

Attendance: See Appendix A for listing of members in attendance.

The chair called the meeting to order at 2:33 p.m., observing that quorum had been attained.

1. Adoption of the agenda

DOBSON/ZELLO: *To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

Dr. Kalra, chair, provided opening remarks and outlined the usual procedures for debate and discussion.

3. Minutes of the meeting of November 19, 2015

ZELLO/FLYNN: *That the Council minutes of November 19, 2015 be approved as circulated.*

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

President Peter Stoicheff provided remarks in addition to those in his written report on the process to develop a new university vision, mission and values document. The president spoke of the timeliness of the initiative and the various changes that have occurred since the 1993 mission statement was approved, including the aspiration to achieve international standards as articulated in the 2002 *Renewing the Dream* document. The president emphasized that to be able to represent the university as decisions are made relative to opportunities, that consensus is required on what the university is to achieve. A new vision, mission and values document is also needed to present a compelling vision to new faculty members, to assure the university's autonomy, and to clearly convey the university's aspirations to government, the media, donors, and partners. The committee will comprise seven members with the addition of a senior Aboriginal staff member. An announcement of the committee membership will be made in the coming weeks.

On December 15th, the Truth and Reconciliation Commission (TRC) released its final report. President Stoicheff indicated that his statement in response to the report could be found on the university's [Building Reconciliation](#) website. The president also referred to the op-ed piece appended to his written report which he co-authored with Chancellor Blaine Favel. The piece was published in the November 27th issue of the *Globe and Mail* and refers to the national forum hosted

by the university and the steps the nation's universities need to take to realize Aboriginal reconciliation.

The president indicated he was privileged to attend the induction of Professor Jeffrey McDonnell and Professor Ken Coates of the university as new members to the Royal Society of Canada. He also recognized Dr. Kalra as being named one of the [60 Influential Canadians Over 60](#).

President Stoicheff invited Greg Fowler, vice-president of finance and resources, to provide an update on the Board of Governors' decision in response to the provincial government's decision to withdraw funds it had previously committed to the university. Mr. Fowler reiterated the three actions taken by the government consisting of a one-time reduction to the Saskatchewan Innovation and Opportunity Scholarship fund, a one-time reduction in capital funding, and a deferral by a year of the province's funding commitment to the CERC Water Security Chair. In response to these actions, the Board has elected to use the university's operating reserve fund to replace the reduced funds. Mr. Fowler indicated he would report further to the planning and priorities committee and to Council in the spring on the university's budget.

Closing his remarks, President Stoicheff commented on the review of the vice-president Advancement and Community Engagement (ACE) portfolio of activities, which currently comprises six portfolios. The reporting relationships of these portfolios are being re-imagined given the number of reports to the vice-president ACE, their diversity and the importance of each. A consultant is in place who is thinking through the reorganization of ACE and who will consult with deans and their units.

The chair invited questions of the president. Concerns were raised by members that the university's resource base is being diminished at the same time that it faces challenges, such as responding to the need for distributed education and self-education of the Indigenous narrative in response to the TRC calls for action. Assurance was requested that the actions of the government would not affect the research activity of the CERC Water Security Chair or the amount available to students for scholarships. The president recognized the concerns expressed and indicated he would draw on these when addressing the premier and members of the Treasury Board about university finances. Although the university is able to replenish the resources lost from its reserve fund, the action itself places the university in a potentially precarious position and particularly so if it becomes a pattern.

Several suggestions were made for changes to the membership of the committee tasked with leading the development of the vision, mission and values document—that a GSA or USSU elected student member be placed on the committee rather than a student leader distinguished by their academic accomplishments, and that an Aboriginal elder be added to the committee. The president acknowledged both suggestions and indicated he had already been apprised of the possibility of having a GSA or USSU student member serve on the committee and that he would consider further both suggestions. Further clarification from the president was requested about the approach of having a small committee conduct this work rather than a larger committee with broader representation that would take a longer period of time to develop the document and employ more of a grassroots-based consultative approach. President Stoicheff observed that given the work undertaken for the *Vision 2025* document which was rescinded by Council last fall, there is a degree of fatigue within the university community to take on this work again. The approach outlined is intended to merge economy of effort with full consultation, and the committee will have available to it all of the documentation of the consultation undertaken for the *Vision 2025* document.

6. Report of the Provost

Ernie Barber, provost and vice-president academic referred to his written report and invited questions. A member requested more information on the initiative led by the provincial government involving the use of metrics and institutional performance indicators and asked for a more explicit description of the initiative. Dr. Barber indicated that the project is about the investment by the government in post-secondary education. The university is participating in the project and it is proceeding quite slowly. Given the question, he indicated that he would make more information on the project available to Council.

7. Student societies

7.1 Report from the USSU

Gabe Senecal, vice-president president academic of the University of Saskatchewan Students' Union (USSU), presented the report to Council. Mr. Senecal recognized the students who were attending the meeting throughout final exams and provided a brief overview of the portfolio and activities of each member of the USSU Executive and of the USSU. These include a Winter Welcome Week during the first week of January, support for engaging students in the provincial election, the USSU Annual General Meeting in November, and an upcoming special meeting to consider changes to the USSU Bylaws. He reported that a motion was passed by the University Students' Council to integrate Indigenous content into the curriculum of every college and degree and noted that discussion of the motion was planned to occur later in the meeting.

7.2 Report from the GSA

Ziad Ghaith, vice president operations of the Graduate Students' Association (GSA) presented the report to Council on behalf of the GSA president. He reported that the GSA has titled 2016 as the year of engagement and collaboration and will open the year with the development of a comprehensive strategic plan, events, and new initiatives. The GSA will host a Graduate Student Achievement Week February 29 – March 4, 2016, which will include a GSA conference and gala and a three-minute thesis event. In addition, there will be industry talks and discussion of the job market in academia. He encouraged graduate chairs and graduate students to participate in the event to enhance the success of graduate students. Other activities are preparing for the 800 Syrian refugees who will arrive in the Saskatoon community. The GSA will continue to accept donations for the refugees in the GSA Commons until December 18. The GSA is also collaborating with First Nations University and the University of Regina to reinstate the provincial component of the Canadian Federation of Students (CFS) to access resources to advocate for students at the provincial level.

In closing, Mr. Ghaith wished all present a happy holiday season and thanked the dean of the College of Graduate Studies and Research (CGSR) and the president for their continuous cooperation with the GSA and indicated he looked forward to enhancing the GSA's cooperation and collaboration with all units of the university in 2016-17.

8. Planning and Priorities Committee

Lisa Kalynchuk, chair, presented the committee reports to Council.

8.1 Request for decision – Name Change of the Department of Bioresource Policy, Business and Economics

Professor Kalynchuk described the rationale for the name change of the Department of Bioresource Policy, Business and Economics to the Department of Agricultural and Resource Economics. The name change arises from the desire of members of the department to adopt a name which will resonate with stakeholders. Although the current name describes the activities of the department well, the name is considered cumbersome and has caused some confusion among stakeholders, students, and members of the department. The planning and priorities committee considered the name change and was satisfied with the general support for the change.

KALYNCHUK/DE BOER: That Council approve that the Department of Bioresource Policy, Business and Economics be renamed the Department of Agricultural and Resource Economics, effective September 1, 2016, and that the Council's Bylaws be amended to reflect the new name of the department.

CARRIED

8.2 Report for Information – USSU Motion on Indigenous Content in the Curriculum

Professor Kalynchuk read the motion passed by the University Students' Council at its meeting on November 19, 2015. The motion calls on the university to commit to implementing Indigenous content into the curriculum of every college and degree and to strike a coordinating committee charged with considering the logistics and implementation of this commitment. The planning and priorities committee considered the motion at its December 2nd meeting attended by Professor Jay Wilson, chair of the teaching, learning and academic support committee (TLARC) of Council and Professor Patti McDougall, vice-provost of teaching and learning, and TLARC committee member.

Professor Kalynchuk indicated that the committee wished to bring the USSU motion and the committee's accompanying motion of support to Council for three reasons: to inform members of Council of the USSU motion; to recognize the leadership and initiative taken by the USSU in developing and passing the motion; and to provide Council with the opportunity to discuss the USSU motion. Professor Kalynchuk provided a brief summary of the committee's discussion of the USSU motion, which recognized that some colleges are well underway in incorporating Indigenous content into their curriculum. Challenges exist for other colleges regarding resources, access to qualified instructors, and space within their curriculum, particularly for professional colleges with accredited programs. Members acknowledged that having a standardized mandatory three credit-unit course option for all students was not a viable option for an institution as large and as varied as the University of Saskatchewan.

In consultation with Professors Wilson and McDougall, the committee agreed that TLARC was the Council committee best situated to work with the vice-provost of teaching and learning to review strategies around indigenization. A possibility suggested was revising the university's *Learning Charter* to include a statement on Indigenous content in the curriculum to serve as a guide to colleges. TLARC has since met and discussed this opportunity and is willing to engage to move forward this important initiative.

Mr. Senecal spoke on behalf of the USSU to the motion, emphasizing the importance of incorporating Indigenous content in the curriculum and of doing so properly and quickly as a

priority. The USSU looks to the central university to ensure coordination of this initiative so that different arms do not lag behind and is seeking champions throughout the university and feedback from Council.

Professor McDougall indicated the *Learning Charter* is an institutional statement about what every graduate of the university will be able to do while at the university. The charter was created by the Council committee to which TLARC is a successor. The implementation of the university's commitment is best carried out at the college level as that is where curriculum is built. There will be financial and curricular supports and resources available and her role is to ensure colleges have access to these to be successful.

The meaning of the word Indigenous relative to First Nations and Métis peoples was provided by a Council member, with the request that those instructors delivering Indigenous content have firm training and specialized knowledge of Indigenous issues, regardless of disciplinary area.

Other discussion and comments from Council members focused on the importance of the issue and whether Council should show solidarity by contemplating its own motion to support in principle that all students at the university engage in relevant Indigenous teaching and learning. Beth Williamson, university secretary, clarified that as the motion was deemed to be substantive by the chair, such a motion would require notice to Council and could be submitted either as an independent motion by a Council member or submitted through a Council committee.¹

The chair of the planning and priorities committee was asked why the committee did not submit a request for decision to Council which would contain a motion that would commit Council to action in response to the USSU motion. Professor Kalynchuk clarified that the committee supported the motion as belonging to the students and wished to show support in spirit for the intent of the motion. She committed to conveying the discussion of Council approving its own motion in support of the USSU motion to the committee.

Discussion concluded with Professor Wilson speaking in support of TLARC undertaking this important work as it falls under the committee's terms of reference. The committee will consider the USSU motion at the committee's first meeting of the year in January.

9. Governance Committee

Louise Racine, chair of the governance committee presented the committee reports to Council.

9.1 Notice of Motion – Requirement that Elected Council Members Serve on the Student Academic Hearing and Appeals Committee

Professor Racine read the notice of motion as follows:

RACINE/FLYNN: That Council approve that all elected Council members be members of the student academic hearing and appeals committee, and that the Council Bylaws be amended to remove the requirement of the nominations committee to nominate members of Council to serve on the student academic hearing and appeals committee.

¹ A subsequent correction to the process of submitting a motion is noted here. Council Bylaws state that notice of motion of a substantive motion may be suspended upon a vote of two-thirds of the members present and voting at a meeting (ref. Part One, sec. III, 5.g).

Professor Racine conveyed that the motion to have all elected Council members serve on the student academic hearing and appeals committee arose from the desire to ensure the committee is adequately populated for student disciplinary and academic appeal boards due to an increase in the complexity and number of student hearings and appeals. Council members will have the opportunity to decline to serve on a case-by-case basis when contacted for their service. In the future, those running for election to Council will be made aware that election also commits the member to serving on the student academic hearing and appeals committee and potential service as a member on a student hearing or appeal board. Professor Racine invited comments and questions and indicated that these could also be provided in writing to herself (louise.racine@usask.ca) or the committee secretary (sandra.calver@usask.ca).

Comments included a request for clarification of those members elected to Council and the suggestion that the governance committee consider a larger standing committee for the purpose of student hearings, which would build experience among committed members and provide a sense of continuity. Ms. Williamson clarified that every member on Council, including student members, are elected members, other than the president and the provost who serve as *ex officio* members. The change will ensure there is a larger pool of individuals to contact for student hearings as membership takes into account the availability of those asked to serve, disciplinary background, gender balance, and other considerations, such as having an international background.

Professor Racine thanked members for their comments, and indicated she would bring these back to the committee for further discussion.

9.2 Request for Decision - Student Member Terms on Council and Council Committees

Professor Racine indicated the rationale for the motion is to align the terms of the student members elected to Council with the start of their terms as elected representatives on the GSA and USSU student bodies. If approved, student member terms on Council will be from May 1 to April 30 rather than from July 1 to June 30. Consultation has occurred with the GSA and USSU executives, who in turn have consulted with their respective bodies, and both organizations are supportive of the change.

Comments from Council members on the proposed change included concern over the ability of students to attend an orientation on university governance prior to beginning their term on Council and that many students work over the May to August period. Members of the GSA and USSU executives present spoke in support of the proposed change, indicating that it was a common-sense adjustment to align the terms and that presently the terms of elected student members to Council continue past the time when these students hold office within their representative student bodies.

RACINE/FLYNN: That Council approve the term of student members elected to Council and appointed to Council committees be from May 1 to April 30 and that the Council Bylaws be amended as shown in the attachments.

CARRIED

10. Nominations Committee

Ed Krol, chair of the nominations committee presented the report to Council.

10.1 Request for decision – Nomination to the review committee for the Vice-Provost Faculty Relations

Ed Krol, chair of the nominations committee presented the report to Council. Professor Krol reported that the item before Council was to appoint a new member to the vice-provost faculty relations review committee due to a member resignation.

KROL/LARRE: That Council approve that Margaret Kovach, Department of Educational Administration and Department of Educational Foundations serve on the review committee for the vice-provost faculty relations.

11. Academic Programs Committee

Kevin Flynn, chair of the academic programs committee presented the committee reports to Council.

11.1 Request for decision – Post Degree Certificate in Career and Guidance

Professor Flynn outlined the purpose of the proposed certificate of proficiency as providing foundational knowledge, skills, and guidance at the K-12 level through special education of teachers who are employed in, or who seek employment in, career and guidance roles. There is a lack of teachers with adequate training in these roles, and consultation with school divisions has identified that these areas are in urgent need of qualified individuals. There are no programs in this area in the province at present. The certificate is tailored to the needs of teachers within the province and in response to university and college plans for innovative and community-based programs. The certificate is recognized as an Additional Qualification Certificate (AQC) and thereby enables graduates to progress a level on the provincial pay grid for teachers and also to complete the majority of prerequisites for entry to the M.Ed. in School and Counselling Psychology program.

Questions included a request for an explanation of the relationship between the certificate program and the M.Ed. in School and Counselling Psychology, and whether the M.Ed. pathway would normally have been the route to attain certification in this area. Tim Claypool, head of Educational Psychology and Special Education, responded, indicating that graduates of the M.Ed. program are eligible to register as psychologists within the province, and that the two programs represent different levels of professional training.

Other questions related to the large number of sessional lecturers that would teach in the program and the inability to double-count courses completed in the certificate program toward the program requirements of other programs. Professor Claypool indicated that the longer-term goal is to have a blend of academic faculty and professionals in the field as program instructors, and that faculty are needed to grow academic research in this area. The restriction on double-counting of courses is a restriction placed by the Ministry of Education.

FLYNN/RACINE: That Council approve the post-degree Certificate in Career and Guidance Studies, effective September 1, 2016.

CARRIED

11.2 Request for Decision – Post Degree Certificate in English as an Additional Language Education

Professor Flynn introduced the proposed certificate of proficiency in English as an Additional Language Education as providing foundational knowledge to teachers in teaching English as an additional language. Many of the province's EAL learners are Canadian born but live in households where English is not the predominant language. This year 15,000 school-age children will receive some type of EAL support. The goal is to provide at minimum one EAL-qualified teacher in every K-12 school in the province. Presently, there is no equivalent education in the province aimed at K-12 teachers. As is the case with the certificate in Career and Guidance, the proposed certificate is recognized as an Additional Qualification Certificate (AQC) by the Ministry of Education when completed post-degree to the B.Ed., and thereby enables graduates to progress one level on the provincially bargained pay grid for teachers.

Support for the program was expressed by Veronika Makarova, head of the Department of Linguistics and Religious Studies. Professor Jay Wilson, head of the Department of Curriculum Studies also recognized the partnership of other departments on campus in supporting the program and the efforts and support of Nadia Prokopchuk, senior program manager, EAL and Languages, Ministry of Education in developing the program.

FLYNN/RACINE: That Council approve the post-degree Certificate in English as an Additional Language Education, effective September 1, 2016.

CARRIED

11.3 Request for Decision – Doctor of Pharmacy (Pharm. D.) program in the College of Pharmacy and Nutrition, effective September 2017

The Doctor of Pharmacy (Pharm. D.) program will replace the Bachelor of Science in Pharmacy (BSP) as the entry-to-practice credential of the pharmacy profession. The new program reflects the increased need for interprofessional education and will result in graduates being prepared to take on expanded roles in medication therapy and patient care. Professor Flynn reported that the Pharm. D. is the entry to practice credential offered by all American pharmacy schools and that five of the 10 Canadian pharmacy schools now offer a Pharm. D. program, with the remaining Canadian schools transitioning to a Pharm. D. credential. Future accreditation standards will no longer recognize the BSP as an acceptable standard to entry to practice in the profession.

The BSP comprises one year pre-Pharmacy and a four year program; the Pharm. D. will comprise two years pre-Pharmacy and a four-year professional program. There is no duplication of program content with the BSP program, and students are therefore unable to transition to the new Pharm. D. due to the degree of experiential and interprofessional training in the new program. As the Pharm. D. program is implemented, the Bachelor's program will be phased out. The college will later develop an online flexible bridging program to offer the opportunity to licensed pharmacists within the province to earn the Pharm. D. credential.

A member observed the lack of evidence in the proposal of how the Aboriginal educational goals will be achieved and expressed concern about the underdevelopment of this fundamental educational premise. Yvonne Shevchuk, associate dean academic, within the college indicated that the proposal does not reflect the amount of discussion and work

completed with respect to indigenization within the new curriculum, and that learning objectives for this purpose have been created with the assistance of the Gwenna Moss Centre for Teaching Effectiveness (GMCTE).

FLYNN/RACINE: That Council approve the Doctor of Pharmacy (Pharm. D.) as a replacement program for the Bachelor of Science in Pharmacy (BSP) program in the College of Pharmacy and Nutrition, effective September 2017.

CARRIED

11.4 Report for Information – Kanawayihetaytan Askiy Certificate (“Take Care of the Land”)

The new certificate program encompasses the Indigenous Peoples Resources Management (IPRM) certificate offered by the College of Agriculture and Bioresources. Changes consist of the addition of a new course to the program to enhance Indigenous knowledge and the re-naming of the certificate program to a new name in the Cree language to better reflect the goals and aspirations of the program.

11.5 Report for Information – 2016/17 Academic Calendar

This item was provided for information and Professor Flynn referred members to the changes noted in the Council agenda package.

12. Other business

There was no other business.

13. Question period

The chair invited questions from members. A member noted the GSA deadline for donations for Syrian refugees was the next day and asked if the association would consider extending the deadline. The registrar informed members that Student Central and the International Student and Study Abroad Centre (ISSAC) were additional drop-off points for donations and that these sites had an extended timeline due to the ongoing need of refugees.

14. Adjournment

With no further business, the chair wished all present a restful and enjoyable holiday break, and the meeting adjourned by motion (DOBSON/ROY) at 4:25 pm.