UNIVERSITY OF SASKATCHEWAN

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.

Dean Douglas Freeman of the Western College of Veterinary Medicine delivered a memorial tribute to honour Professor Emeritus Klaas Post of the Department of Small Animal Clinical Sciences who passed away on January 5, 2018.

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 how the university is planning to position itself in relation to the recent initiatives announced in the federal budget; the second involved the implications of the changes within the provincial government and the new premier.

3.   Minutes of the meeting of February 15, 2018

WOTHERSPOON/AITKEN: *That the February 15, 2018 Council minutes be approved.*

                                                                                                    CARRIED

4.   Business arising from the minutes

A member drew attention to item 7.2 (a) Request for Decision: Graduate Student Membership on the University Board of Governors and detailed the media follow-up in response to the item. He also noted the recent high profile statements of opinions by the Indigenous Students' Council (ISC) and the University of Saskatchewan Students' Union (USSU). He commented that the university is a place where differences are staged and commended the Graduate Students' Association (GSA), the ISC, and the USSU for engaging in various forms of defensible and effective student voice over the past weeks.

5.   Report of the President

Peter Stoicheff, president, presented the President's Report. The president provided his observations about the 2018 federal budget, commenting on the impact of the funding directed toward female, Indigenous, and early-career researchers. He noted the budget gives evidence of the strength that the unified front that Universities Canada and the U15 have presented to government

since the Naylor Report was first requested by Science Minister Kirsty Duncan. The budget provides an approximate 25% funding increase to Canada's three federal research councils and represents a shift in funding toward research-intensive universities with major science infrastructure

President Stoicheff highlighted that the memorandum of agreement recently signed between the university and the City of Saskatoon speaks to the view espoused by Naheed Nenshi, Mayor of Calgary, that great cities need great universities. The MOU seeks to build on the many intersections between the university and the city in areas such as urban planning, public policy, and common environmental and economic concerns.

The announcement of a University of Saskatchewan campus in Prince Albert is part of the university's strategy for the North. The president indicated that although the university has leased space in the city of Prince Albert for some time, this approach has neither been financially efficient nor allowed for growth in response to student demand. The property purchase of the Forest Centre building consolidates the university's programs at one site to provide better service and to expand and provide enhanced programming. Importantly, the new campus reaffirms the university's commitment to Indigenous education; at present, 47% of the university's students in Prince Albert are Indigenous.

President Stoicheff commented briefly on the University Plan, and the motion to be presented requesting approval of the plan. He expressed excitement about the outward-looking nature of plan and its importance in strengthening and defining the university.

The president also spoke about the recent statements issued by the ISC of the intention to withdraw from any activities of the university focused on reconciliation and their desire to establish a separate students' union for Indigenous students. If the university is to be a leader in reconciliation, he indicated it can expect to face issues such as this, but that all parties need to participate for reconciliation to happen. University administration has communicated that its role is to facilitate dialogue among student groups and student leaders and provide the means for students to gather and discuss issues in a productive manner.

6.   Report of the Provost

Tony Vannelli, provost and vice-president academic, presented the Provost's Report. Provost Vannelli spoke about the extensive consultations that have occurred in developing the University Plan and the complementary plans being developed by colleges, schools, and other units. With approval of the plan, the plan becomes a living document that provides a vision of the future over the next seven years that is both empowering and aspirational.

Provost Vanelli referred to the federal budget as good news but commented that reduced provincial funding for post-secondary education is the new norm for many provinces. Although university leaders are positive about engaging with new provincial leaders, a clear case has been made about the level of funding required and the fiscal realities of the reduction in provincial funding sustained by the university the past year. In addressing the university's fiscal challenges, a multi-year response is needed to enable the university to make adjustments and continue forward. The aim is to work with the government as a key partner in recognizing the value of the university to the province. The university has asked that the province reinstate the $20 M in funding to the College of Medicine that was removed in 2017-18, and that the college be funded at the level required to serve the province.

In closing, Provost Vannelli commented on the many who are hurting due to the outcome of the Stanley trial and other decisions involving Indigenous families and of the importance of reaching out to one another in open dialogue so that the goal of reconciliation is not lost.

7.   Student Societies

7.1   Report from the USSU

David D'Eon, president of the USSU expanded on his brief written report, noting that all elected positions to the USSU will be acclaimed this year. Later in the month, the Saskatchewan Student Coalition will meet with provincial government representatives to bring forward concerns about student financial support.

Mr. D'Eon indicated that he USSU has been dedicated for some time to reconciliation and Indigenization and therefore, the desire of the ISC to separate from the USSU has been difficult to face. The USSU has reached out to the ISC, but has not received a response.

A member commended Mr. D'Eon and Provost Vanelli in their response to the ISC and commented that the perceived lack of advocacy in some colleges to issues of importance to the Indigenous community has been a contributing factor to the ISC position. He questioned why the candidate platforms in the USSU elections made no reference to Indigenous issues. Mr. D'Eon explained that there is presently much confusion about Indigenization and reconciliation and expressed confidence that the student community would find the answers in time.

7.2   Report from the GSA

David Bennett, vice president finance and operations of the Graduate Students' Association presented the report. Mr. Bennett reported on the annual 3 Minute Thesis (3MT) competition and expressed thanks to the university for its support of the event. He also thanked Council for its support of the GSA motion about graduate student representation on the Board of Governors.

The GSA is concerned about the proposed graduate student tuition rate increases and the increase to the graduate student international differential fee multiplier. Mr. Bennett urged university administration to consider any increases in conjunction with increases in graduate student funding to ensure accessibility and affordability.

Naheda Sahtout, GSA vice-president external, spoke in support of Mr. Bennett's comments, highlighting the effect of the increases by providing specific examples. Additional comments from members supported the points made, with examples of how tuition and differential rate increases result in a corresponding increase in department stipends to students to offset the increases. The net result is that research grant funds are increasingly applied against tuition, which means that departments can support fewer students. Information on how tuition dollars are distributed throughout the university was requested.

In response, Provost Vannelli indicated that these concerns had been raised to him. He affirmed his willingness to look at the question of tuition rates and funding as a package relative to the university's ability to attract domestic and international graduate students.

8.   Planning and Priorities Committee

Dirk de Boer, committee chair, presented the motion to approve the University Plan.

8.1   Request for Decision – Approval of the University Plan

Professor de Boer summarized the history of the committee's engagement with the University Plan and the presentation of the Plan to Council over the past months. Debra Pozega Osburn, vice-president university relations made a brief presentation (*see Appendix B),* outlining the various changes made to the Plan since the February Council meeting, speaking to the depth of consultation that has occurred, and how the operational plans will bring the plan to life. The plan is rooted in the *Vision, Mission and Values* document and frames how the university will deliver its core mission.

In response to a member's view that the Plan fails to acknowledge the university's history and failures with respect to Indigenous communities and that without this recognition and demonstrated commitment, the plan would not succeed, various points were raised.

Jacqueline Ottmann, vice-provost Indigenous engagement, drew attention to the section in the Plan about reconciliation that speaks of the need to repair and redress. As the University Plan is an aspirational plan leading to reconciliation, each college and school will respond differently to the need for reconciliation. In listing the wrongs to Indigenous peoples, she noted the lists would not be the same as Indigenous peoples are not the same, and she questioned where to begin. She recalled that the Plan was developed with the Indigenous voices of elders and knowledge-keepers and that the stories submitted to the Truth and Reconciliation Commission have created an archive that speaks of past wrongs.

Others expressed empathy with the view that it was important to face history and past wrongs, but noted that approving the Plan does not preclude the university from formally recognizing its wrongs against Indigenous peoples and that to some degree, this recognition is already embedded within the Plan.

DE BOER/WILSON: That Council approve the University Plan 2025.

CARRIED

9.   Governance Committee

Jay Wilson, chair of the governance committee, presented the reports 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   Request for Decision – Changes to Council Bylaws Part I Section III 2 & 3: Chair-person and Vice-chairperson

Professor Wilson explained the proposed changes identify a process to follow when either the Council chair or vice-chair are unavailable to serve.

WILSON/WOTHERSPOON: 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.

CARRIED

Professor Willness resumed the role of chair.

9.2   Notice of Motion – Changes to Council Bylaws Part II Section IV: International
        Activities Committee Membership

The changes provide for the addition of the director of the Language Centre as a resource member on the committee and update a number of position titles.

NOTICE OF MOTION: That Council approve the changes to Part II Section IV of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.

9.3   Notice of Motion – Changes to Council Bylaws Part II Section VI: Planning and
        Priorities Committee Membership

Membership changes proposed include the addition of the vice-provost, Indigenous Engagement as a voting *ex officio* member on the committee and remove several positions from the Facilities Management Division as resource members.

NOTICE OF MOTION: That Council approve the changes to Part II Section VI of the Council Bylaws as shown in the attachment, with the changes to take effect immediately.

9.4   Notice of Motion – School of Physical Therapy Faculty Council Membership

The proposed change adds the assistant dean, graduate studies of the College of Medicine to the school's faculty council membership to recognize this position's involvement with thesis-based graduate students and faculty in the school due to restructuring within the division.

NOTICE OF MOTION: That Council approve the membership change to the Faculty Council of the School of Physical Therapy as shown in the attachment.

9.5   Report for Information – Update on Affiliation and Federation of the University with
        other Academic Institutes and Organizations

Professor Wilson referred to section IX Affiliation and Federation of the Council Bylaws. The report commissioned on the university's affiliated colleges and federated college has been received by the governance committee and the major themes outlined in the report for information. The governance committee will be following up with Provost Vannelli and vice-provost Patti McDougall on some of the more operational issues identified.

Discussion included the request to consider LGBQT rights in any future affiliation. In response to the request that the committee look at the reflection of the university's affiliated and federated institutions within Council's bylaws, Professor Wilson assured Council that the governance committee is exploring options and opportunities to see how the work of these colleges fits into the work of Council and the university. The Council Bylaws will be revised in response.

10.   Academic Programs Committee

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

10.1   Request For Decision: Changes to Admissions Requirements for the Master of Business Administration (M.B.A.) program

Professor Wotherspoon corrected the date in the motion, indicating the date should read September 2019. The rationale for the changes are to provide greater flexibility in the admission process and to ensure there is an alignment between the objectives of the program and the current situation of the students applying to the program.

The changes proposed remove the additional language requirement for the IELTS score; remove the requirement that applicants' undergraduate training be in a discipline related to the proposed field of study as the MBA is designed to attract students from a broad array of diverse backgrounds; require that one, rather than two, of the three letters of reference be academic; and remove the requirement of a minimum of three years' work experience to provide for greater flexibility in entry to the program.

WOTHERSPOON/WILSON: That Council approve the proposed changes to the admissions requirements for the Master of Business Administration (M.B.A.) program, effective September 2019.

CARRIED

10.2   Report for Information: Graduate Program Review 2016/17

Professor Wotherspoon indicated that as graduate program reviews are completed as outlined in the 2008 framework for assessment, the process requires an annual report of the general findings of the reviews to APC for discussion, with the report then submitted to Council.

11.   Research, Scholarly and Artistic Work Committee

11.1   Report for Information: Artistic Discovery Report

Paul Jones, research, scholarly and artistic work committee chair, noted the time sensitive nature of the next item on the agenda and proposed that the committee report be deferred.

JONES/DICK: That the research, scholarly and artistic work committee Artistic Discovery Report be deferred to the April 19 Council meeting.

CARRIED

12.   Teaching, Learning and Academic Resources Committee

12.1   Notice of Motion: Student Experience of Teaching and Learning Instrument

Alec Aitken, chair, presented the notice of motion to approve a new instrument to replace SEEQ, as the university's centrally supported tool to evaluate the student experience of teaching and learning.

MOTION 1: NOTICE OF MOTION: That the SETLQ instrument be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan.

MOTION 2: NOTICE OF MOTION: That the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.

Patti McDougall, vice-provost, teaching, learning and student experience, presented the background to the item (*see Appendix C*), beginning by acknowledging the many individuals involved in the testing and selection process.

Dr. McDougall outlined the associated timelines for consideration of the new tool and timeline of actions. A new tool was sought based on the low usage of SEEQ due to dissatisfaction, particularly with the capacity of SEEQ to evaluate only lecture-based courses. A principles based selection process was used in the selection of the new tool, known as SETLQ.

A shift has occurred from speaking about student evaluation of teaching to speaking about the student experience of teaching and learning. Student feedback serves both summative and formative purposes, although these are not mutually exclusive. Summative feedback is sought as evidence supporting the university's collegial processes for tenure and promotion and formative feedback is sought to improve the quality of teaching.

The SETLQ tool received positive feedback during the pilot process due to the ability of the tool to handle multiple courses, labs, and instructors. The tool gives strong evidence of validity and reliability and reduced bias in student responses due to the specificity of the questions. Student feedback supports the shorter list of questions and the ability to answer questions about the instructor and the course as distinct questions.

Vice-provost McDougall reported that a handout showing the core questions was distributed at the door as licensing restrictions do not permit electronic distribution. The tool provides for six closed and three open-ended questions. There are other modules whereby colleges may select or devise other questions to reflect local context, need, and priorities. There are also course-specific items and instructor-selected items.

A name for the instrument will be selected once it is approved. The new tool will be implemented with existing SEEQ user groups over 2018/19 before other users are brought online. Although there is no requirement for departments and colleges to adopt the instrument, efforts will applied to make the tool attractive and easy to use. With approval of the new instrument, institutional support for SEEQ will end in 2019.

Questions included whether students' response rate had been reviewed, concerns about timing and the transition to a new tool for those faculty heavily engaged in the promotion and tenure process, and the cost of the new instrument. Vice-provost McDougall provided assurance of awareness of the need to provide support to transition colleagues. Licensing costs will be approximately $87,000 annually. As significant costs would have been required to modify SEEQ to provide better reporting, the cost is not prohibitive. Questions were also

asked about the availability of data on the response rate of the SEEQ questionnaire and the quality of responses received relative to SETLQ.

Vice-provost McDougall indicated that responses have been evaluated in terms of valence, for example, that responses to questions about instruction were about instruction. The response rate, in comparison to SEEQ, has not been reviewed. With fewer questions, students tended to respond to all of the questions. She indicated that further thought would be required on evaluation of the quality of responses. Comparing the length of responses and seeking feedback from instructors about the responses were several measures proposed by which to assess quality.

The capabilities of the new tool were reviewed favourably by several members, including members of the USSU who commented on the positive feedback from students who perceived the new tool to be more user friendly and provide greater legitimacy. Assurance of the anonymity of student responses, particularly in small graduate courses, was requested. Vice-provost McDougall indicated that the responses are confidential, with the system encoding who has responded. In response to interest in using the tool to capture the research experiences of graduate students, Vice-provost McDougall noted a graduate student experience set of questions could be designed.

Additional questions about SETLQ were invited to be directed to Nancy Turner, director, teaching and learning enhancement.

13.   Other business

Beth Bilson, university secretary, referred to the election underway for members at large and encouraged Council members to cast their votes if they had not already done so.

14.   Question period

There were no questions.

15.   Adjournment

The meeting adjourned by motion (SARTY/GROSVENOR) at 5:02 pm.

COUNCIL ATTENDANCE 2017-18

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

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

Appendix B

University Plan 2025:
Strategic Framework

**The University Plan was built on the foundation provided
by our revised Mission, Vision and Values, which was
approved by Council in October 2016.**

**The Plan reflects and builds upon work and accomplishments
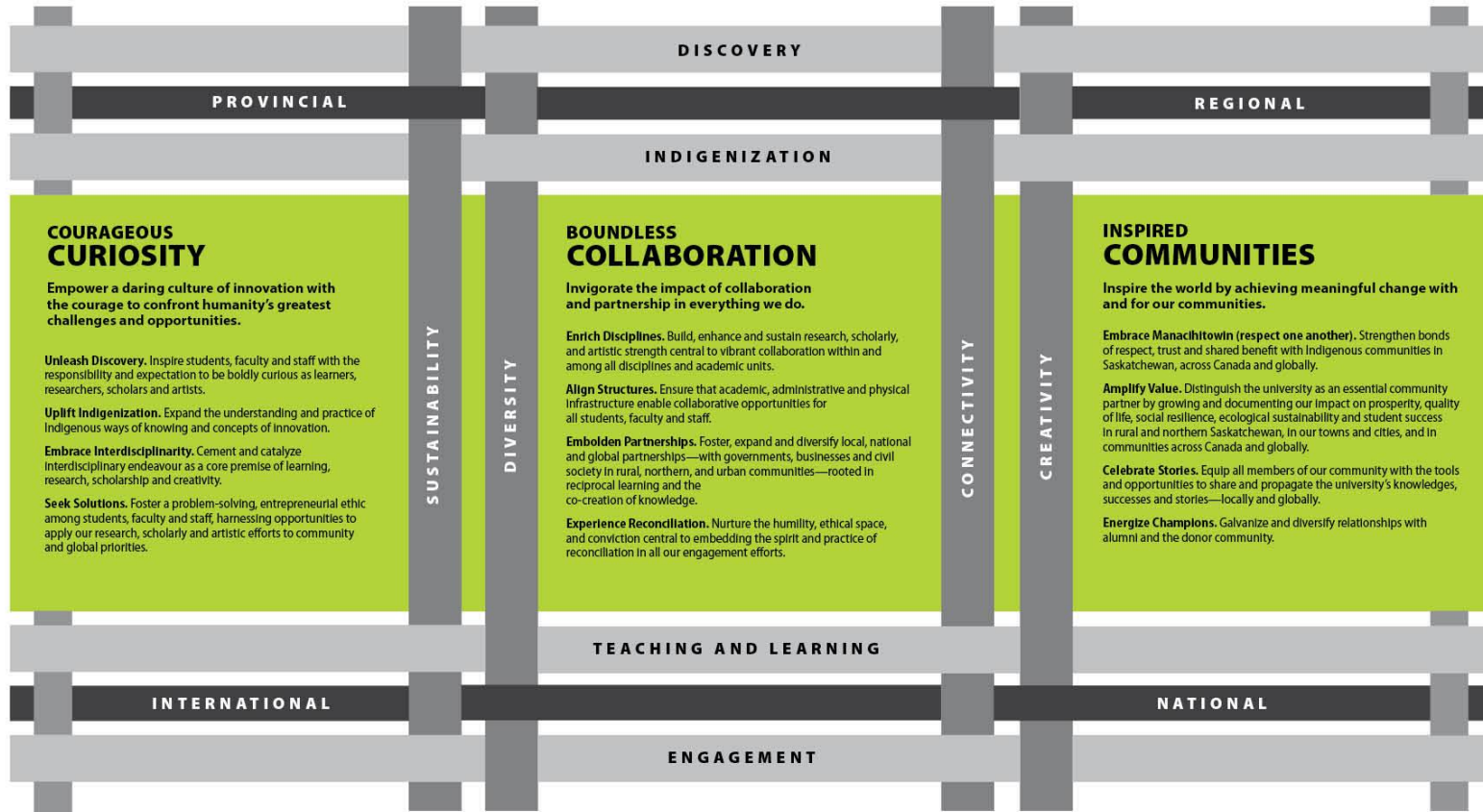achieved through our previous Integrated Plans: IP1, IP2 and IP3.**

**It is an outwardly facing plan that is linked to our roots,
genuine to our purpose, and reflects our ambitions.**

UNIVERSITY OF SASKATCHEWAN

From January 21, 2017 to today, more than 100 consultations have taken place on and off campus with key groups:

- Aboriginal Advisors Circle (3)
- Academic Associate Deans Forum
- Academic Programs Committee (4)
- Arts & Science Faculty Council
- Arts & Science Students Office (Council)
- Board of Governors (5)
- Civil, Geological & Environmental Engineering
- Colleges & Schools
- Deans' Council (4)
- Elders & Language Keepers
- Financial Leaders Forum (2)
- Financial Services Management Team (with HR & ICT)
- Graduate Students Association Student Council (2)
- HR Leadership Team & Staff
- ICT Leadership
- ICT Townhall
- Indigenous Faculty and Staff (2)
- Indigenous Faculty Committee (3)
- Indigenous Language Keepers (2)
- Indigenous Student Council Committees Combined ISC/IGSA
- Indigenous Students
- International Activities Committee (4)

- Leadership Network Sessions (formerly Department Heads Forum)
- Office of the Vice President Research Executive
- Open Forum (3)
- Open House (2)
- Planning & Priorities Committee (12)
- Planning Advisory Group (8)
- President's Executive Committee (2)
- President's Sustainability Council (3)
- Projects & Planning Network
- Provost's Committee on Integrated Planning (3)
- Research Associate Deans
- Research, Scholarly & Artistic Work Committee (4)
- Senate (2)
- Senior Leadership Forum (5)
- Strategic Business Advisors
- Students Forum
- Teaching, Learning & Academic Resources Committee (4)
- University Council (4)
- USSU Student Council (2)
- USSU Student Forum
- VPTL Town Hall
- Wicihitowin Conference

Actions to be undertaken once the intent, commitments, goals, guideposts and aspirations defined by the plan are approved include:

- Graphic design of the plan can begin.
- Background and general university information can be collected and start to be included in the final pieces to give the plan historical context.
- It can begin to serve as the framework for other action plans to be developed, including plans to define our strategy for indigenization and reconciliation, for internationalization, and for each college and unit.

DISCOVERY

PROVINCIAL

REGIONAL

INDIGENIZATION

COURAGEOUS
CURIOSITY

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

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

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

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

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.

BOUNDLESS
COLLABORATION

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

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

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

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

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

INSPIRED
COMMUNITIES

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

Embrace Manacihitowin (respect one another). Strengthen bonds of respect, trust and shared benefit with Indigenous communities in Saskatchewan, across Canada and globally.

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 and northern Saskatchewan, in our towns and cities, and in communities across Canada and globally.

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.

Energize Champions. Galvanize and diversify relationships with alumni and the donor community.

SUSTAINABILITY
DIVERSITY
CONNECTIVITY
CREATIVITY

TEACHING AND LEARNING

INTERNATIONAL

NATIONAL

ENGAGEMENT

2025 ASPIRATIONS

Transformative Decolonization Leading to 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.

Student Experience of Teaching and Learning

University Council

March 15, 2018

Background

- We assess quality of teaching:
    - In different ways
    - At different times
    - For different reasons

Background

- Distinction between summative and formative processes
- Sources of information
  - ➢ Self-reflection
  - ➢ Learning resources developed
  - ➢ Peers
  - ➢ Students

Timeline of Actions

- 2013 to 2018
  - ➢ Hearing from people about the SEEQ tool (need for change)
  - ➢ Working to understand what is meant by teaching quality
  - ➢ Review promising practices – student feedback on teaching
  - ➢ Develop principles – instrument + system
  - ➢ Review what instruments available – **pick SETLQ**
  - ➢ Pilot SETLQ

Who has been consulted?

March, May, August 2017, January 2018	• Faculty Groups
May 2017	• Students
May and June 2017	• Information + Communications Technology
May 2017	• College Administrators
June 2017, February 2018	• Associate Deans Academic
September 2017, January 2018	• Educational Systems Steering Committee
September 2017	• Vice Provost Faculty Relations
September & November 2017	• University of Saskatchewan Students' Union
October 2017	• Undergrad Chairs College of Arts & Science
October 2017	• University Review Committee
November 2017	• Graduate Students' Association
November 2017	• Joint Committee for Management of Agreement

SETLQ Principles

Instrument:

- Experience focused
- Limits bias
- Evidence of Validity
- Flexible configuration
- Modular structure
- Customizable
- Enables student contextualization

SETLQ Principles

System:

- Easy to use
- Clear and customizable reports
- Facilitates formative feedback
- Process efficiency
- Mobile compatible
- Access to aggregate data

SETLQ Structure

Core items
- ➢ 6 closed & 3 open-ended questions
- ➢ Consistent across the Institution (with limited exceptions)

+ College, department items
- ➢ Selected or devised by college or department to reflect local context, need & priorities

+ Course specific items
- ➢ Sets of questions devised for teaching approaches (e.g., online, experiential, laboratory)

+ Instructor items
- ➢ Selected & seen only by instructor to elicit specific feedback

Pilot Process

Fall 2017 and Winter 2018 pilots have allowed for:

(1) testing of the system,
(2) development of an implementation process with colleges and departments,
(3) conversations on the purposes and value of SETLQ,
(4) testing of the questionnaire and its fit in different institutional contexts, and
(5) refinement of the core and development of college level items.

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Nursing
Piloted in one complex clinical course with 1 lecture and 17 lab sections

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Edwards School of Business
Piloted in 12 sections selected particularly to get breadth in level, size and teaching strategy

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Pharmacy & Nutrition
Piloted in all courses in the college 74 sections including lecture, lab, tutorial, online

Pilot Process

Nursing (1)
Edwards School of Business (6)
Pharmacy & Nutrition (26)
Physical Therapy (9)
Curriculum Studies - CoEd (40)
Geography & Planning (4)
Linguistics & Religious Studies (2)
Geological Sciences (2)
Women's & Gender Studies (8)

Curriculum Studies
Piloted in all courses in the department, 62 sections including online, lecture, project, seminar, practicum

Pilot outcomes

- Strong evidence of validity and reliability from instrument developers

- At the U of S

  – Validity – did the instrument measure student experience of teaching and learning?

  ✓Analyses showed the core items are valid

  – Reliability – were student responses consistent?

  ✓Analysis of core items showed reliability

Statistical analysis summary can be found in appendix

Pilot outcomes

- Feedback from faculty:
  - ✓ Inclusion of college, department and course specific questions was welcomed
  - ✓ Seen to handle courses with labs, multiple instructors smoothly
  - ✓ The specificity of the questions was seen to reduce bias in student responses
  - ✓ The specificity of the questions elicited feedback that was more actionable

  - ➢ Process needs some refinement (emails, report structure)

Pilot outcomes

- Feedback from students:
  - ✓ Short instrument was welcomed
  - ✓ Easy to use, great to complete on a phone
  - ✓ The specificity of the questions was appreciated
  - ✓ The ability to answer questions about the instructor and the course as distinct was very positively viewed

  - ➤ Process needs some refinement (emails, view in Blackboard)

SETLQ Core Items (validated at U of S)

1. The course provided me with a deeper understanding of the subject matter. *[A great deal, mostly, moderately, somewhat, not at all]*

2. I found the course intellectually stimulating. *[as above]*

3. The instructor {Instructor's name} created an environment that contributed to my learning. *[as above]*

4. Course projects, assignments, tests, and/or exams improved my understanding of the course material. *[as above]*

5. Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material. *[as above]*

6. Overall, the quality of my learning experience in this course was: *[excellent, very good, good, fair, poor]*

7. Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course. *[open-ended]*

8. Please comment on the overall quality of the *instruction* in this course. *[open-ended]*

9. Please comment on the overall quality of your *learning experience* in this course. *[open-ended]*

SETLQ College/Department Items (validated at U of S) (optional)

10. The instructor {Instructor's Name} communicated effectively in all aspects of the course. *[a great deal…]*

11. The instructor {Instructor's name} facilitated an environment of respect in the course. *[as above]*
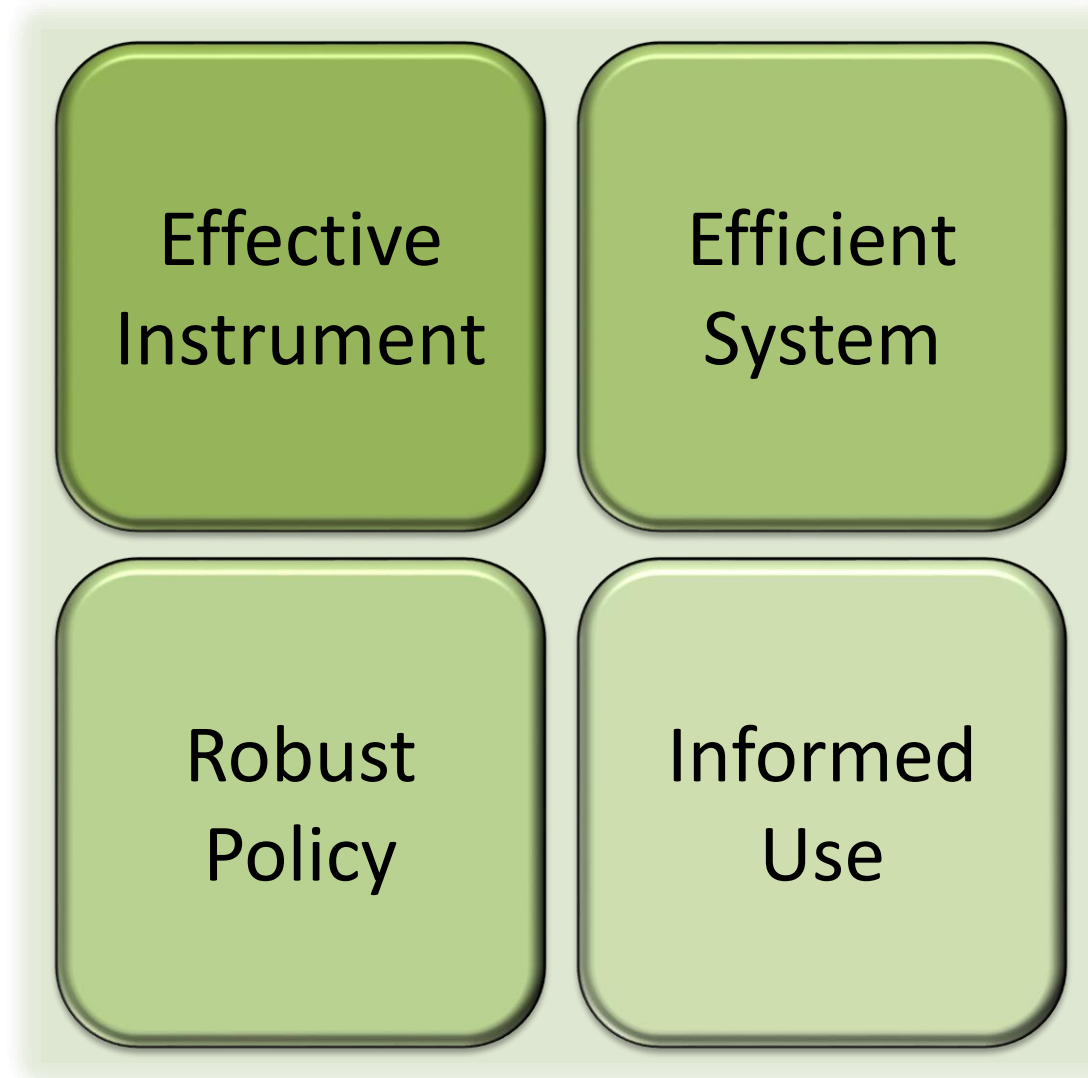
12. …

SETLQ Course Specific Items (optional)

13. To be determined; bank of items available

14. …

SETLQ Instructor Items (optional)

15. To be determined; bank of items available

16. …

Effective SETLQ implementation

Informed and Effective Use
(critical element for implementation)

1. Supporting instructors
   - Improving response rates, interpreting feedback
2. Supporting decision-makers in collegial decision-making
   - Orientation to the SETLQ, interpretation of reports
3. Encouraging students
   - USSU, GSA – completing the SETLQ as part of being university citizens

Phased Implementation timeline

2018/19	2019/20	2020/21
Fall	**Fall**	**Fall**
↓	↓	↓
Full implementation for pilot groups	Existing SEEQ users group 2	New users group 2
Winter	**Winter**	**Winter**
↓	↓	↓
Existing SEEQ users group 1	Existing SEEQ users group 3	New users group 3
	↓	
	New users group 1	
	SEEQ support ended	

Transition and support plans

Select a name
for SETLQ

Support faculty in transition to SETLQ
(e.g. presenting data in case file)

With the USSU & GSA, engage with students on their
participation in SETLQ as university citizens

Support colleges and departments in implementation & ongoing use
of SETLQ (item selection, development, validation, interpretation)

2018/19   2019/20   2020/21   2021/22
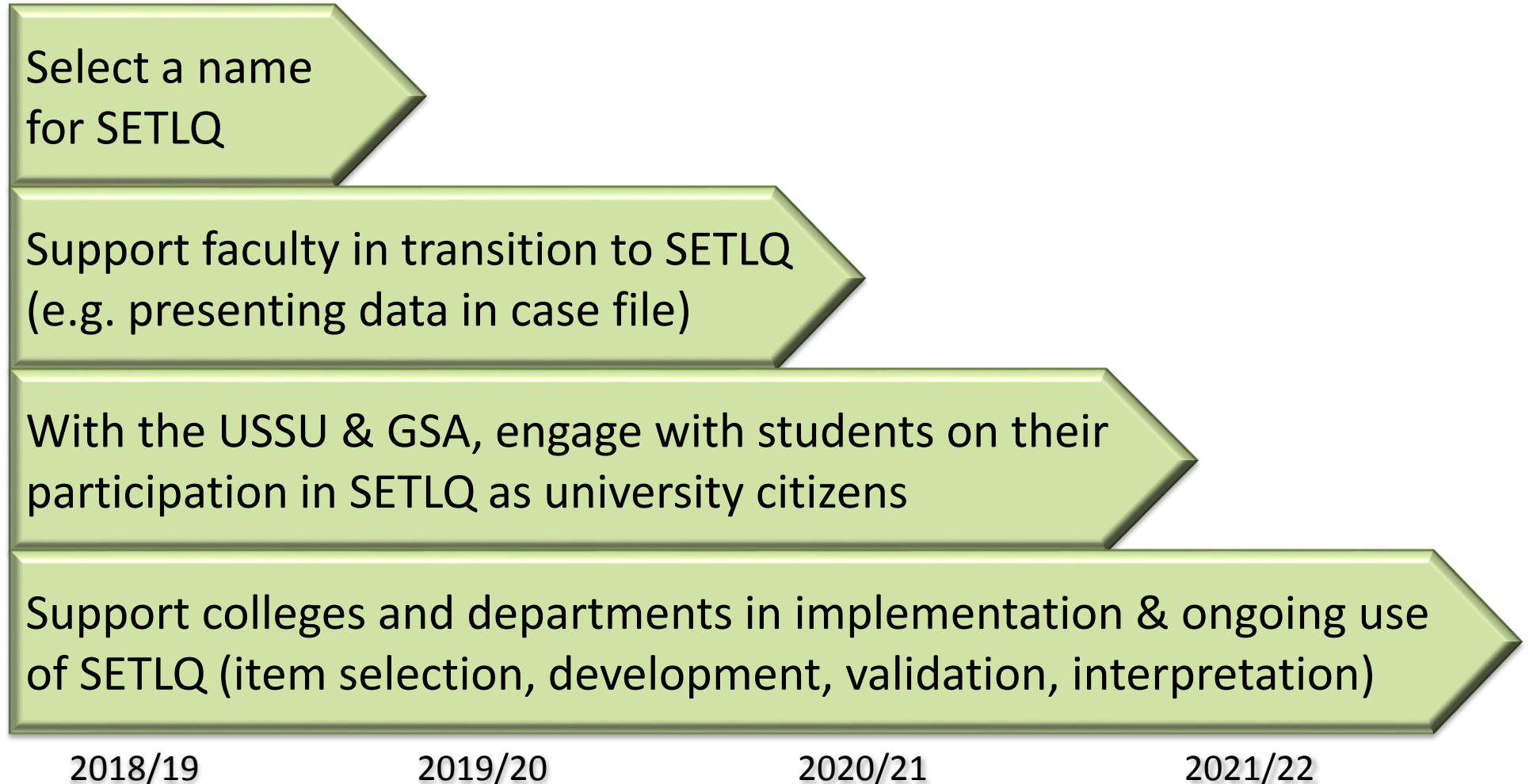
Motion 1

It is recommended:

- *That the SETLQ be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan;*
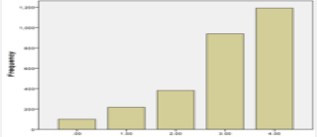
Motion 2

It is recommended:

- *That the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC.*

SETLQ Notice of Motion from TLARC to University Council

APPENDIX

Fall Term Validation Results

✓ **Understandable to students**	*Students' interpretations of the items match intended focus.* **Had face validity**	Face validity testing with undergraduate students (USSU) Action: Revised Core question 3 "conducive" to "contributed to"
✓ **6 core items interrelated**	*Students' responses on the core items were consistent across similar items.* **Was Reliable.**	Reliability statistic Cronbach alpha: .96 (with Core & Q10 & Q11) Students ratings were highly to moderately correlated on items that are similar in content: • Deeper understanding (Q1), intellectually stimulating (Q2), and overall learning (Q6) (rs = .79 to .84) highly correlated • Assessments improved understanding (Q4) and provided opportunity to demonstrate (Q5), and overall (Q6) (rs = .78 to .84) highly correlated • Atmosphere (Q3) correlated moderately .64 - .75 with core questions, correlated highly .83 with college question on communication (Q9) and .76 with environment of respect. • Environment of respect (Q11) highly correlated .76 with communicated (Q10). Q10 and Q11 correlated moderately with the other items (.59 - .83)
✓ **Core construct found**	*Students' responses to the items indicate a single core construct that was most related to the overall Q6 item.* **Was Valid.**	Factor analysis showed high to moderate PCA component scores. Highest score on the overall item Q6. With the 6 core questions: Q6 = .93. Q1 = .90, Q2 = .87, Q4 = .88, Q5 = .87 while Q3 was the lowest at .83. For Core + Q10 & Q11 college questions Q6 = .93, Q1-Q5 were .86 to .89, Q10 = .87, Q11 = .81.
✓ **Items predicted overall rating**	*Student responses to Q1 to Q5 predicted their overall Q6 rating.* **Was Valid.**	The linear regression[1] showed that 5 core items predicted R^2 = 81% of the variability in Q6. R^2 = 86% for Core plus Q10 & Q11. ($p < .001$)
Rated Positively with some variation	*Students' responses trended towards higher scores.* **Expected Distribution**	The overall data analyzed reflects student ratings of responses skewed towards higher ratings.

* Fall 2017 Midterm data (all data anonymized, courses given codes); n = 542. Analysis completed at U of S (CH)
[1]predictor items highly correlated so multicollinearity. overall r-squared accurate, but not to use betas for a weighted model