

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

Chelsea Willness, acting chair of Council, called the meeting to order at 2:30 p.m., observing that quorum had been attained.

1. Adoption of the agenda

DOBSON/GJEVRE: *To adopt the agenda as circulated,*

CARRIED

2. Opening remarks

The acting chair reminded members of the usual procedures for debate and reported on the two topics discussed at the most recent meeting of Council chairs with members of the president's executive committee. The first of these involved the strategic increase of student enrolment and the new Teaching, Learning and Student Experience Plan; the second involved the university's plans for addressing the challenges created by the legalization of cannabis.

The acting chair also acknowledged Lee Ahenakew, chair of the university's Board of Governors, in attendance at the meeting.

3. Minutes of the meeting of January 18, 2018

SMITH/GJEVRE: *That the January 18, 2018 Council minutes be approved with the correction to the second paragraph under the Report of the President to refer to the "West Bank and Gaza area."*

CARRIED

4. Business Arising from the minutes

There was no business arising from the minutes.

5. Report of the President

Peter Stoicheff, president, presented the President's Report. The President reported on the federal Innovation Superclusters Initiative indicating that the federal government had announced that morning that \$950 M in total funding would be provided to five national superclusters. President Stoicheff indicated the university was significantly involved with two of the nine proposals that advanced to the final stage of consideration, and that one of these—Protein Industries Canada—was ultimately successful. The President described the award as fabulous news, serving as confirmation that world class universities are the platform on which innovative economies are built and commended those who worked to bring the proposal to fruition.

The President referred to the recent signing of the MOU with the City of Saskatoon and the importance of connecting with the city in an aligned way. He cited the university's involvement with the agricultural supercluster, the various other MOUs recently signed, including the MOU with the Remai Modern Gallery and the MOU forged with other post-secondary institutions committing to the Truth and Reconciliation process, as examples of the university connecting with what the world needs. He described these actions as the central expression of the new University Plan. The foundation of the plan is rooted in Indigenous concept of *Nikānitān manāchitowinihk |Ni manachihitooaan* ("Let us lead with respect"). The President indicated that he sees a rich reciprocity between the two processes—to lead with respect and to respect what the world needs us to be.

Questions were invited of the President. An update on whether the university will sign a MOU with the Saskatoon Tribal Council was requested. President Stoicheff indicated that in discussions with the new Chief, both parties have made clear the desire to have a formalized partnership. A follow-up question was asked about whether the university will commit to a procurement policy that requires a percentage of the employees hired through procured services to be Indigenous. The President indicated this was a separate issue and informed Council that former Chancellor Blaine Favel is exploring the MOU with the Tribal Council and the possibility of a procurement policy.

6. Report of the Provost

Tony Vannelli, provost and vice-president academic, presented the Provost's Report. Provost Vannelli commented on the recent full-day workshop with deans and executive directors about the college and school plans, the recent meeting of senior leadership with the new Minister of Advanced Education, the province's fiscal challenges, and the university's commitment to multi-year planning to achieve its aspirations and goals.

The Provost spoke about the verdict reached in the Stanley trial and the value of courage, indicating that diversity is where light is found and that to fall away from inclusiveness leads to darkness and fear. He indicated the university will always embrace its Indigenous faculty, staff, and students. He expressed that he was proud of the response of students and student leadership to the outcome of the trial and recognized those colleges who added to the dialogue to create positive and encouraging discussions. A member expressed support for the Provost's remarks, commenting that university leaders had conducted themselves in an exemplary manner in response to the situation.

The same member referred to the sentence in the Provost's written report about finding opportunities for decreasing reliance on funding from the decreasing provincial operating grant. Rather than supporting the view that the disinvestment by public funders is inevitable, he requested that the university make the case publicly for a public investment in the university as a public institution. Provost Vannelli concurred and provided a number of examples of the value the university brings to the province, concluding his remarks by emphasizing the importance of presenting these contributions in dialogue with provincial leaders.

A member thanked Provost Vannelli for attending the smudge ceremony earlier in the week and expressed her gratitude at having the university community to call upon at this difficult time. She inquired about the status of the definition of Indigenization that a group of Indigenous faculty were working on, indicating her question was prompted by the concerns of a colleague who spent a great deal of time on working on the definition and was not aware of an outcome. Patti McDougall, vice-provost teaching, learning and student experience, reported that the definition was submitted to Council by the teaching, learning and academic resources committee last spring, with the request

that students similarly have the opportunity to work on the definition. This work is occurring and has been shared with Jacqueline Ottmann, vice-provost Indigenous engagement.

The member who asked the question also encouraged the university to mentor its Indigenous members to assume senior leadership roles. The university's commitment to the training and mentoring of internal leaders was affirmed by Provost Vannelli.

7. Student Societies

The acting chair asked for agreement from the GSA and the USSU to have item 7.2 Report from the GSA presented prior to item 7.1 USSU report. Both parties agreed.

7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association (GSA) presented the report. Mr. Ghaith indicated the written report of the GSA was before Council and he would not provide any additional remarks in order to allow for more time to discuss item 7.2. (a).

7.2 (a) Request for Decision: Graduate Student membership on the University Board of Governors

Mr. Ghaith indicated that the GSA seeks formal endorsement from Council of the request to have formal representation of graduate students on the Board of Governors. The request is based on the increased number of graduate students enrolled and the unique perspectives that graduate students, as researchers and future leaders of academia, are able to provide within a research-intensive university. Further, Mr. Ghaith indicated that the university is the only U15 member without a graduate student member on its governing board.

The concern that the motion appears to be outside the mandate of Council was registered by a member, with the view expressed that how each of the university's tricameral governing bodies governs itself is up to that body.

Members speaking in support of the motion noted the motion is for support in principle if there is a change to the university's governing legislation, and that Council is not being asked to make a decision about the Board of Governors. The motion provides an opportunity to increase the size of the board, add a valuable voice, and advance toward the inclusiveness to which the university is dedicated, all of which were mentioned as reasons to support the motion.

FINDLAY/CARD: That University Council support in principle:

- a) A request from the Graduate Students' Association, on the next occasion when amendment is being considered, for amendment of the University of Saskatchewan Act 1995 to provide for the appointment or election of one graduate student member of the Board of Governors.
- b) In the interim, a request from the Graduate Students' Association to have an appointed or elected representative with status as a non-voting observer or resource person on terms formulated in agreement with the Board of Governors.

7.1 Report from the USSU

David D'Eon, president of the University of Saskatchewan Students' Union (USSU) presented the USSU Report. Mr. D'Eon reported the USSU released a statement on social media in response to the verdict in the Gerald Stanley case to reaffirm the USSU's commitment to decolonization and antiracism. Mr. D'Eon thanked Candace Wasacase-Lafferty, director, Indigenous Initiatives; Iloradanon Efimoff, GSA Indigenous liaison; and the Indigenous Students' Council for their efforts since the verdict was released.

Reports of caustic responses to the verdict have resulted in some Indigenous students expressing concerns about their safety and indicating that the university does not feel like home to them. Mr. D'Eon reminded Council members to be leaders in the face of racist comments and the voice of what the university stands for.

Other topics engaging the USSU in discussion with the Ministry of Advanced Education are the future of the university's funding and the funding of student scholarships, bursaries, and student loans. The USSU projects an increase in student debt burden in the medium to long term. USSU elections are approaching and Mr. D'Eon encouraged members to refer students interested in student leadership and governance to the USSU office.

8. Planning and Priorities Committee

Dirk de Boer, committee chair, presented the notice of motion.

8.1 Notice of Motion – Approval of the University Plan

Professor de Boer reported that feedback received in response to the committee's request for input submitted to Council in January about the plan was positive, with questions received about wording and operationalizing the plan. On January 31, the planning and priorities committee received a revised version of the plan and carried a motion to approve that the plan be submitted to Council with a notice of motion to approve the plan at the March meeting of Council. Provost Vannelli confirmed that the plan remains in draft form until approved.

Debra Pozega-Osburn, vice-president, university relations, made a presentation to Council about the plan, attached as appendix B. The plan now includes the guideposts for the plan, which are thought of as similar to an inuksuk, representing markers to guide the university's path as it moves forward in embracing the plan. The visual plan design elements will be developed once the plan content is approved.

Dr. Pozega-Osburn explained that the plan as presented contains the concepts, ideas, and text of the plan. There will be many more infographics, examples, and stories that bring the concepts of the plan to light. The metrics by which the university's progress against the plan will be measured are another layer to the plan being developed by the Institutional Planning and Assessment Office.

Vice-president Pozega-Osburn outlined the notable changes to the plan since last viewed by Council, which include the addition of the President's Letter, a clearer reflection of the university's sense of place and community, the inclusion of the geographical ribbons "regional, provincial, national, international" in the *weave* infographic, the use of the Oxford comma throughout, and the removal of the specific aspiration to be among the world's top 150 universities, among other changes. Consultation continues with Indigenous elders about the language in the plan. Dr. Pozega-Osburn presented each of the goals within the plan with the accompanying text of the guideposts.

The chair opened the floor for discussion. Topics discussed were the alignment of the guideposts within the college and school plans, with Provost Vannelli confirming there is flexibility in this regard, and an objection to the commitment "courageous curiosity" as being a nonsensical term. The member objecting pointed out that being curious does not equate to being courageous. Rather, universities can be said to be courageous when asking the question "why" in challenging the established conventions and beliefs of the status quo.

Discussion focused on the university's transparency and accountability with respect to its Indigenous peoples and the request for an acknowledgment of where the university has failed in this respect. This was requested to make a strong and clear commitment to the words in the plan about Indigenization and openly address truth and reconciliation. The member making the request contended that only once this painful, but necessary, retrospective process of review is undertaken can the university look forward and engage with its Indigenous communities. The possibility of looking at the model developed in support of Indigenous mentorship and the expectations of Indigenous faculty members as part of a grant was suggested as another approach.

The president of the Indigenous Students' Council offered gratitude for the sentiments conveyed and noted that a few decades ago, Indigenous people could not attend university without giving up their status. He requested that Indigenous students and alumni be part of the process. As a non-voting member on Council he expressed that the Indigenous student community does not have a say or a vote on where it would like to take the university. Similarly, Indigenous students do not have a vote on the Board of Governors. He called upon Council committee chairs, members of Council, Senate, and the Board of Governors to look at this situation, indicating that if the university is sincere about reconciliation, then Indigenous students need a collective voice to offer their stories for tomorrow's Indigenous students.

Provost Vannelli acknowledged the comments made and indicated that the remarks made would be considered.

9. Governance Committee

Heather Heavin, vice-chair of the governance committee, presented the report to Council.

Chelsea Willness, acting chair, recused herself as chair for this item in order to prevent any perceived conflict of interest, and Professor de Boer assumed the role of chair.

9.1 Notice of Motion – Changes to Council Bylaws Part I Section III 2 & 3: Chair-person and Vice-chairperson

That Council approve the changes to Part I Section III 2 & 3 of the Council Bylaws as shown in the attachment, with the changes to take effect July 1, 2018.

Professor Heavin explained the amendments to the Council Bylaws proposed by the governance committee. The changes comprise an amendment to remove the requirement that the chair of Council present a budget to Council for approval, as this has become an administrative matter, and a process to provide for an orderly succession of the chair and vice-chair when the vice-chair is in the acting chair role. If the vice-chair is called on to serve as acting chair, after one month an acting vice-chair is nominated by the nominations committee. If the vice-chair is called on to serve as acting chair for three months, a motion is presented to Council to remove the chair. An election for a new chair then occurs.

The governance committee perceived that having an acting chair in the role for longer than a three-month period of time might impair the function of Council. The changes proposed allow the question of electing a new chair to be asked of Council, regardless of the circumstances. Council members may then vote in favour for or against the motion.

10. Academic Programs Committee

Professor Willness resumed the role of chair.

Terry Wotherspoon, chair of the academic programs committee, presented the committee reports to Council.

10.1 Request for Decision: Admissions Qualifications Change – Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management

Professor Wotherspoon noted the change submitted arises from previous changes to the program. One of the admissions pathways to the diploma programs requires the completion of Indigenous Studies 107. The change requested permits students admitted to the diploma programs to complete INDIG 107 as a requirement within the first year of their program.

WOTHERSPOON/DETMER: That Council approve the change in admissions qualifications for Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management, effective May 2018.

CARRIED

10.2 Request for Decision: Admissions Qualifications Change – Doctor of Philosophy (Ph.D.) program in Biostatistics

Professor Wotherspoon explained the change in admissions qualifications will ensure that students in the program have completed course content in mathematical statistics, statistical inference, or equivalent courses, as students are admitted to the program from a variety of backgrounds.

WOTHERSPOON/DETMER: That Council approve the change in admissions qualifications for the Doctor of Philosophy (Ph.D.) program in Biostatistics, effective September 2018

CARRIED

10.3 Report for Information: Deletion of the Northern Teacher Education Program (NORTEP)

Professor Wotherspoon emphasized the decision to delete the program was solely in response to the provincial government's decision to terminate funding for the program and find a new delivery model, specifically Northlands College in La Ronge. The decision to terminate the program should not be interpreted as the university retreating from Northern programming as the university is working to enhance and solidify its commitment to northern programs in Saskatchewan and beyond. The College of Education has been working with Northlands College to facilitate the transition and ensure that students have access there to the university's B.Ed. program.

10.4 Report for Information: Second Degree Policy for the College of Agriculture and Bioresources

Professor Wotherspoon indicated the second degree policy was approved by the academic program committee based on interest from students registered in the College of Agriculture and Bioresources for a parallel degree pathway.

10.5 Report for Information: Deletion of the Large Animal Clinical Sciences Field of Study for the Master of Veterinary Science (M.Vet.Sci) program

As a result of the introduction of the new project-based clinical Master of Science program in the college, the M.Vet.Sci program has become redundant.

11. Other business

Beth Bilson, university secretary reported on the Council elections for members at large. As more than 23 nominations have been received for 23 member-at-large vacancies, an election will be held within the first two weeks of March. Information about vacancies on Council and other university-level committees will be printed in the March edition of *On Campus News*.

12. Question period

A member inquired about the discussion on legalized cannabis referred to by the acting chair in her remarks. Vice-provost Patti McDougall indicated that she attended the president's executive committee meeting with Council chairs to speak to the item. At this time, the university is seeking legal assistance in considering how to approach the legalization of cannabis. If the university takes the approach of restricting cannabis use through a ban on smoking, estimates are that only 25% of cannabis will be consumed through smoking, and therefore a smoking ban will not be effective. Dr. McDougall indicated she was interested in hearing views on how the university should approach the question.

13. Adjournment

The meeting adjourned by motion (DOBSON/GROSVENOR) at 4:35 p.m.

Voting Participants

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Abbasi, Aliya	R	A	R	A	A	P				
Aitken, Alec	P	P	R	R	R	L				
Bell, Scott	A	A	A	A	P	A				
Bindle, David	P	P	P	P	P	P				
Bonham-Smith, Peta	P	R	P	P	P	P				R
Bowen, Angela	A	P	R	P	R	R		R	R	R
Brothwell, Doug	P	P	P	P	P	P				
Bruni-Bossio, Vince	P	P	P	P	P	P				
Buhr, Mary	P	R	P	R	P	P				
Burgess, David	P	P	P	P	P	A				
Calvert, Lorne	R	P	R	A	P	R				
Cameron, Mason	A	A	A	A	A	A				
Card, Claire	R	P	P	P	P	P				
Carter, Mark	P	R	P	P	P	P				
Chernoff, Egan	P	P	P	P	R	R				
Chibbar, Ravindra	P	P	R	P	A	R				
Crowe, Trever	P	P	P	P	P	P				
De Boer, Dirk	P	P	P	P	P	P				
Deters, Ralph	P	P	A	A	P	P				
Detmer, Susan	P	P	P	R	P	P				
Dick, Rainer	P	P	P	R	R	P				
Dobson, Roy	P	P	R	P	P	P				
Downe, Pamela	P	P	P	P	P	P				
Dumont, Darcy	P	P	R	R	R	R				
Elias, Lorin	P	P	P	R	P	P				
Eskiw, Christopher	A	P	A	P	P	A				
Findlay, Len	P	A	P	R	P	P				
Flynn, Kevin	P	P	R	R	R	R				
Freeman, Douglas	P	R	R	R	R	P				
Gabriel, Andrew	A	A	R	R	A	A				
Gjevre, John	P	P	P	P	P	P				
Goodridge, Donna	P	P	P	P	P	P				
Gordon, John	P	P	R	P	P	R				
Greer, Jim	P	R	P	P	P	P				
Grosvenor, Andrew	P	P	P	P	P	P				
Gyurcsik, Nancy	P	P	R	R	P	P				
Hamilton, Murray	P	P	P	R	P	R				
Harrison, William	P	P	P	R	R	A				
Heintz, Austin James	R	A	R	R	A	R				
Henry, Carol	R	R	P	P	R	R				
Honaramooz, Ali	A	P	P	P	P	R				
Jensen, Gordon	P	P	R	P	P	R				
Jones, Paul	R	P	R	P	P	R				
Just, Melissa	P	R	P	P	R	P			R	
Kalra, Jay	P	P	P	P	P	P				
Kampman, Courtney	A	A	A	A	A	A				
Khandelwal, Ramji	P	P	R	P	P	P				
Kiani, Ali	A	P	P	P	P	P				
Ko, Seokbum	n/a	P	P	R	P	P				
Kobes, Brent	P	A	A	A	A	A				
Koh-Steadman, Noah	A	A	A	A	A	A				
Kresta, Suzanne	n/a	n/a	n/a	n/a	P	A				
Kumaran, Arul	P	P	P	A	P	P				
Lamb, Eric	P	P	P	P	P	P				
Lane, Jeffrey	P	P	P	P	P	P				
Langhorst, Barbara	P	R	R	A	P	P				

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Lemisko, Lynn	P	P	P	P	R	P				
Lindemann, Rob	P	A	P	A	P	A				
London, Chad	P	P	P	P	R	P		R		
Luke, Iain	R	R	R	P	R	A				
Macfarlane, Cal	A	A	A	A	A	A				
Macnab, Sabrina	A	P	R	A	P	A				
Mathews, Rosemary	A	A	A	A	A	A				
McMillan, Alexandria	P	R	R	P	A	R				
Mousseau, Darrell	P	A	P	A	P	A				
Muri, Allison	P	R	P	P	P	P				
Murphy, Aidan	P	P	R	P	P	P				
Murphy, JoAnn	P	A	R	R	A	A				
Nagel, Madison	A	A	A	A	A	A				
Nicol, Jennifer	P	R	P	R	R	R				
Osgood, Nathaniel	R	R	P	R	P	P				
Papagerakis, Petros	A	P	P	R	P	P				
Phillips, Peter	P	P	P	R	P	P		R		
Phillipson, Martin	R	P	R	A	P	R				
Pocha, Sheila	R	P	R	A	P	A				
Poettcker, Grant	A	A	A	A	A	A				
Prytula, Michelle	R	P	P	P	P	P				
Racine, Louise	P	R	R	R	R	R		R	R	R
Risling, Tracie	P	P	P	P	P	R				
Roy, Wendy	P	P	R	P	P	R				
Sarty, Gordon	P	P	P	P	P	P				
Saxena, Anurag	P	A	P	A	P	R				
Shevyakov, Alexey	P	P	R	R	P	P		R	R	R
Smith, Charles	A	P	R	P	P	P				
Smith, Preston	P	P	P	A	P	P				
Solose, Kathleen	P	P	R	A	A	P				
Soltan, Jafar	P	P	P	R	P	P				
Spurr, Shelley	P	P	P	R	P	R				
Stoicheff, Peter	P	P	P	P	P	P				
Swidrovich, Jaris	P	P	P	R	R	P				
Stone, Scot	P	R	P	P	R	P				
Tait, Caroline	R	P	P	P	P	P				
Tyler, Robert	P	R	P	P	R	P				
Tzeng, Huey-Ming	P	P	P	A	P	P				
Vannelli, Tony	P	P	P	R	P	P				
Vargo, Lisa	P	R	P	R	P	P				
Vassileva, Julita	P	P	R	P	P	A				
Waldner, Cheryl	n/a	P	R	P	P	P				
Walker, Keith	R	R	P	P	R	R				
Walker, Ryan	P	R	P	P	R	R				
Wasan, Kishor	P	P	P	P	P	P				
Willness, Chelsea	P	P	P	P	P	P				
Willoughby, Keith	P	R	P	P	P	P				
Wilson, Jay	P	P	P	P	P	R				
Wilson, Ken	P	P	R	P	P	P				
Wilson, Lee	P	A	P	P	P	A				
Wotherspoon, Terry	P	P	P	P	P	P				
Wurzer, Greg	P	P	P	P	P	R				
Zello, Gordon	P	R	P	P	P	R				

University Plan 2025: Strategic Framework

Notable changes

President's Letter

- Adds context and contributes to sense of place
- Positions the University of Saskatchewan among its peers
- Differentiates us by denoting our commitment to reconciliation
- Reinforces key concept and intent of being the university the world needs

Languages intro

- Recasts to avoid implication of colonialism
- Continuing to work with Elders on finalizing

Explanation of “weave” concept

- Positions “weave” as an information graphic
- Reinforces key concepts on which plan is based
- Helps build common understanding
- NOTE: Other infographics will be included in the designed version of the plan as needed

Weave information graphic

- Addition of geographic regions of impact and commitment
- Inclusion of concept of “daring”
- Strengthening of some verb concepts

Explanation of narrative, goals and guideposts

- Builds shared understanding of concepts
- Shows how concepts relate to each other
- Explains the writing process

Various text edits throughout

- Suggestions from numerous consultative groups and committees
- Continued engagement with indigenous communities

INTENT OF THE UNIVERSITY PLAN:

**Through this plan, the University of Saskatchewan
will be the university the world needs.**

We will achieve our vision of contributing to a sustainable future by fulfilling our mission to lead interdisciplinary and collaborative approaches to discovery, teaching, and outreach. Informed by principles of connectivity, sustainability, diversity, and creativity, we will engage communities to discover and share knowledge and solutions that impact lives and create opportunities throughout Saskatchewan, across Canada, and around the world.

STRATEGIC COMMITMENT #1:
Courageous Curiosity

Essence and Aim

Empower a daring culture of innovation with the courage to confront humanity's greatest challenges and opportunities.

Goals

UNLEASH DISCOVERY.

Inspire students, faculty, and staff with the responsibility and expectation to be boldly curious as learners, researchers, scholars, and artists.

GUIDEPOSTS

- Growth in scholarly influence, visibility, and impact
- Success in attracting the best students, trainees, faculty, leaders, and staff across the globe
- Improved competitiveness for peer-reviewed funding
- Teaching excellence that inspires curious, courageous learners

Goals

UPLIFT INDIGENIZATION.

Expand the understanding and practice of Indigenous ways of knowing and concepts of innovation.

GUIDEPOSTS

- Growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples
- Recognized Indigenous leadership at all levels of the academy, administration, and governance
- Systems and structures—including tenure, promotion, and merit practices—that support and recognize Indigenization
- The whole university community—Indigenous and non-Indigenous—is increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization
- Local, provincial, national, and international recognition as leaders of Indigenization and decolonization

Goals

EMBRACE INTERDISCIPLINARITY.

Cement and catalyze interdisciplinary endeavour as a core premise of learning, research, scholarship, and creativity.

GUIDEPOSTS

- Growth in the number, diversity, and strength of interdisciplinary research and training programmes across colleges and schools
- Recognized leadership in interdisciplinary models, and methods
- Systems and structures aligned with interdisciplinary culture
- Growing global recognition and leadership in applying interdisciplinary approaches within our signature areas

Goals

SEEK SOLUTIONS.

Foster a problem-solving, entrepreneurial ethic among students, faculty, and staff, harnessing opportunities to apply our research, scholarly, and artistic efforts to community and global priorities.

GUIDEPOSTS

- Increasingly empowered culture of experimentation and entrepreneurship among students, faculty, and staff
- New and enhanced applied learning experiences for students
- Growing leadership and recognition in scientific, technological, and social innovation
- Growth in commercialization outcomes
- Expanding community engagement in discovery and innovation

Courageous Curiosity

UNLEASH DISCOVERY

UPLIFT INDIGENIZATION

EMBRACE INTERDISCIPLINARITY

SEEK SOLUTIONS

STRATEGIC COMMITMENT #2:
Boundless Collaboration

Essence and Aim

**Invigorate the impact of collaboration
and partnership in everything we do.**

Goals

ENRICH DISCIPLINES.

Build, enhance, and sustain research, scholarly, and artistic strength central to vibrant collaboration within and among all disciplines and academic units.

GUIDEPOSTS

- Notable improvement in academic rankings within disciplines and across the university as a whole
- Growth in the recruitment of global faculty and students to all disciplines
- Increased recognition of disciplinary strength and impact globally
- Stronger, more diverse community connections within disciplines

Goals

ALIGN STRUCTURES.

Ensure that academic, administrative, and physical infrastructure enable collaborative opportunities for all students, faculty, and staff.

GUIDEPOSTS

- Systems and structures increasingly contribute to building the culture of trust essential to collaboration
- Tenure, promotion, and merit systems appropriately recognize and reward collaboration and community-engaged scholarship
- Student experience is increasingly shaped by collaborative learning opportunities
- Physical and virtual environments across our campus enable a connected, collaborative, and welcoming community

Goals

EMBOLDEN PARTNERSHIPS.

Foster, expand, and diversify local, national, and global partnerships—with governments, businesses, and civil society in rural and urban communities—rooted in reciprocal learning and the co-creation of knowledge.

GUIDEPOSTS

- Growth in the number, diversity, and scale of local, national, and international partnerships in research, scholarship, and training
- Our university is viewed as an accessible, go-to resource by partners and stakeholders in Saskatchewan and beyond
- International students increasingly view the university as a destination for unique, high-value learning opportunities
- Institutional policies and support systems are designed to enable effective partnerships across sectors, geographies, and cultures
- A spirit of holistic wellness and mutual respect imbues all our engagement efforts

Goals

EXPERIENCE RECONCILIATION.

Nurture the humility, ethical space, and conviction central to embedding the spirit and practice of reconciliation in all our engagement efforts.

GUIDEPOSTS

- Growth in the number, diversity, and strength of reconciliation programming across colleges and schools
- Recognized leadership in reconciliation models, initiatives, and methodologies
- Systems and structures that support reconciliation
- Local, provincial, national, and international recognition for the strong stance on reconciliation and for meaningful reconciliation initiatives
- Strong evidence of initiatives that are responsive to the TRC Calls to Action

Boundless Collaboration

ENRICH DISCIPLINES

ALIGN STRUCTURES

EMBOLDEN PARTNERSHIPS

EXPERIENCE RECONCILIATION

STRATEGIC COMMITMENT #3:
Inspired Communities

Essence and Aim

Inspire the world by achieving meaningful change with and for our communities.

Goals

EMBRACE MANACIHITOWIN (RESPECT ONE ANOTHER).

Strengthen bonds of respect, trust, and shared benefit with Indigenous communities in Saskatchewan, across Canada, and globally.

GUIDEPOSTS

- Increased number of experiential cultural and language opportunities for all students, staff, faculty, and leadership
- Policies and protocols that are respectful of the diverse Indigenous cultural groups in colleges and schools
- Systems and structures that support collaborative and reciprocal relationships and partnerships with Indigenous peoples on- and off-campus
- Policies and practices that honour Elders, Traditional Knowledge Keepers, and Language Teachers
- The articulation and teachings of Manacihitowin will be fluid and deeply known and evident throughout the whole campus community

Goals

AMPLIFY VALUE.

Distinguish the university as an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability, and student success in rural Saskatchewan, in our towns and cities, and in communities across Canada, and globally.

GUIDEPOSTS

- Enhanced contribution to communities' overall health and wellness, quality of life, and capacity to achieve social intents
- Increased impact on communities' capacity to protect the environment and promote ecological sustainability
- Amplified contribution to GDP, job creation, and economic security in Saskatchewan and across Canada

Goals

CELEBRATE STORIES.

Equip all members of our community with the tools and opportunities to share and propagate the university's knowledges, successes, and stories—locally and globally.

GUIDEPOSTS

- Increased share of traditional and digital media
- Improved reputation and institutional recognition locally, provincially, and globally
- Strengthened position in relevant international rankings

Goals

ENERGIZE CHAMPIONS.

Galvanize and diversify relationships with alumni and the donor community.

GUIDEPOSTS

- Growth in the degree and depth of alumni engagement—as ambassadors, partners, supporters, and donors
- Expanded, more diverse donor base in Saskatchewan, across Canada, and globally
- Substantial increase in donor support toward our mission

Inspired Communities

EMBRACE MANACIHITOWIN (RESPECT ONE ANOTHER)

AMPLIFY VALUE

CELEBRATE STORIES

ENERGIZE CHAMPIONS

2025 Aspirations

2025 Aspirations**TRANSFORMATIVE RECONCILIATION.**

Indigenous students, faculty, staff and communities are holistically strengthening the spirit and methodologies we inhabit.

PRODUCTIVE COLLABORATION.

Community, private-sector and international partnerships animate every facet of our research enterprise.

MEANINGFUL IMPACT.

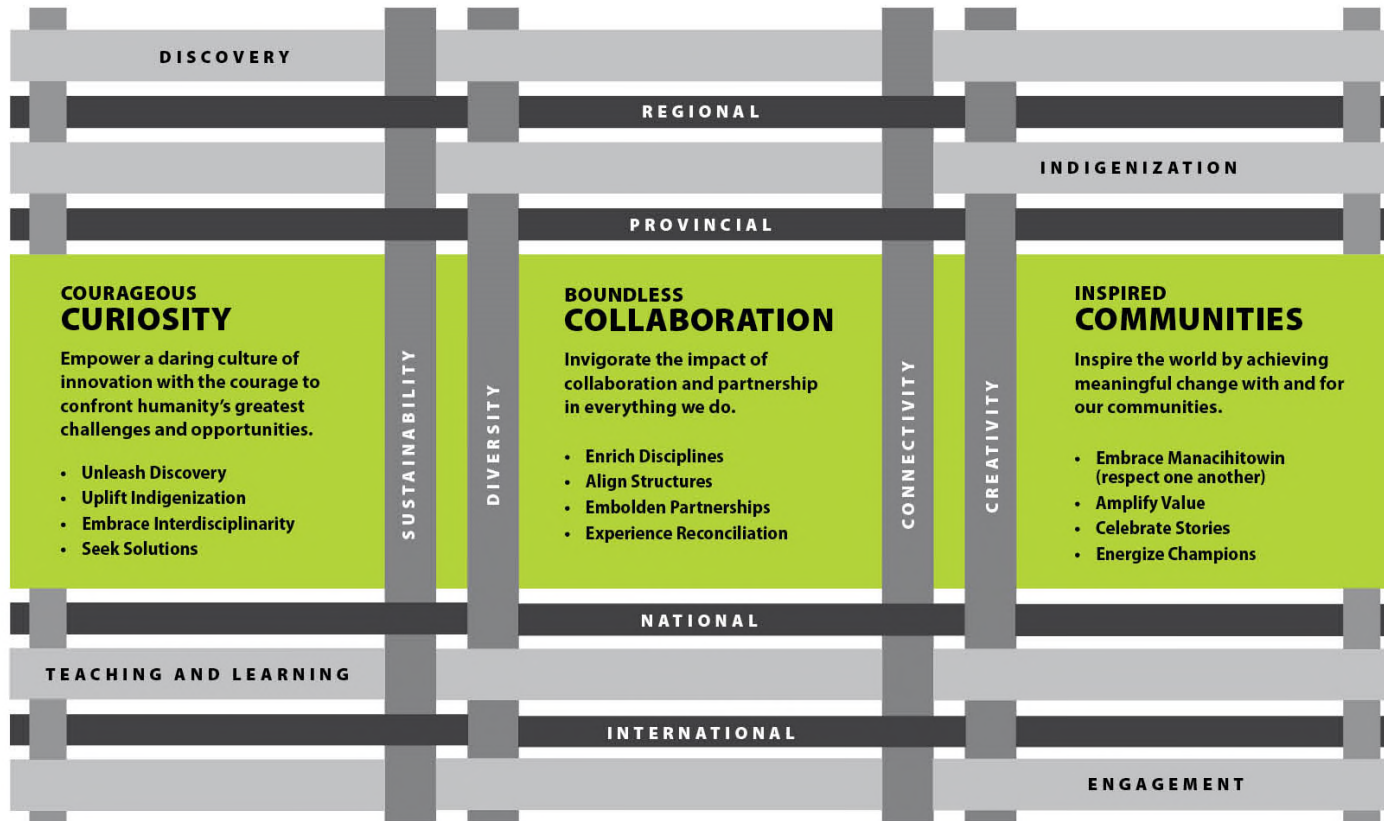
Our knowledge, discoveries and innovations are helping communities achieve their social, cultural and economic goals.

DISTINGUISHED LEARNERS.

Our graduates are among the most inventive, collaborative and sought-after in Canada and around the world.

GLOBAL RECOGNITION.

Our research, graduates, academic programming and reputation are recognized as world-class.



2025 ASPIRATIONS

Transformative Reconciliation. Indigenous students, faculty, staff, and communities are holistically strengthening the spirit and methodologies we inhabit

Productive Collaboration. Community, private-sector, and international partnerships animate every facet of our research enterprise.

Meaningful Impact. Our knowledge, discoveries, and innovations are helping communities achieve their social, cultural, and economic goals.

Distinguished Learners. Our graduates are among the most inventive, collaborative, and sought-after in Canada and around the world.

Global Recognition. Our research, graduates, academic programming, and reputation are recognized as world-class.