to engage in a Phase 2 deeper review and reorganization of the Academic Courses Policy. The current policy is a fusion of policy, procedures, and guidelines. And the goal of the joint working group was to create more clarity between policy and procedures, and to use the recently developed Assessment Guidelines (developed by TLARC with support from Gwenna Moss Centre for Teaching and Learning) to inform the development. The revised academic courses policy is going through stakeholder

consultation and is expected to be brought to council in the 2024/25 academic year. The working group continues to develop the procedures.

Teaching Effectiveness: This group provided input and guidance on updates to the centrally supported Student Learning Experience Questionnaire reports. Additionally, the group reviewed and contributed to updating the procedures related to Student Learning Experience Questionnaire.

Acknowledgements and Thanks

Special thanks to Amanda Storey, who provided committee support for the first few meetings this academic year. Thank you to Lissa de Freitas who took over from Amanda during the year and provided excellent coordination of all committee activities and documents. I am deeply grateful to all the members of the committee for their thoughtful discourse, and their care for and commitment to advancing teaching and learning effectiveness. Special thanks to Dr. Nancy Turner, Associate Vice Provost Teaching and Learning who is instrumental in much of the committee's engagement in teaching and learning with her expertise, wisdom, and exceptional dedication.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Greg Malin', written in a cursive style.

Greg Malin, Chair
Teaching, Learning and Academic Resources Committee of Council (TLARC)

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Steven Rayan; chair, Research, Scholarly and Artistic Work Committee

DATE OF MEETING: June 13, 2024

SUBJECT: **End-of-Year Report of the Research, Scholarly, and Artistic Work Committee of Council**

COUNCIL ACTION: **For Information Only**

SUMMARY. The Research, Scholarly, and Artistic Work (RSAW) Committee of the Council continues to play a pivotal role in the broad oversight of mechanisms supporting research, scholarly, and artistic activity at the University, under the wider purview of University Council. The committee’s mission involves both day-to-day work and forward-looking aspirational aspects of RSAW on campus. The committee enjoys a symbiotic relationship with the Office of the Vice-President Research (OVPR) and other administrative offices, and the duties of the committee range from engaging with policy revisions that affect RSAW on campus, to advising the OVPR on strategic initiatives, to receiving research ethics reports — just to name a few items.

The committee has benefitted from an enhanced connectivity this year, as officers, managers, and directors from across the various offices within the OVPR have been given standing invitations to participate in RSAW meetings, lending their expertise whenever the committee receives agenda items related to their portfolios. This, I believe, has made our discussions more effective and actionable. These discussions and engagements over the year have included the following:

- A conversation with Scott Walsworth, Vice-Provost Faculty Relations, about the future of University standards and the potential broadening of RSAW evidence for tenure and promotion.
- Providing feedback in the early stages of travel policy development with a focus on the impact it will have on a wide spectrum of RSAW-related activities.
- Hosting Trevor Crowe, Associate Dean Research and Graduate Studies, College of Agriculture and Bioresources, who shared with RSAW his college’s best practices and procedures for conducting research within teams.

- Debby Burshtyn, Dean of the College of Graduate & Postdoctoral Studies (CGPS), shared with RSAW the CGPS Generative AI Framework and members were able to provide feedback and share their experiences with AI / generative AI from their RSAW networks.
- RSAW received a progress update regarding the USask Sustainability Strategy from Janelle Hutchinson, Chief Sustainability Officer. The committee noted significant intersections with RSAW-related activities on campus and beyond.
- Dawn Wallin, Associate Vice-President Research (Engagement), presented to the committee a draft vision regarding new Key Performance Indicators and measures of success for RSAW. The initiative complements and connects with an extensive environmental scan conducted by the RSAW Committee over 2021-2023, in the form of targeted panel sessions, that have aimed to catalogue types of RSAW evidence that are not necessarily captured in institutional / collegial processes.
- RSAW was introduced to the work of the USask Generative AI Task Force, led by Vince Bruni-Bossio, Interim Associate Vice-Provost, Strategic Priorities and Nancy Turner, Associate Vice-Provost, Teaching and Learning. The topic of AI continues to be a prompt for much discussion within the committee.
- RSAW inquired with Terry Fonstad, Associate Vice-President Research (Ethics and Infrastructure) and Susan Jelinski, Director of Human Ethics about plans for optimizing the human research ethics approval process at USask.
- Scott Walsworth, Vice-Provost Faculty Relations, engaged with RSAW regarding research grants held by lecturers and instructors and the role that the Collective Agreement and other considerations play in the eligibility to hold such grants.
- RSAW hosted Patti McDougall, Deputy Provost, in conversation about the new EDI Framework at USask and what the framework will look like in practice.
- RSAW invited Cheryl Hamelin, Vice-President, University Relations, to engage in discourse around AI research funded by industry, a topic sparked by questions raised at Council around the funding provided to establish the Siemens EDA Chair in the College of Engineering.
- Vince Bruni-Bossio, Interim Associate Vice-Provost, Strategic Priorities presented on the Faculty Complement Planning project, asking RSAW members to provide feedback.

Reports Received. On November 30, the committee received two annual reports for the 2022-2023 academic year: the Responsible Conduct of Research (RCR) and Research Ethics Boards (REB) reports, respectively.

The RCR report presents the number of allegations received, the number of those proceeding to a hearing, and the number and nature of findings of a breach of this policy. The REB report, commissioned by the Research Ethics Office, details the activities of the Biomedical Research Ethics Board and the Behavioural Research Ethics Board and outlines deviations from approved protocols and complaints about the conduct of certain research projects. The committee appreciated the opportunity to engage with proponents of these reports during the November 30 meeting. RSAW subsequently presented these reports for information at the meeting of University Council on December 14.

On May 27, the committee received reports from AVPR / SSHRC Lead Dawn Wallin; AVPR / CIHR Lead Darcy Marciniuk; and NSERC Lead Ron Borowsky regarding their respective Tri-Agency grant competitions this past year. D. Wallin and R. Borowsky were able to deliver presentations regarding their reports, and these presentations were supported by Phani Adapa, Director, Research Acceleration and Strategic Initiatives (RASI). The committee appreciated the detailed insights provided by the leads and by P. Adapa, and the attention paid in each case to enhancing internal review processes, which are markedly associated with faculty success in these competitions.

Also on May 27, the committee received the annual reports of the College of Graduate and Postdoctoral Studies and of the Office of the Vice-President Research. The committee appreciated these high-level reviews of the academic year from the perspectives of these offices. These reports have been advanced to the June 13 Council meeting as information items.

Future Items. The committee will undoubtedly continue to engage with topics around the scholarly usage of AI in all of its forms. We will continue to monitor national and international developments and accords, such as the Montréal Declaration on Responsible AI, and how these may inform University of Saskatchewan guidelines, frameworks, and policies. We look forward to further discussions with various teams around campus with regards to the UN Sustainable Development Goals and how to best position USask and its scholars in support of these. The evolution of, and support for, USask's Signature Areas of Research continues to be an active topic of discussion within the committee and in its interactions with the OVPR. We expect that faculty complement planning, with its various direct impacts on RSAW, will remain a topic of special note for the committee in the year to come. Finally, finding pathways to support the fine arts, humanities, and social sciences continues to be a major priority for the committee. We look forward to working with colleges, research centres, and other units to advance this mission.

Acknowledgements. I would like to thank all committee members — the VPR and AVPRs, deans, faculty, resource personnel, and student representatives — for their active participation in the committee's work across the year. I acknowledge Lingling Jin in particular for her service as vice-chair of the RSAW Committee. I would like to also acknowledge departing member Keith Walker for his expertise and contributions during his term of service. I thank Eric Lamb for serving alongside myself as one of the RSAW representatives to the PPC Centres Sub-Committee this year, as well as once again Lingling Jin for serving on the New and Distinguished Researcher Award Selection Committee.

From the OVPR, Brit Tastad, Executive Officer, and Tonya Wirchenko, Manager, Executive Initiatives and Projects, played a particularly important role in linking the RSAW Committee with the OVPR's strategic initiatives. I wish to thank them and our resource personnel for their time, expertise, and enthusiasm in supporting the RSAW Committee's work.

Finally, I heartily thank Anna Okapiec, our committee coordinator, for her tireless, incredible work on behalf of the RSAW Committee. Like myself, she is departing from the committee for other duties. Her role as coordinator was exactly aligned in time with my two years as committee chair. For me,

these two years have been some of the most enlightening of my career at USask, and I feel a tremendous sense of fulfillment in having been able to work on a number of projects and initiatives alongside senior leadership, staff, faculty, postdoctoral fellows, students, members of industry and the wider community — in a few cases all at once! I could not ask for a more joyous experience.

The committee will be coordinated in 2024-2025 by Amanda Storey, who previously managed RSAW, and will be chaired by Eric Lamb (College of Agriculture and Bioresources). I am so pleased to be leaving the committee in such great hands.



BE WHAT THE WORLD NEEDS

**Office of the
Vice-President Research**

2023-24 ANNUAL REPORT

LAND ACKNOWLEDGEMENT

The University of Saskatchewan is on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.



TABLE OF CONTENTS

| | |
|---|----|
| Vice-President's Address | 3 |
| The Office of the Vice-President Research | 5 |
| Connecting with Community | 7 |
| RSAW Funding | 9 |
| Intellectual Property Management | 14 |
| Internationalizing the USask Experience | 15 |
| Storytelling and Awards | 17 |
| Safeguarding RSAW | 19 |
| Research, Scholarly and Artistic Work Initiatives | 21 |

COVER PHOTOGRAPHY

"A curious male honeybee" by Dr. Marina Carla Bezerra da Silva (DVM), PhD student, Department of Veterinary Pathology

VICE-PRESIDENT'S ADDRESS

On behalf of the Office of the Vice-President Research (OVPR), it is my honour to provide members of the University Council and other esteemed members of the University of Saskatchewan (USask) community a fulsome report of USask's 2023-24 research, scholarly and artistic work (RSAW).

As I reflect on the year that was my third as the Vice-President of Research, it is evident that RSAW not only remains one of the cornerstones of USask's strengths, but the work we are doing is being recognized more broadly than ever before. People around the world are taking notice of the immense influence and impact USask research has on the global scale.

This past year, the OVPR continued to provide leadership and strategic direction to USask's RSAW enterprise through our extensive programs, services, and supports that enable us to be the university the world needs. I'm proud to say we've made great strides towards our ambitious pursuits to actively shape USask's collective RSAW efforts. The services we provide allow our researchers the opportunity to go beyond what was previously thought impossible.

There has been growing concern across our country that Canada is not making the much-needed investments in its research and training programs. As chair of the governing body of the U15 Group of Canadian Research Universities, USask's president, Peter Stoicheff, created productive partnerships with national and international institutions to reinforce collective commitment for research, innovation, and collaboration and advocate for increase in research and graduate student funding. On June 1, 2023, Debby Burshtyn, Dean of the USask College of Graduate and Postdoctoral Studies (CGPS) and outgoing president of the Western Canadian Deans of Graduate Studies addressed the Standing Committee on Science and Research to raise concerns regarding the lack of funding to graduate and postdoctoral students across this nation, and the need to ensure fairness and prevent exclusivity. Finally, it was my honour to be a member of the influential Bouchard Advisory Panel on the Federal Research Support System in 2023 that identified ways Canada could better support its research ecosystem, infrastructure and innovation.



Vice-President Research, Baljit Singh

Collectively, USask played an important role in this national advocacy leading up to the announcement of the federal budget in April to increase funding for research infrastructure, student scholarships and innovation signaled a big leap for the research ecosystem of Canada.

At my last Campus Address in September, I announced the lofty goal of hitting \$400 M research revenue in 2029. I'm thrilled to report we have made monumental strides towards achieving this goal. This year, USask received \$323.9 M in research revenue, an increase of over \$85 M over the previous year. This impressive number reflects the efforts of many collective voices across the academy who contribute to the success of our unified goals.

Often, research doesn't show itself as revenue but in societal impact. USask hosted and planned many research-focused events throughout the year that had great impact on our communities, and you will read more about these one-of-a-kind research programs in this report. Also of note is the roughly 70 artistic performances, exhibitions, and curations at USask this past year. These pieces greatly and immeasurably enrich our lives and enhance the reputation of USask's RSAW enterprise.

A substantial change we saw this year was moving the CGPS into the OVPR portfolio. This was a major strategic move that allows CGPS and OVPR to work together to enrich the graduate experience and alignment with USask's RSAW efforts. Dean Burshtyn's enthusiasm, leadership and expertise related to graduate and postdoctoral research has had great influence within the RSAW spectrum.

OVPR's areas of focus centered around enhancing the RSAW experience for the members of the academy and growing our innovation here at home and around the globe. We were able to reflect and consider several OVPR-lead projects and programs that would amplify these goals.

Our new program DARE (Discovery, Achievement, and Research Excellence) empowers our newly recruited professors and provides resources and programming so early career researchers can hit the ground running when they arrive at USask.

Both human and animal ethics is an area where we've put substantial effort into breaking the bottleneck and wait times. There is work to be done, but we've swung the pendulum in the right direction, with the right people in place to get the job done. I expect to see improvements over the coming months.

We continue to build partnerships in Bangladesh, Germany and India, and there are clear outcomes from these partnerships. Our international efforts strengthen ties with government, top research institutions, and private industry. Discussions with these groups focus on topics ranging from quantum technologies to agriculture and sustainability.

And there is much to celebrate! We've been able to celebrate our people through strategic storytelling that highlights our RSAW successes, awards, and rankings. While we celebrate our wins, we can't get complacent. Ultimately, there's still work to be done.

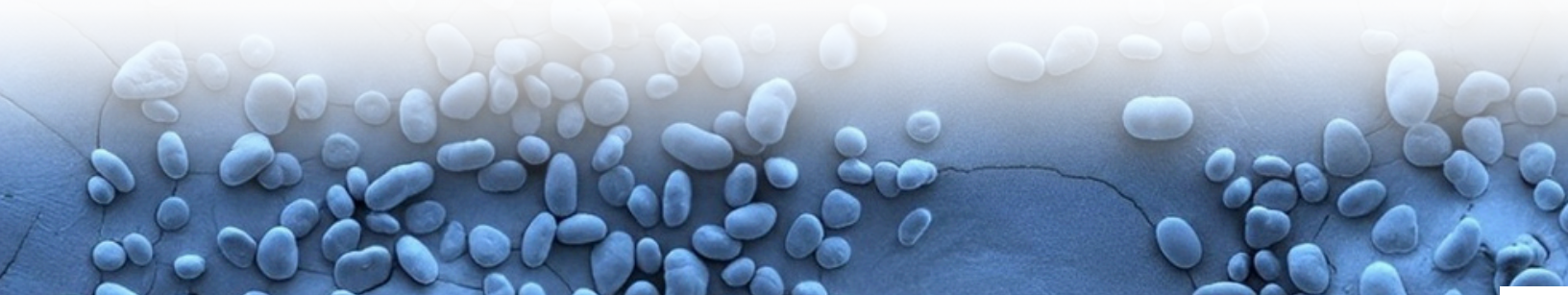
I've been encouraging members of USask to think differently about the RSAW enterprise. OVPR has committed to supporting deans and executive directors across the academy to develop goals and targets through strategic planning and associated performance indicators. This is a new endeavour because we at USask have generally not set RSAW targets and developed plans to resource the initiatives to attain those targets.

We've made recent changes in our faculty complement planning, which is co-led by Professor Airini, USask's provost and vice-president academic, and myself. These changes align our resources at the institution behind our ambitions, goals, and research agenda. Alignment with our deans, centre directors, Signature Area leads, associate deans of research, graduate students, post-doctoral scholars, undergrad students and individual researchers is vital in reaching our collective mission.

I'm confident in this university's ability to amplify our innovation at every level - be it local, national or international. We have the pieces in place to foster a strong RSAW environment that garners results.

RSAW plays an undeniable role in the future of our lives and creates sustainability in our ways of life. I invite you to flip through the pages of this report to gather a sense of the OVPR's efforts and to learn more about the exciting future of RSAW that lies ahead of us at this prestigious university.

Baljit Singh
Vice-President Research
University of Saskatchewan



OFFICE OF THE VICE-PRESIDENT OF RESEARCH (OVPR)

OVPR provides key services and supports to researchers, fostering connections between USask's RSAW endeavors and communities worldwide. Together, the units of OVPR facilitate the development of local, national, and international partnerships, manage grant and contract submissions, support knowledge mobilization, ensure compliance, and highlight the university's impact and achievements.

Innovation Mobilization and Partnerships

Innovation Mobilization and Partnerships (IMP) builds strong ecosystems and research partnerships to support mobilizing USask innovations with the goal of creating external value for society, the economy, and the environment. IMP teams conduct technology transfer, research contracting, intellectual property management, venture creation, and innovation ecosystem engagement activities. IMP is the organizational home of Opus, USask's pre-accelerator program for founders with research-backed innovations with which they want to build new companies.

Research Acceleration and Strategic Initiatives

Research Acceleration and Strategic Initiatives (RASI) supports the university research community in the incubation and development of research grants, infrastructure projects and initiatives, and management of the federal research chairs programs. Key goals of RASI are to provide researchers and the university with services and programs that afford a competitive edge when applying for external research funding, ensure alignment with granting agency and national research security requirements, and to support good management of external funding. RASI supports the development of a robust research culture through targeted programs and initiatives, including the Undergraduate Research Initiative and DARE program.

International Office

International Office (IO) supports the USask community to engage in international research, by identifying funding opportunities, and bringing teams and global partners together to work on international projects. IO's work supports and coordinates international initiatives highlighted in the university's "International Blueprint for Action 2025 – a vision for a globally significant university."

Research Profile and Impact

Research, Profile and Impact (RPI) tells the university's research story to the world – through strategic communications involving print, video, web, social media, speeches, presentations, and events. RPI plays a critical role in building USask's reputation as a U15 research-intensive institution, which in turn helps bolster USask's placement in university rankings and attracts top talent, public and private investment, as well as support from alumni and partners. As the university's liaison with federal and provincial granting agencies, RPI ensures compliance with communication requirements and leads high-profile events to showcase USask's research funding successes.

Ethics

Ethics upholds the approved ethical standards and guidelines for research conducted on campus. Services include reviewing and approving submissions, developing policies, providing education and training.

College of Graduate and Postdoctoral Studies

The College of Graduate and Postdoctoral Studies (CGPS) recently moved under the Vice-President of Research portfolio. Dean Debby Burshtyn and Baljit Singh continue to incorporate CGPS strategy into RSAW planning to deepen graduate student and postdoctoral scholar experience. Leadership has been working closely with deans, centre directors and department heads on the alignment of graduate student programming. Work continues to collaboratively find more graduate student funding and international opportunities.

CPGS prepares an annual report for University Council, for further information on the College's priorities, activities, please refer to that separate report.



CONNECTING WITH COMMUNITY

The OVPR is building a dynamic RSAW culture that creates new knowledge across a broad array of disciplines, but also helps improve the economic, social, and cultural vitality of our region and beyond. Through dedicated efforts of faculty, staff, and students, USask's RSAW is creating positive change and addressing critical social issues locally, nationally and internationally. Several events this past year showcased projects that highlight the immense and often indefinable effects research can have on community.



Critical research into regenerative and digital agriculture at USask has been accelerated because of a \$2 M donation from BMO on April 12, 2023. The donation supported two initiatives within the College of Agriculture and Bioresources: the BMO Soil Analytical Laboratory and the Jarislowsky and BMO Research Chair in Regenerative Agriculture. BMO's gift is part of the university's upcoming Be What the World Needs campaign.



An art exhibition featuring representations of the bond between dogs and humans, and based on work led by Dr. Jordan Woodsworth made an appearance at Wanuskewin on Jan. 20, 2024. Named Atim Maskikhiy — Cree for “Dog Medicine” — the art exhibition developed from Woodsworth's research is touring across Saskatchewan with the support of the Organization of Saskatchewan Art Councils (OSAC).



Panelists at the Atim Maskikhiy - Dog Medicine Tour Launch (Photo: Brandon White Photography)



CGPS in collaboration with the OVPR hosted the USask Graduate Research Showcase on Oct. 6, 2023. The event welcomed distinguished guests and elected officials to network with some of CGPS's top research talent to discuss how emerging research at USask works to advance Saskatchewan's economic and social growth. The Master's students, PhD students, and postdoctoral scholars who presented their research at the event demonstrated what USask does for the people of Saskatchewan through research, scholarly, and artistic work.



USask-led project, "Remember Rebuild Saskatchewan," launched a new Saskatchewan contribution to the national COVID in the House of Old (CIHO) Exhibit on June 12, 2023, which looks at the impacts of the pandemic in Canadian residential care homes, remembering the thousands of Canadian care home residents and workers who died of COVID-19 or suffered through extended periods of stress and isolation. The CIHO show features seven stories from Elders who lived-in long-term care during the COVID-19 pandemic.



Researchers at USask, including Dr. Michael Nickerson, have cooked up a new way to fight local food insecurity in Saskatchewan: a dry soup mix product to be distributed by the local food banks across Saskatchewan. The Farm2Kitchen soup mix product is a collaboration between the USask College of Agriculture and Bioresources, the Global Institute for Food Security (GIFS), Saskatchewan Food Industry Development Centre Inc. (Food Centre), and the Regina Food Bank and the Saskatoon Food Bank & Learning Centre. The unique and impactful partnership was announced at a media event on Dec. 18, 2024.



A collaboration between graduate students from USask and the University of British Columbia (UBC) secured a winning spot in the 2024 Social Sciences and Humanities Research Council (SSHRC) Storytellers Challenge on May 15, 2024, marking the first time a collaborative entry has placed top five in the contest's eleven-year history.



Baljit Singh (left) and radio host Brent Loucks (right) share a laugh during USask's Giving Day. Singh was one of several USask members to be interviewed on Sept. 12, 2023 as part of Giving Day, in support of USask's Be What the World Needs Campaign

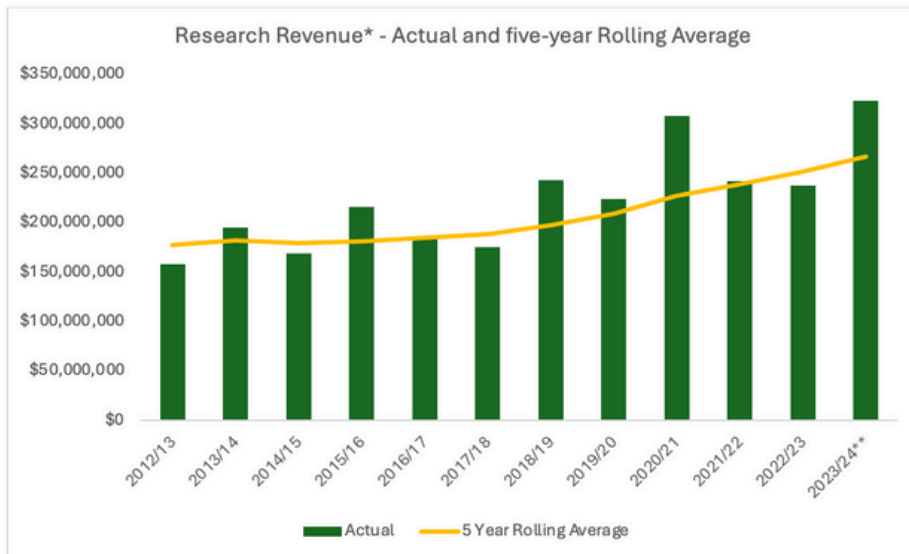
RESEARCH FUNDING

Research Revenue

Research revenue is defined by the actual receipt of funds by the institution. This means that revenue is recognized only when the money has been officially received and processed by the university.

To date, USask has received **\$323.9 M** in research revenue in 2023/24 (final numbers will be confirmed by July 2024). This historic amount is an **\$85 M** increase from the previous year.

USask's research revenue provides a full picture of research funding received by the university, including research awards (grants and contracts from national and international agencies), indirect cost of research, investments, and donations. Over the last five years (2019/20-2023/24), USask has reported record research revenue levels with a **five-year average of \$267 M**. This is a 34 per cent increase over the previous five years (2014/15-2018/19), which had a five-year average of **\$198 M**.



*Research revenue amounts are shown as and when the money is received. Installment amounts are shown under each year the installment is received in. **Data is incomplete for 2023-24 until July 2024.



*Research revenue amounts are shown as and when the money is received. Installment amounts are shown under each year the installment is received in. **Data is incomplete for 2023-24 until July 2024.

Research Awarded

Awarded research refers to the total amount of funding for this reporting period that has been granted to the institution based on the date of award acceptance, regardless of when the funds are received.

USask received \$417 M in awarded research funding in 2023/24 fiscal year, which is the highest amount awarded to USask in a single year.

The success is attributed to the following:

→ Several large-scale research grants.

→ USask was awarded close to \$75 M in Tri-Agency funding – a seven-year high for USask. This includes a notable increase to Canadian Institutes for Health Research (CIHR) funding. This rise is attributable to the strategy implemented by Dr. Marciniuk, aimed at enhancing health research across campus. For example, USask was awarded a total of \$12 M in spring and fall 2023 project grant competition from CIHR, achieving an application success rate of 42 per cent in this competition, which was number one in the country.

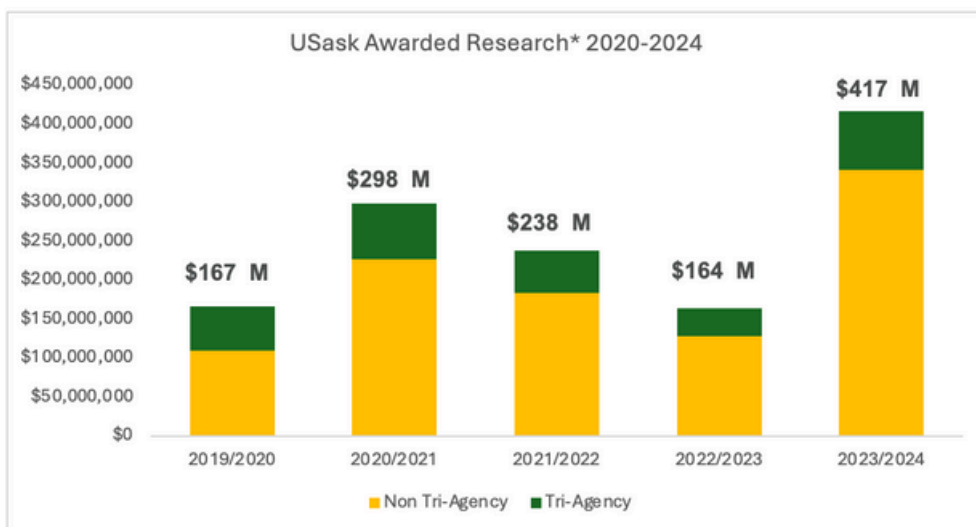
This sum also includes the formal acceptance of the \$170 M Canada Foundation for Innovation Major Science Initiatives awards that fund the following national research facilities:

→ Canadian Light Source: \$97.2 M

→ Vaccine and Infectious Disease Organization (VIDO): \$53.9 M

→ Global Water Futures Observatories: \$16.3 M

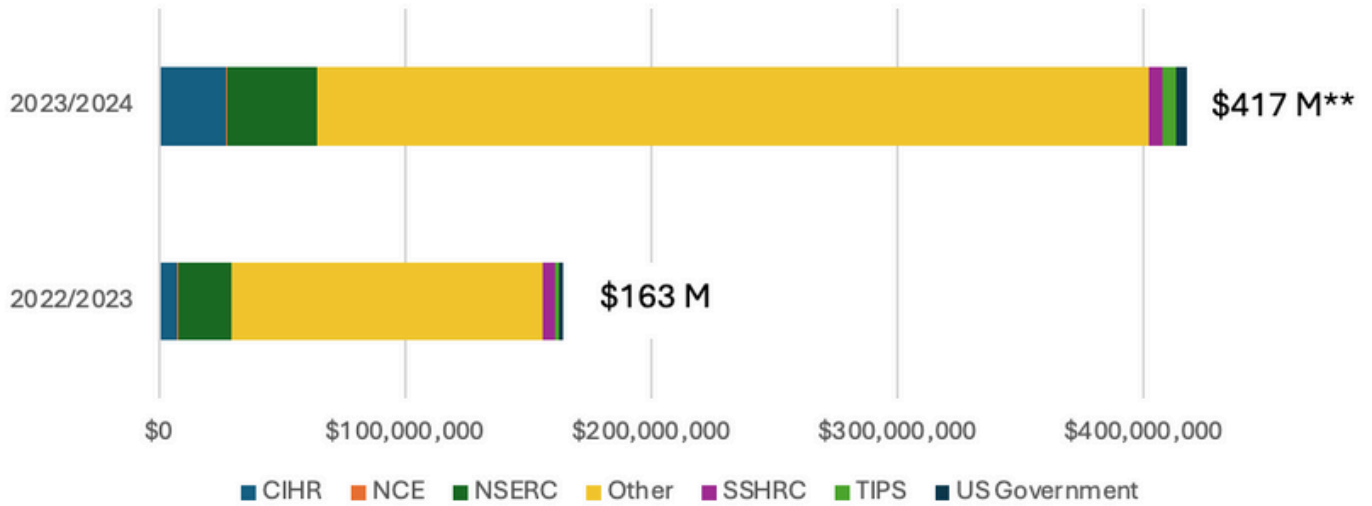
→ SuperDARN Canada: \$2.6 M



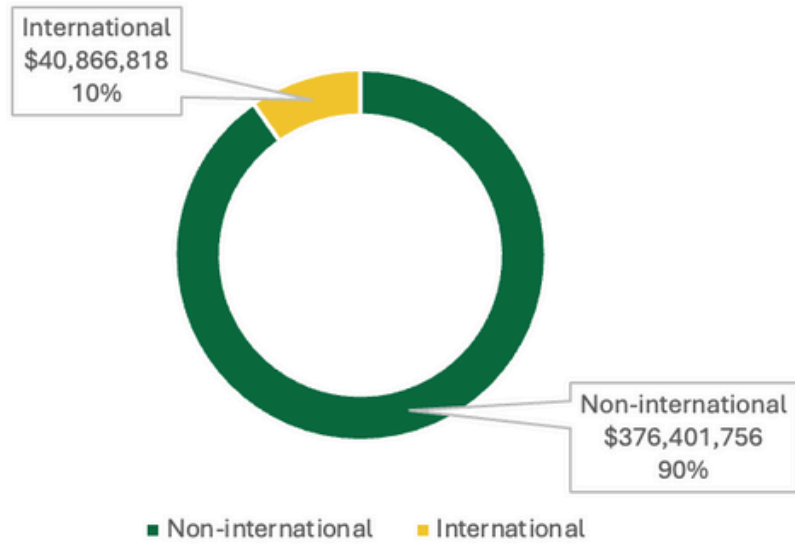
*Total research amounts recorded / shown under the year (fiscal year) the award was accepted. The total of all installment amounts, if any, are shown under the date of acceptance of award.

** The \$170 M USask received from the Canada Foundation for Innovation Major Science Initiatives (MSI) fund for the Canadian Light Source, Vaccine and Infectious Disease Organization (VIDO), Global Water Futures Observatories, and SuperDARN has significant impact on this year's results. Although this information was announced in last year's report, the funding amount is recognized as part of the Research Awarded for 2023-24.

Awarded Funding by Source



International Funding 2023/24





Key grant successes in the last year include:

A) Large-scale Research Grants

OVPR supports the development of large-scale and institutionally significant research grant proposals, helping faculty navigate the complexity by providing a suite of strategic and practical supports. A few examples of key grants that USask was awarded in 2023-2024 include:

→ Dr. Nazeem Muhajarine's research project "Sexual and Reproductive Health for Young Women in Inhambane" received a \$20 M investment from Global Affairs Canada. The project aims to improve education, treatment, infrastructure, and services for the sexual and reproductive health and rights of girls and women in Mozambique.

→ The HAWC (High-altitude Aerosols, Water vapour and Clouds) mission, led by Dr. Adam Bourassa, has received \$17 M in research funding. HAWC is the Canadian contribution to an international, NASA-led four-satellite Atmosphere Observing System (AOS) mission. USask leads a Canada-wide group of 14 universities and numerous industry partners in collaboration with the Canadian Space Agency.

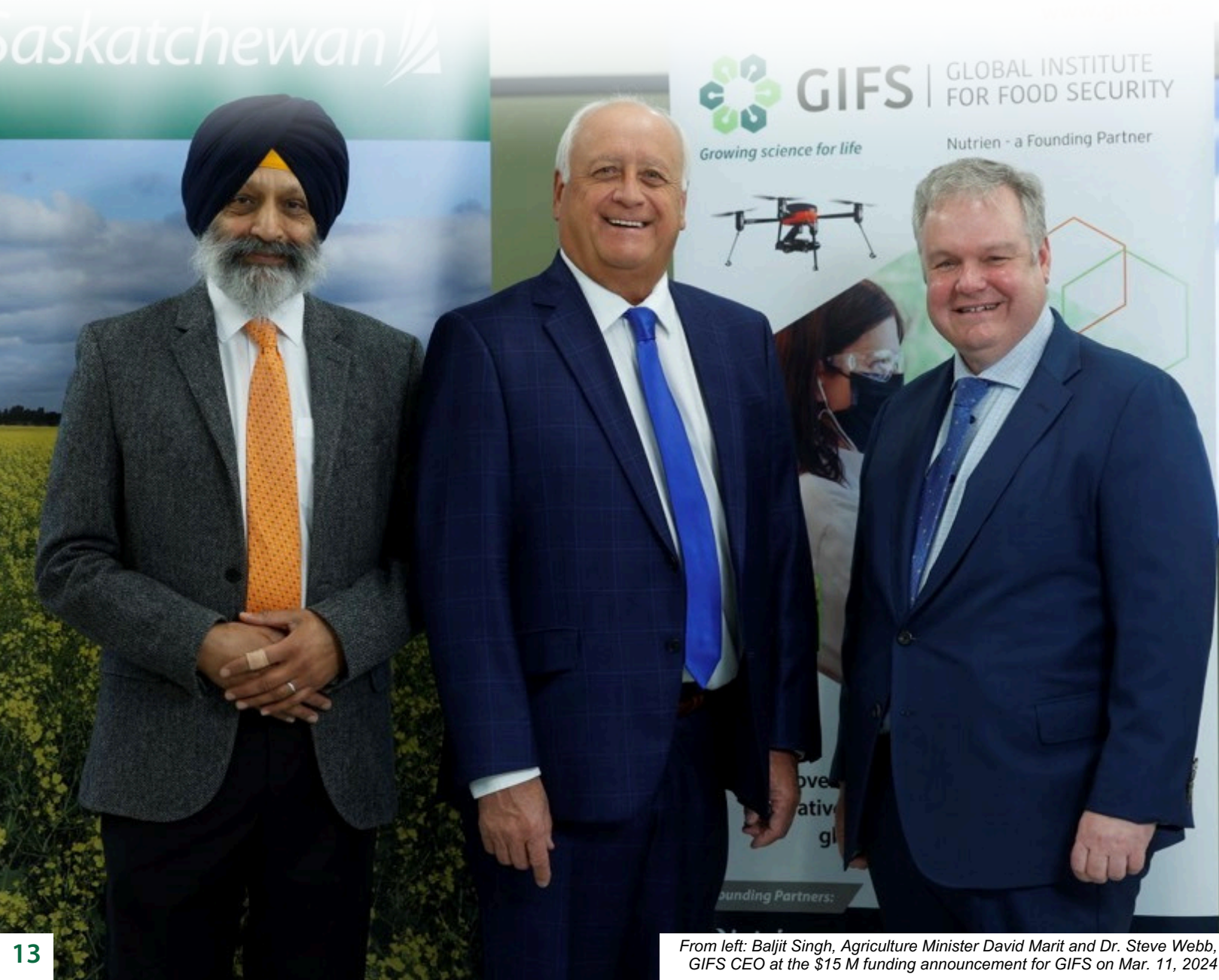
→ Four separate projects led by Dr. Kevin Ansdell, Dr. Chris Holmden, Dr. Yuanming Pan, and Dr. Camille Partin were awarded NSERC Alliance Missions grants totaling a combined \$4.13 M in investment.

→ The *Computational Agriculture* program, led by Dr. Ian Stavness, received **\$1.65 M** in funding for an NSERC CREATE. This program will be the first of its kind to offer dedicated cross-disciplinary training in agricultural and computer science and will train over 80 students over its six-year term.

→ Julie Kaye's project "Building Indigenous Legal Lodges: Restoring Access to Justice and Preventing Violence Against Indigenous Women, Girls, Trans, and Two-Spirit+" was awarded a **\$700,000** grant by SSHRC and Women and Gender Equality Canada.

B) Other Notable Successes:

- VIDO was awarded an Indefinite Delivery/Indefinite Quantity (IDIQ) contract by the United States' National Institute of Allergy and Infectious Diseases (NIAID), part of the National Institutes of Health (NIH), to provide services that will help a wide variety of researchers obtain the critical data needed to advance products, partnerships, and complete studies needed to enter clinical trials. The seven-year IDIQ contract is valued up to **\$30 M USD**.
- The Global Institute for Food Security (GIFS) received a funding commitment of **\$15 M** from the Government of Saskatchewan.
- USask received roughly **\$7.5 M** for crop research from the Saskatchewan's Agriculture Development Fund (ADF) and more than **\$2.5 M** in co-funding from industry partners, meant to aid the growth and advancement of the agricultural industry in the province through innovative work solving modern questions in agricultural science.



From left: Baljit Singh, Agriculture Minister David Marit and Dr. Steve Webb, GIFS CEO at the \$15 M funding announcement for GIFS on Mar. 11, 2024



INTELLECTUAL PROPERTY MANAGEMENT

**Innovation Mobilization and Partnerships (IMP)
supported commercialization
of research innovations:**

- ➔ Assessed 21 new invention disclosures from six colleges/schools.
- ➔ Filed 15 patents, contributing to a total of 172 patent families currently active.
- ➔ Secured 36 license agreements, which are now part of 117 active licenses under management.

INTERNATIONALIZING THE USASK EXPERIENCE

The International Office (IO) hosted events at all accessibility levels and collaborated with colleagues on and off campus to ensure an internationalization experience for all.

In 2023-24 the IO accomplished the following highlights:

→ Hosted 53 inbound visiting delegations from over 20 countries including:

- The Head of North America Partnerships for UK Research, and Innovation (UKRI) and the Head of Science, Climate, and Energy – Canadian Prairies, from the British Consulate-General Calgary to highlight our research areas and explore potential collaborations.
- The Science and Higher Education attaché from the Office of the Consulate General of France in Vancouver which established strong connections with the Embassy of France in Canada and opened new doors for funding programs for USask researchers.

→ Supported eight outbound delegations by USask senior leaders including:

- A co-hosted Research Summit in Germany with our partners at the University of Bonn. Following the summit, fruitful post-event meetings have led to potential collaborations on joint research and grant writing.
- USask's participation in the COP 28 UN Climate Change Conference, where USask representatives participated in panel discussions on sustainable agriculture, crop development, and climate action.
- USask representatives Baljit Singh and Dr. Venkatesh Meda participation in a mission to India, led by the Government of Saskatchewan and Premier Scott Moe including the signing of a Memorandum of Understanding between USask's Centre for Quantum Topology and Its Applications (quanTA) and QPiAI in India.



USask leadership and members from the Saskatchewan Germany Office, Innovation Saskatchewan, and the Embassy of Canada hosted the Saskatchewan-Germany R&D Partnerships Forum as part of the Germany mission at the beginning of May, 2024

- Organized a research roundtable, co-hosted by USask and the National University of Singapore to identify research synergies and accelerate further collaboration.
- Established USask's first formal partnership with Indonesia through an agreement signing with IPB University at the Canada-in-Asia Conference.
- Created new scholarship opportunities for students from Kuwait, the Philippines, and China to study at USask through the signing of new or renewed Scholarship Agreements.
- Presented a Horizon Europe Information Session open to all USask faculty, staff and students. Canada became an associated country of Horizon Europe, the largest research and innovation funding programme in the world, in late 2023 opening new doors for our researchers.
- Supported a student intern to begin the creation of a Standard Operating Procedure for Indigenization in select regions (Oceania, Africa, Central and South America) providing detailed analysis of existing connections and the potential for growth to support Indigenization.



USask leadership, researchers and scholars in Germany

Teaching and Research Partnerships

The IO houses over 300 international agreements with more than 200 entities in over 60 countries (including one with the Government of Saskatchewan on International Education). In 2023/24, there were 27 new and 20 renewed agreements that were signed.

Seven of the 27 new agreements signed were with institutions in Germany and India.

Delegation Support and Government Engagement

The IO supported 53 inbound and eight outbound delegations from 23 countries. Over 65 briefing notes on countries, regions, specific institutions, or research areas were provided to USask senior leaders and/or government in 2023/2024.

To extend the global impact on international education, the IO has participated in more than 100 meetings with provincial, federal, or international government representatives.

STORYTELLING AND AWARDS

STORYTELLING

The RPI team continues to creatively find ways to tell USask's RSAW story to the world. This includes our Images of Research event, discovery digest e-newsletter, social media channels, our Young Innovators series, and much more.

In 2023-24 RPI accomplished the following:

- Launched a series of dedicated Signature Areas of Research web pages, which garnered over 7,000 views in their first six months of existence.
- Added more than 200 Discovery Digest subscribers since May 2023.
- Maintained a 54.7 per cent open rate for Discovery Digest.
- Received 155,000 impressions on Twitter/X posts.
- Doubled the following on USask Research's LinkedIn page (117 per cent growth rate).
- Wrote, lead or partnered with USask communicators to put out over 150 news releases/stories.
- Held ten speaking engagements and workshops for researchers and units regarding research storytelling.
- Collaborated with university partners to host four Ministers and three campus tours post-federal budget.



Students and researchers meet with Minister Francois-Philippe Champagne at one of VIDO's Level 2 laboratories on April 22, 2024



AWARDS

RPI facilitates several USask faculty applications for external research awards to encourage and build external recognition for breadth and quality of research, scholarly and artistic works (RSAW) created by our faculty.

Since March 2023, working with facilitators and other supporters from colleges and schools, the RPI awards team has supported 25 high-profile nominations for awards and recognitions, including:

- ➔ SSHRC Impact Talent
- ➔ Royal Society of Canada
- ➔ NSERC McDonald
- ➔ Governor General Innovation Awards
- ➔ Community-Based Research Canada
- ➔ CBC Saskatchewan Future 40

Since March 2023 the following awards have been received:

- ➔ Two Canadian Academy of Health Science
- ➔ One Royal Society of Canada College of New Scholars, Artists and Scientists

SAFEGUARDING OUR RESEARCH

Compliance

Research Grant Support

RASI ensures grants meet the compliance requirements of both funders and USask by providing robust support at the application submission and award stages. In 2023/24, RASI supported the submission of 928 grant applications. In addition, 928 funded research projects were awarded and set up through RASI.

Animal Care

Animal Care and Research Support (ACRS) office has enhanced sustainability and support for animal researchers in response to an increased workload and the growing complexity of Canada Council on Animal Care (CCAC) requirements. Staff changes included the addition of two animal research ethics board coordinators, an assistant manager, a full-time post-approval review technician, and a dedicated animal user training technician.

In 2023-24 ACRS accomplished the following:

- ➔ Supported 1,006 active animal users who completed research on 140,000 animals.
- ➔ Managed 440 animal use protocol submissions.
- ➔ Completed 110 animal user training sessions.
- ➔ Trained five senior year veterinary students in laboratory animal medicine with each student spending two-week rotations with ACRS veterinarians.



Compliance

Human Ethics

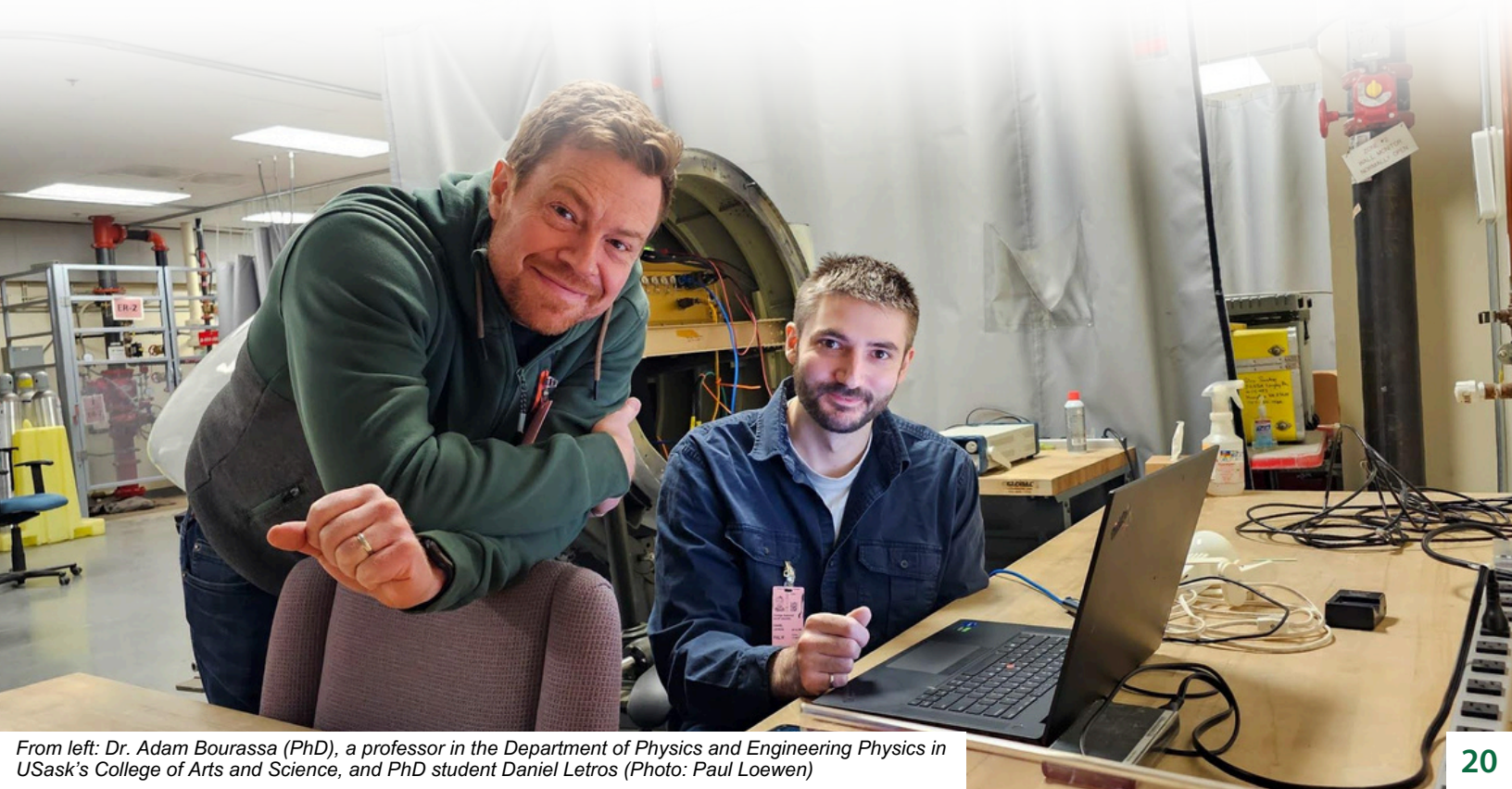
Human Research Ethics Office (REO) continued to see an increase in demand for its services, with approximately **3,500 research applications** (new studies and renewals or modifications to existing studies) submitted to the research ethics board for review and approval. The yearly increase in submitted files demonstrates the laudable productivity of USask researchers.

Timely approval of these files is paramount for researchers and continues to be an opportunity for improvement with the office and the REO. This relies, in part, on alignment of sufficient staffing with the work demand. In 2023-24, three temporary positions were converted to permanent positions and a new director Human Research Ethics, Dr. Susan Jelinski, was hired.

A key accountability for the director is to collaboratively work with staff and faculty to identify and implement process improvement strategies that will shorten application approval times. One such strategy includes the selection and implementation of a new research ethics application submission and data system. It is anticipated that this new technology will streamline and shorten the application process for researchers, as well as support the efficient and transparent administration of submitted files.

Research Security

In response to the National Security Guidelines for Research Partnerships and the Sensitive Technology Research Areas and Affiliations of Concern (STRAC) policy, OVPR launched a research security hub (The Hub) in the fall of 2023. The Hub serves as a centralized place for researchers to obtain information about research security and connect with experts around partnership development and monitoring, information communications and technology, research data management, and intellectual property management. Efforts are focused on education and early-stage discussions with researchers working in sensitive areas, as well as implementation of strong internal processes to address funding agency requirements.



From left: Dr. Adam Bourassa (PhD), a professor in the Department of Physics and Engineering Physics in USask's College of Arts and Science, and PhD student Daniel Letros (Photo: Paul Loewen)

RESEARCH, SCHOLARLY AND ARTISTIC WORK INITIATIVES

Opus - Incubating USask Start-ups

The past year marked year two of operations at Opus, a pre-accelerator program for USask founders with research-backed innovations they wish to use as the basis for a startup venture. Opus is designed to provide participants with foundational knowledge to build business acumen, as well as personal connections to mentors, experts, industry, funders, and business service providers.

This year the Opus program expanded to three access levels:

1. The Idea2Explore program provides students and campus community members a chance to explore entrepreneurship with Opus through events, one-on-one idea exploration hours and student ambassador opportunities.
2. The Innovate2Build program is a ten-month intensive cohort-based learning experience providing aspiring academic founders access to all Opus has to offer.
3. Successful graduates move on to the Impact2Market program, which provides ongoing and curated access to mentors and investors as they set and work toward business milestones.



USask leadership and the OVP's IMP team with delegates at an Opus event

To date, Opus has provided programming to:

- ➔ Sixty-one aspiring entrepreneurs in 24 ventures.
- ➔ Participants have received over 65 hours of programming and benefited from the advice of 45 mentors and coaches.
- ➔ These new ventures have secured more than \$840,000 in non-dilutive funding and already have created nine new jobs between the 11 companies continuing in the i2Market program.
- ➔ All of this has enabled Opus to attract more than \$1.3M in continued operational funding.

Signature Areas of Research

USask's Signature Areas of Research includes Agriculture, Communities and Sustainability, Energy and Mineral Resources for a Sustainable Future, Health and Wellness, Indigenous Peoples, One Health, Quantum Innovation, Synchrotron Sciences and Water. The leads and respective committees of these groups have been convening groups of scholars and students, continuing to refine their vision, plans and hosting events.

RPI launched a comprehensive suite of Signature Areas of Research communication assets this year which was distributed to Signature Area leads, research leadership and USask communicators. In addition to the package, a series of dedicated Signature Areas of Research web pages were launched, which garnered over 7,000 views in their first six months of existence. Each Signature Area has its own URL which includes a video featuring the Signature Area lead and a comprehensive one-page document that outlines the Signature Area to an external audience.

Undergraduate Research

The Undergraduate RSAW Initiative focuses on providing and enhancing research and discovery experiences to undergraduate students through a four-part strategy – course-based experiences, assistantships, knowledge transfer or dissemination activities, and research skill development. Highlights for 2023-24, include:

- ➔ Twenty-four skill building workshops were offered to undergraduate students through our co-curricular program SURE: Student Undergraduate Research Experience.
- ➔ Nearly 80 students shared their research findings at the 2023 SURE Summer Poster Symposium.
- ➔ Over 2,000 students had a course based First Year Research Experience (FYRE).
- ➔ USask maximized our annual NSERC USRA allocation of 60. We have awarded a total of 87 Tri-Agency USRAs for the summer of 2024, including 14 NSERC USRAs for Indigenous Student Scholars, nine NSERC USRAs for Black Student Scholars, two SSHRC USRAs, and two CIHR USRAs.



Students showcase at this year's SURE symposium on Aug. 31, 2024



TEDx

In January, RPI hosted a one-day TEDx event – a series of short, carefully prepared talks, demonstrations, and performances on a wide range of subjects – to showcase the amazing ideas of our USask community. The theme was “Courageous Curiosity” in alignment with the university’s mission and brand platform.

A group of ten USask representatives – including faculty members, postdoctoral scholars, students and alumni – were trained to present engaging and motivating talks over the course of an afternoon in-person event. These talks and performances were curated to profile a selection of USask’s leading research ideas and innovations, while also considering diversity of discipline, career-stage and personal identity.

After the event, each speaker’s talk was edited into a single-watch video and shared broadly on the TEDx social media channels.

Of special note is Dr. Michael Levin’s and Dr. Linda Chelico’s talk , which have reached **26,000** and **24,000** views to date, and were selected for profiling to the nearly 41M TEDx YouTube subscribers by the TEDx marketing team. Much appetite was created for future TEDx University of Saskatchewan events and the team is already planning for the 2024/25 event.

Images of Research 10th Anniversary Celebration

For the 10th year in a row, the RPI team has coordinated the 'Images of Research' contest as a chance to celebrate the diversity and beauty of research taking place at USask. In honour of this important anniversary, a celebratory event was hosted at the Remai Modern in April of 2024.

The event brought together USask leadership, members of the research community, and winners from past and present competition years. In addition to celebrating the winning and runner-up images in this year's contest, the event recognized the important role that USask research is having both at home and around the world. Over 100 images were submitted to the 2024 Images of Research contest, which received over 16,000 online views and 2,800 public votes.

Faculty Support

In the summer of 2023, OVPR launched DARE: Discovery, Achievement and Research Excellence. This initiative supports new faculty at USask to grow their research programs and build cross-campus connections. DARE provides practical and tailored resources for new and early career faculty, coordinates interdisciplinary programming to support grant development, and hosts networking and career development events for new and early career faculty. In addition, DARE launched the inaugural DARE Undergrad Training and Mentorship Awards, which funded nine early career researchers to hire an undergraduate student research assistant for the summer of 2024. The competition funded social science, humanities, and fine arts projects, addressing a gap in federally funded undergraduate research assistantship opportunities.

Initially funded through the Horizons Project, the RASI's post-award pilot provided grant management support for the social sciences, humanities and fine arts in the College of Arts & Science. The 20-month pilot developed a new model for supporting faculty in administering their research grants, built a post-award community of practice, and contributed to a 45% increase in grant applications amongst the pilot cohort. RASI will move this project beyond the pilot stage and plans are in place to expand this initiative.



Rankings and RSAW Intelligence

The 2023-2024 year saw some exciting rankings results for USask, including three best-ever performances in international rankings, as follows:

- ➔ **Quacquarelli Symonds (QS) 2024 World University Ranking**
USask was ranked at 345th in the world, a significant increase of 128 positions from the prior year (473rd). This is USask's best performance in this global ranking.
- ➔ **Quacquarelli Symonds (QS) 2024 Sustainability Rankings**
USask was ranked 89th in the world in the sustainability rankings, an increase of two positions from the previous year, and once again USask's best performance in this ranking.
- ➔ **Times Higher Education (THE) 2024 World University Rankings**
USask was ranked in the 351-400 tier, a significant improvement and multi-tier jump from ranking in the 501-600 tier the previous year, and once again a best performance for USask in this ranking.

In addition to the above best-ever performances, USask's strongest performance for 2023-2024 was in the THE Impact Rankings. USask ranked 67th in the world in this ranking. This ranking assesses universities' progress toward the United Nations' Sustainable Development Goals (SDGs). As well as an overall ranking, universities are ranked in each of the 17th SDGs. USask applied to be ranked in nine of the SDGs, and performed well in all nine. As follows on page 26.



Minister Mélanie Joly, Minister of Foreign Affairs, visited Canadian Light Source on April 25, 2024

| SDG # | Sustainable Development Goal | Global Ranking |
|---------|--|----------------|
| OVERALL | | 67* |
| | | |
| 2 | Zero Hunger | 16 |
| 3 | Good Health and Wellbeing | 74 |
| 6 | Clean Water and Sanitation | 101-200 |
| 9 | Industry, Innovation, and Infrastructure | 101-200 |
| 10 | Reduced Inequalities | 95* |
| 11 | Sustainable Cities and Communities | 20 |
| 14 | Life Below Water | 101-200 |
| 16 | Peace, Justice, and Strong Institutions | 101-200 |
| 17 | Partnership for the Goals | 101-200 |

As demonstrated in the above chart, USask ranked in the global top 20 in SDG 2 (16th) and SDG 11 (20th), and in the global top 100 in SDG 3 (74th) and SDG 10 (95th).

The following highlights some of the additional work accomplished in 2023-2024:

- Launched the five-pillar strategy guiding rankings work.
- Initiated the rankings dashboard project.
- Collaborated with RPI on communications/new stories for 11 annual rankings media releases.
- Delivered 15 presentations to USask leadership tables and committees.
- Hosted two full days of training and support sessions for SciVal/SCOPUS use for staff and faculty.
- Created custom rankings reports for seven colleges/schools.
- Launched two policy-citation software trials.
- Dr. Dawn Wallin and Jennifer Drennan invited to present on RSAW Intelligence at the 2024 CARA Conference.



© 2024

Annual Report

2024
MAY
09



College of Graduate & Postdoctoral Studies

cgps.usask.ca

Navigating the complexities of higher education at the University of Saskatchewan is a collaborative effort. We draw insights from diverse sources at all levels of the graduate community.

This year marks our first year the new CGPS bylaws were passed by University Council March 16, 2023. We benefited from the reformulated Graduate Faculty Council as a representative body of USask's graduate community including members of the student body, the GSA, the SPS, graduate chairs, graduate administrators, and executive leadership. The college leadership appreciates the strong engagement of our council providing **strong governance** and supporting the changes to improve our programs and the student experience.

Outgoing Associate Dean Walker led the work to reframe doctoral milestones – shedding outdated language of comprehensive examinations in favor of a more formative process of candidacy assessment – a change that enjoyed strong support by council.

This past year as generative AI technology continued to evolve, rather than be outpaced, we developed a framework to support **integrating Gen AI** into graduate student research without sacrificing the expectations for originality and adhering to the principles of academic integrity.

Looking forward to 24/25, our objectives are to evolve in tandem with the dynamic higher education ecosystem marked by a commitment to rearticulating CGPS's **degree learning outcomes** to reflect the full range of competencies we want our graduates to develop and that resonate with contemporary society.

To support realizing these elements within graduate programs, we soft-launched a suite of **professional skills** training resources for faculty designed to prepare graduate students and postdoctoral scholars for the contemporary job market, ensuring their relevance and competitiveness.

Robust funding support is critical to student and postdoctoral researcher success. For the 23/24 year, the college implemented the changes to how funding for students is distributed making it more flexible for units to respond to their recruitment and retention objectives. We welcomed the news in the recent federal budget for stronger funding for graduate students and postdocs and we are committed to continue to lobby for more provincial and federal funding.

CGPS remains unwavering in its dedication to excellence, equity, and the ongoing process of decolonization. We strive to meet the needs of graduate students as **global citizens**, while simultaneously prioritizing the creation of supportive networks specifically tailored to address the unique requirements of students with Indigenous ancestry.

Our goal remains fostering a more **inclusive and equitable** academic environment where all students and postdoctoral scholars thrive.



Image 1 CGPS Staff September 2023

Advocacy Matters

Together with leaders from graduate organizations and the funding agencies, Dean Debby Burshtyn made an appearance in Ottawa's parliament on June 1, 2023, delivering a clear message:

"Now is the time for new investment to enhance the value of scholarships and fellowships. We must: Ensure fairness and prevent exclusivity: access to research training should not be limited to those with financial privilege."

The federal budget was announced on April 16, 2024. You can read the [key highlights and the full document here](#). CGPS welcomes the new investments in Canada's research ecosystem, including the increase of the annual value of master's to \$27K, and doctoral student scholarships to \$40K, and postdoctoral fellowships to \$70K. More information will be available when it is released from the government.



Image 2 Federal budget announcement and student townhall, April 2024 From L-R Terry Duguid, Parliamentary Secretary to the Prime Minister, Hon. Seamus O'Regan, President Stoicheff, Hon. Randy Boissonnault, Dean Debby Burshtyn

Through an extensive nomination process Una Goncin, PhD student (Health Sciences) was selected to serve as USask's graduate student representative on the Saskatchewan Post-Secondary Student Council. During her one-year term Una engaged with the Ministry of Advanced Education providing feedback on a broad range of topics related to postsecondary education.

Skill Development

CGPS has introduced a Professional Development Specialist role aimed at developing a robust PD framework for graduate

students, postdoctoral scholars, and new faculty. In collaboration with the Gwenna Moss Centre for Teaching & Learning, CGPS unveiled the [Professional Skills](#) suite. This suite offers strategically crafted resources to aid graduate faculty in equipping students with essential professional skills, enabling them to maximize the value of their degrees both within and beyond academia.

Comprising six distinct modules, each designed for standalone utilization or seamless integration into program curricula, this initiative underscores the commitment to comprehensive professional growth.

Building Allyship

CGPS was up for the OYR Challenge. Our team's name was âhkamêyimok [meaning don't give up, keep trying, persevere]. Facilitated by the College of Kinesiology, CGPS eagerly embraced the opportunity to further our learning journey and are on the healing road of (re)conciliation toward an understanding that supports an inclusive future for all in response to TRC Call to action #10 iii.

Connected Community

CGPS has deployed a revitalized communications strategy that focusses on student success and just-in-time information. We leverage a variety of channels and targeted tailored information. [\[CGPS special features\]](#)

Annually, CGPS hosts the 3MT competition where graduate students are challenged to present their thesis to a lay audience in just three minutes. The [3MT](#) helps students hone their communication prowess and equip themselves to effectively share their research with broader audiences outside their disciplinary realms. CGPS was selected as the host for the Western Regional Finals in May 2023 where over 1500 individuals tuned in worldwide as 17 universities from across Western Canada participated.

Over the past year, CGPS collaborated with Alumni Relations to connect with PhD graduates to learn how their careers have progressed since completing their programs at USask. The new [Alumni Study](#) report can be read here.

As an institution and a graduate studies community, we can take pride in the high employment rates of our PhD graduates with a notable proportion of our PhD alumni who move into faculty roles – 25% overall. In addition to those who move into faculty positions an additional 39% of USask alumni are employed as either researchers within university settings or working in industry. [\[People of USask Feature\]](#)

In February 2024, we welcomed new Associate Dean Academic Excellence and Innovation Dr. Jaswant Singh. As part of Jaswant's role, he is leading resource development and training for graduate chairs and junior faculty members and postdoctoral scholars.

The [Graduate Student Research Showcase](#) (October 2023) featured a combination of fifteen masters, PhD and postdoc scholars who presented their research for Saskatchewan's Minister of Education demonstrating how unique and diverse USask's research landscape truly is. These trainees had the opportunity to show, through their research studies and training, how they contribute to our province's [growth plan](#) while tackling issues such as climate change, public health crises, and socio-political unrest.

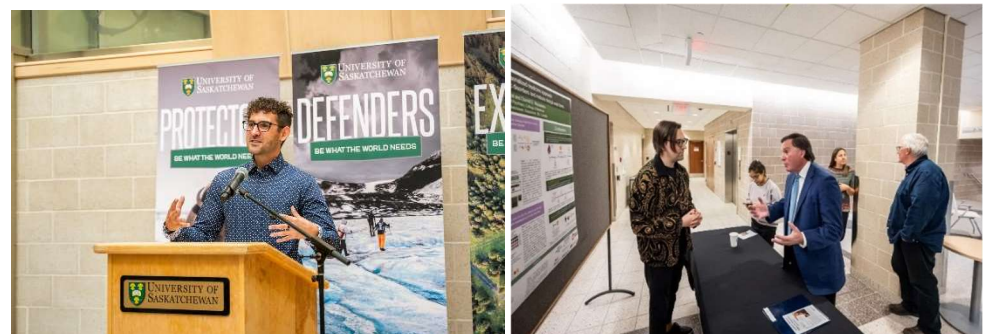


Image 3: Cody Koloski, PhD Candidate and Vanier Scholar Veterinary Microbiology discusses his research the Showcase Photo credit: Matt Smith

Image 4: Postdoctoral scholar in Psychiatry Dr. Tyler Wenzel (PhD) discusses his research with Hon. Gordon Wyant Photo credit: Matt Smith

CGPS aims to facilitate a nuanced understanding of ethical boundaries and responsible usage of GenAI in graduate studies, fostering a culture of integrity and ethical conduct. While guideline development is underway, the Western Canadian Deans of Graduate Studies released their preliminary report [Generative AI and Graduate and Postdoctoral Research and Supervision](#) in November.

Dr. Steven Rayan, representing CGPS' Interdisciplinary Program, organized a distinguished guest lecture featuring Dr. Aimee van Wynsberghe, Alexander von Humboldt Professor for "Applied Ethics of Artificial Intelligence" from the University of Bonn, Germany and set a new record for attendance for INTD 990 seminars.

We were thrilled to sponsor the GSA Gala again this year where graduate students celebrated for their research, scholarly and artistic pursuits.

Sponsoring [student-led conferences](#) is a fantastic way for CGPS to engage with graduate students at USask and promote their research. In 2023-24 CGPS sponsored seven student led conferences.



Image 7: From L-R Dr. Steven Rayan, Dr. Aimee van Wynsberghe, Luis Duarte Corredor



Image 5: 3MT Finals (2024) L-R Back Row: Craig Eling, Matt Chapelski, Victor Towobola, Jeremiah Odiketa, Yashmilan Kaur, Samantha Carley, Marin Habbick, Andrew Hartman, L-R Front Row: Cassidy Guy, Runli Yuan, Mariel Bonilla, Ramesh Kalagnanam, Martin Farina



Image 6: GSA Gala (2024) pictured here from L-R Abbas Fazel Anvari-Yazdi, Lauren Aubrey, Sristy Sumana Nath, Ramin Mohammadi, Adam McInnes, Elder Norman Fleury, Angela Jaime, Kayla Benoit Photo credits: David Stobbe

Graduate Program Services

As part of our continued emphasis and focus on service delivery efforts we are working with colleges and programs to revitalize recruitment, enrolment, and retention strategies in partnership with USask's Teaching & Learning teams (TLSE). Based on program feedback we are also refreshing and rethinking the graduate credential evaluation process and returning the position supporting this work to CGPS from TLSE. In the coming year, we will renew our focus on admissions policy and process.

In 2023/2024 CGPS received 10,918 applications, processing 1,867 program admission recommendations. Of these, 1,037 LOAs to international applicants were issued. Also, this year, units have had to adapt to several new federal government policies were introduced early in 2024 impacting admissions and study permit application processes for incoming international graduate students, namely the requirement to verify with Immigration, Refugees, and Citizenship Canada (IRCC) all letters of admission (LOA) issued by CGPS.

Also new in 2024 was the introduction of the Provincial Attestation Letter (PAL) requirement for all students applying for a Canadian study permit. While students entering Master's or PhD programs are exempt, Post Graduate Diploma, Non-Degree, Certificate and [Visiting Research Students](#) (VRS) who require a study permit will need a PAL going forward. CGPS worked with TLSE to secure 60 PAL endorsements per year to support the continued mobility of incoming VRS who wish to spend more than 6 months at USask. We developed the guiding principles in partnership with College Deans and Associate Deans Grad to ensure these VRS-specific PALs are allocated strategically including their alignment to signature areas.

CGPS has also changed its VRS admission process to ensure alignment and compliance with the new federal policy on [Sensitive Technology Research and Affiliations](#).

In collaboration with Student Information Services (SIS), after months of planning and refinement, the deployment of Banner 9 Student Services went live on May 1, 2024. Enhancements such as the capability to copy and paste advisory committee reports, among other improvements, will greatly benefit those of us who rely on these systems in our daily work.

In December 2023, Shakiba Jalal joined the college as the new Director, Graduate Programs Services.

Celebrating those who serve and mentor students.



Image 8: Dr. Erika Dyck, Professor of History, Distinguished Graduate Mentor 2023-24



Image 9: Alison Kraft, Kelly Clement Memorial Employee Services Award 2023-24



Image 10: Dr. Julia Boughner, Professor of Anatomy, Physiology & Pharmacology, Distinguished Graduate Mentor 2022-23



Image 11: Linda Nemeth, Kelly Clement Memorial Employee Service Award Recipient 2022-23



Image 12: Dr. Daniel X.B. Chen, Professor of Mechanical Engineering, Distinguished Graduate Mentor 2022-23



Image 13: Susan Mason, Kelly Clement Memorial Employee Service Award Recipient 2022-23

Scholarship & Award Services

As part of our efforts in EDI, In January 2024, CGPS announced the Parental Leave Benefit for CGPS scholarship and fellowship holders valued at up to \$20K. [Get more information.](#)

On May 1, 2023, the majority of PhD programs at USask offer newly admitted students a funding package of at least \$20,000 annually for 4 years. In the 2023-2024 academic year, 45 out of 54 eligible programs chose to participate in this minimum funding guarantee. Effective May 1, 2024, 49 out of 54 programs have opted in.

Entering its second year of the multi-year commitment format, the Student Support Fund (SSF) derived by enrolment numbers, and 75th Anniversary Recruitment Scholarship which leverage Tri-Agency success aims to support units with their strategic enrollment management planning by providing multi-year commitments and flexibility. Allocation notices covering the period from 2024-2025 to 2026-2027 were sent to programs in March.

Our focus remains on enhancing the student experience and our operational efficiencies. As part of this ongoing endeavor, we are collaborating with colleagues on the IT and Student Information Systems (SIS) teams to develop a specialized system for graduate scholarship and award applications. We anticipate the launch of this system in the 2024-2025 academic year.

In October 2023, Heather Lukey retired after 34 years of services at USask. For over three decades Heather helped graduate students feel supported, safe, and capable during the critical early days of their studies as the Director of Scholarships & Awards. Jody Lepp was recruited as the Director of Scholarship & Awards Services following Heather, and since April, Leah Johnson has taken on the role.

USask has fulfilled its CGS-M Tri-Agency quota! Awarding 11 CIHR, 17 NSERC, 21 SSHRC. On the doctoral side of things 10 NSERC, 17 SSHRC scholarships plus 3 Vanier's have been awarded (one from each agency) – this is just over a 60% success rate.

Watch for a variety of news stories about the scholarship winners to be released this summer. [\[awards stats\]](#)



Image 14: Jeremy Irvine, master's student in Plant Sciences will receive the prestigious SK Lieutenant Governor Indigenous Scholarship from his Honour, the Honourable Russ Mirasty at CGPS' June 4th celebration event.



Image 15: Dr. Scott Dos Santos (Veterinary Microbiology), will be awarded the Governor Gold Medal in June 2024 (currently a postdoc at the University of Western Ontario)



Image 16: Dr. Keely Shaw (Kinesiology), will be awarded the Governor Gold Medal in June 2024 (currently a postdoc at the University of Calgary)

EDI in Action

As a result of a thorough Equity, Diversity, and Inclusion (EDI) review, [framework](#) was approved by Council in May 2023.

Through campus-wide consultation, student focus groups, and staff and faculty surveys throughout 2022-23. This framework guides the mission and vision of CGPS and underpins a comprehensive and evolving plan to promote equity, inclusion, and diversity in graduate and postdoctoral studies at USask.

After several years and significant collaboration, CGPS introduces [candidacy assessment](#) replacing the traditional and scary term “comprehensive exams” for PhD students.

Building a closer partnership with education and researchers is just one benefit of PhD candidacy assessments [Nature 627, 244 (2024)].

Recognizing that the landscape of graduate studies is changing, and the needs of students evolving, a number of other [CGPS policies](#) have been revised including: time in program, thesis and dissertation committee composition, conflict resolution, accommodation and support and several others.

A Focus on Indigenous Student Success

Developing a strong sense of community guided by CGPS' Indigenous Initiatives Coordinator underpins the framework that we are developing that celebrates collective success, shares personal narratives, embraces mutual learning, includes families, and offers mentorship from a diverse range of Indigenous community members who have travelled similar paths before.

Every grad student's journey is different, but no one is on that journey alone. By integrating CGPS' strategic pillar of [kiskêyimisowin](#) [meaning that one is cultivating the knowledge of yourself, building identity, and elevating who you are], with the University of Saskatchewan's Indigenous strategy [ohpahotân](#) [symbolizing growth, journey and relational teachings that guide and strengthen our lives and work] and the intersection of the [oyateki](#) [meaning leaving no one behind] our focus is on inclusivity and equitable advancement.



Image 17: Ian Worme participated in the FSIN youth science fair in Saskatoon. As an alumnus of JSGS and Indigenous Initiatives Coordinator at CGPS, Ian is actively engaged in forging connections with today's and tomorrow's brightest minds.

In 2023, 7% of USask's graduate students self-identified as Indigenous.

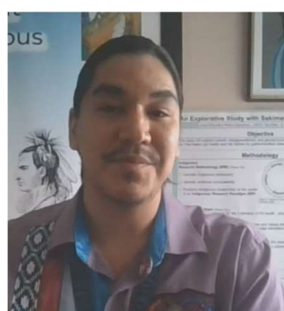


Image 18: Nathan Oakes, PhD Student, Community Health & Epidemiology IAW Award Recipient 2024

In September 2023, we launched the Cousins peer-to-peer network where students can and support each other in real time digital environment that is safe, facilitated by CGPS, and completely supported by ICT.

Through visual expression we are bolstering the ideology and strength of Indigenous spirit. We have recently released the monthly student spotlight, unveiled a curated showcase in one of USask's highest foot traffic areas, created new webpages and are developing unique events like a family movie night and the upcoming living library within our [mâmawi pimohtêwin initiative](#). The Living Library is open to everyone eager to delve into the diverse world of graduate education, this unique gathering invites participants to "borrow" a human book and immerse themselves in the captivating stories of Indigenous perspectives navigating academia. [Find out more.](#)



Image 19: Doris Wesaquate, PhD Student, Kinesiology IAW Award Recipient 2024

One Tri-Agency workshop was completed in October 2023 with several more planned. We are finding more ways to get scholarship information to students and guide them in their application writing to achieve higher success rates. This June, seven Indigenous scholars will be awarded Tri-Agency scholarships.

In October, a focus group was held with students to get their opinions and insights on how the Indigenous Graduate Leadership Award could be revised to better support their needs. More of these sorts of focus groups are planned.

Following Chris Scribe's first oral dissertation in 2022 (supervised by Dawn Wallin), in October 2023 Linda Young (supervised by Debbie Pushor) earned her doctorate through conversation. The innovation dissertation format was comprised of 10 videos, four bookworks, a glossary of terms, and a gallery show all of which followed traditional Indigenous protocol, a connection to community, and a lifelong relationship with education.

[The Journey of a kêhtê-aya \(elder\): kiskisi sôhkisiwin, tâpôkêyimoh, sôhkitêhê, nâkatohkê: Memorize the Strength, Have Faith, Have a Strong Heart, Pay Attention.](#)



Image 20: Linda Young being presented with a buffalo robe/blanket as a gift from supervisor Debbie Pushor's family. Photo credit: Michael Olson