Please note the agenda has allotted times for each item, but the agenda will proceed if the item is finished before the time indicated.

Guests will be asked to leave the meeting during confidential items.

TIME	AGENDA ITEM	ACTION	SPEAKER	PAGE #
9:00-9:05 am	**1. Chair's Opening Remarks**		Peter Stoicheff	
CONSENT AGENDA				
The following items are presented by consent agenda. At a member's request, an item may be extracted from the consent agenda for further discussion.				
9:05-9:10 am	**2. Adoption of the agenda**	Decision	Peter Stoicheff	
	3. Approval of the minutes of October 30, 2021			p. 1
	4. Business arising from the minutes			
STANDING REPORTS				
9:10-9:20 am	**5. President's report**	Information	Peter Stoicheff	p. 24
9:20-9:25 am	**6. Report on Undergraduate Student Activities**	Information	Tasnim Jaisee	p. 34
9:25-9:30 am	**7. Report on Graduate Student Activities**	Information	Rifat Zahan	p. 37
9:30-9:35 am	**8. Report on Board of Governors Activities**	Information	Joy Crawford	p. 41
STUDENT ENROLMENT REPORT				
9:35-9:45 am	**9. Student Enrolment Report**	Information	Jay Wilson	p. 43
DECISION ITEMS				
9:45- 9:50 am	**10. University Council**			
	10.1 Annual Report on University Council activities	Information	Susan Detmer	p. 45
9:50-10:00 am	**11. Senate Committee Reports**			
	11.1 Executive Committee		Michelle MacDonald	
	11.1.1 Report on Activities	Information		p. 51
	11.1.2 Nominations to the Nominations Committee	Decision		p. 52
10:00-10:10 am	**CONFIDENTIAL** **11.2 Honorary Degrees Committee Report - removed**	Decision	Peter Stoicheff	p. 53
10:10-10:20 am	**11.3 Nominations Committee**			
	11.3.1 Nominations for Senate Committees	Decision	Don Hamilton	p. 55

BREAK 10:20 – 10:30 AM				
TIME	**AGENDA ITEM**	**ACTION**	**SPEAKER**	**PAGE #**
10:30-10:40	**12. Senate Education Committee**		Max Bilson	
	12.1 Report on activities	Information		p. 61
	12.2 Academic Program Admissions Changes	Information		p. 62
	-Master of Public Health Thesis-Based Option -Master of Arts in Linguistics program -Master of Nursing Thesis-Based program -Doctor of Dental Medicine program -Doctor of Medicine program -Master of Education in School & Counselling Psychology -Kanawayihetaytan Askiy Diploma in Indigenous Resource Management and the Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance			

EDUCATION COMMITTEE TOPIC				
10:40-NOON	**13. Senate Education Committee Topic** *"USask Research Signature Areas"* **–** presentation followed by round table discussions and report back to Senate. Presented by: **by Baljit Singh, Vice-President Research**			

LUNCH BREAK 12:00 – 1:00 PM				

INFORMATION ITEMS				
	14. Items for Information			
1:00-1:20 pm	14.1 Senate Engagement Plan update	Information	Chelsea Willness	p. 67
1:20-1:25 pm	14.2 Senate Election Update (verbal report)	Information	Chelsea Willness	

CLOSING				
1:25-2:00 pm	**15. Question Period**			
	16. Other Business			
	17. Adjournment			

The Senate meeting was held electronically via Zoom due to the ongoing COVID -19 pandemic.

The Senate executive committee approved the Zoom format and the following instructions were sent to members prior to the meeting:

- *Only voting members can move or second a motion.*
- *Use the chat function to move or second a motion, ask a question, or otherwise get the attention of the Chair. Please type the word 'mover', 'seconder', 'question' or 'comment' into the chat window to allow the governance team to organize the incoming messages.*
- *The polling feature will be used to vote on motions and will be open for 30 seconds.*
- *Polling results will be shared with Senators for all agenda items.*
- *Video and audio are disabled to all members upon entry, but you can enable when you wish to speak.*
- *Attendance and quorum will be determined by the list of voting members that are indicated in the 'attendee' Zoom window as of 9:00 a.m.*
- *Guests will be asked to leave the meeting for the confidential items.*
- *Guests are asked to not vote on any items.*

Quorum was achieved and meeting attendance is attached as Appendix A. All voting was completed using the online Zoom polling feature.

1. Chair's Opening Remarks

Chancellor McCreath began her remarks with the Indigenous Land Acknowledgement. She welcomed all Senators and introduced new members Roy Amaya, Tracy Muggli, Keshia Caplette, Lindsey Crook, Helene Grimard, Kathy Gable, Eric Wilmot, Wade Hainstock, Robert Henderson, Rob Maguire, Zsuzsa Papp, Jamie Bell, Autumn LaRose Smith, Muhammad Shakeel and Rifat Zahan.

Having met quorum, the chair called the meeting to order.

Approval of consent agenda

    2. Adoption of agenda
    3. Approval of the minutes of April 24, 2021

The chair called upon members for any revisions to the agenda or minutes; there were none.

JONES/HERMISTON: THAT THE CONSENT AGENDA ITEMS BE APPROVED.

CARRIED

4. Business arising from the minutes

There was no business arising from the minutes.

5. President's report

President Stoicheff thanked members of Senate for their service and for attending via Zoom.

He thanked the pandemic response and recovery team (PRT) for the tremendous work it had done. He reported that the University has made great strides despite the pandemic and that its successes were represented in the circulated report. Student enrolment was reported as up from last year and every year for the last several years which spoke to the confidence people have in the university. Research income was up as well, as research activities on campus continued to be superb.

On August 13th, the university announced its COVID-19 vaccine policy mandating that all members be either vaccinated or could choose to be tested twice per week and submit negative test results. This approach has been successful with fully vaccinated staff, faculty and students reaching more than 90% to date. Other health and safety requirements, such as wearing masks in all indoor spaces and at outdoor gatherings with more than 20 people, are to be continued. Beginning January 4, 2022, the option to submit COVID test results will be removed and full vaccination will be required.

The president called attention to VIDO and the development of two vaccine candidates, one of which is nearing the end of Phase 1 trials. Results suggest it is very effective against the Delta variant and will be moving shortly into Phase 2 trials and potential roll out as a booster in 2022. The federal government supported VIDO with $60M in the spring budget, along with the province at $15M and the city with $250K. This level of financial support demonstrated the high regard given to the work of VIDO. The community has also supported VIDO with several million dollars in private donations.

With regard to the post-pandemic shift project, he noted it began with external consultations (with Senate playing a large role), asking people how their lives were changing professionally and personally, and how the university could be responding to the pandemic. Dr. Debra Pozega Osburn, Vice President University Relations, reported on the project in detail later in the meeting. The president noted it was the first project of this kind by a major university in Canada.

The City of Saskatoon and the university worked together on a wastewater project which helped to make predictions on COVID levels in the community.

2021 will mark the 50th anniversary of Gerhard Herzberg's acceptance of the Nobel Prize in 1971. He spent 10 years at USask as a faculty member, coming here from Germany during the rise of Nazism. He and his wife fled to Canada, and he accepted a position at USask, which had the humanity and vision to offer him an academic appointment. He credits the university in his Nobel acceptance speech as giving him a home academically and for his family.

This past summer, the university was gifted with an Indigenous strategy. It is the first such strategy gifted to a major university by an Indigenous community and it is beginning to be implemented.

The president hoped Senators were able to visit campus to see it illuminated at night with orange lights to mark the first National Day for Truth and Reconciliation on September 30th, 2021, calling attention to several of the TRC calls to action in the form of banners and projections around the Bowl.

The chancellor thanked the president and called for questions.

A Senator asked if there a is way to commend virologist, Dr. Angela Rassmussen, with regard to her efforts related to the COVID pandemic. On social media, she contacted Paul Brandt, country music artist from Calgary, who had posted a specific health-related question, to answer his query. They had a Zoom

call and then Mr. Brandt commented on a CBC radio interview that Dr. Rassmussen had changed his mind and he was now supporting the vaccine.

President Stoicheff noted that Dr. Rassmussen is a member of the team at VIDO, hailing from the United States, and is an example of the world-class talent the university can attract when doing work at the global level. He noted there have been many faculty members and others that have stepped up to try to inform the public and to engage in public discussion about data-based health realities, and he wished to thank them as well.

6. Report on undergraduate student activities

University of Saskatchewan Students' Union president, Tasnim Jaisee presented the report.

The chair called for questions and a Senator asked how the new vaccination policy would affect them as part of a religious minority. President Stoicheff responded that the university offers many forms of accommodation but could not comment on their individual case.

A Senator asked if there was a way Senate could officially show support for the University of Saskatchewan's vaccine research and its health and safety protocols, by way of a motion. Dr. Willness suggested a motion be brought forward during Other Business and that the Governance Office would assist with the wording of the motion if required. The Senator agreed that would be reasonable and that he would ask that the motion be considered later in the meeting.

7. Report on graduate student activities

A written report was provided by the Graduate Students' Association and was presented by GSA president Rifat Zahan. There were no questions on the report.

8. Report on Board of Governors

Joy Crawford, Senate-elected member of the Board of Governors, spoke to her written report. There were no questions.

9. University Council Reports

The Chancellor called upon Dr. Pamela Downe, Acting Chair of University Council and she introduced Dr. Susan Detmer, Council Chair-elect, to present the next four items and to answer any questions received.

> 9.1 Change to Admission Qualifications for the Master of Business Administration (MBA) program - MCAT

A Senator commented that they strongly supported the motion, as a recent graduate of the program, and noted that few universities offer the program combining business and medicine and they were pleased to see the formalization of the admission qualifications.

> > ***KAMINSKI/THRONBERG****: THAT SENATE CONFIRM COUNCIL'S APPROVAL OF THE CHANGE TO ADMISSIONS QUALIFICATIONS TO THE MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM TO ALLOW EITHER A MINIMUM SCORE OF 500 ON THE GMAT, OR COMPLETION OF THE MCAT AND ADMISSION TO THE COLLEGE OF MEDICINE AT USASK, EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.*

9.2 <u>Change to Admissions Qualifications for the Master of Business Administration (MBA) program – 3-year degree</u>

A Senator expressed concern that moving from an interview process to a written essay may impact those whose written communication skills are less strong and asked if there are any provisions in place to accommodate those students in any way.

Council chair-elect Detmer responded that with a written statement, students would have the chance to utilize services through the Gwenna Moss Centre to assist with their statement, whereas with the interview they are on the spot. Another reason for the change is that the interviews were not providing the information necessary to make a decision on admission.

> *THRONBERG/KAMINSKI: THAT SENATE CONFIRMS COUNCIL'S APPROVAL OF THE CHANGE TO ADMISSIONS QUALIFICATIONS TO THE MASTER OF BUSINESS ADMINISTRAITON (MBA) PROGRAM TO ALLOW APPLICANTS TO HOLD A THREE-YEAR UNDERGRADUATE DEGREE, EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.*
> *CARRIED*

9.3 <u>Changes to Admissions Qualifications for the Master of Arts (MA) in Clinical Psychology</u>

There were no questions or comments.

> *KAMINSKI/THRONBERG: THAT SENATE CONFIRM COUNCIL'S APPROVAL OF THE CHANGE TO ADMISSIONS QUALIFICATIONS TO THE MASTER OF ARTS (MA) IN CLINICAL PSYCHOLOGY TO REMOVE THE REQUIREMENT OF A GRADUATE RECORD EXAMINATION (GRE), EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.*
> *CARRIED*

9.4 <u>Change to Admissions Qualifications Nursing English Proficiency</u>

There were no questions or comments.

> *THRONBERG/ KAMINSKI: THAT SENATE CONFIRM COUNCIL'S APPROVAL OF THE CHANGE TO THE MINIMUM STANDARD OF ENGLISH PROFICIENCY FOR APPLICANTS TO THE COLLEGE OF NURSING, EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.*
> *CARRIED*

(Secretary's note: questions were received via the Zoom chat but were not seen until after this item so were addressed in Question Period).

The chair called a 10 minute break, returning at 10:15 a.m.

10. <u>Senate Committee Reports</u>

The chair noted that the following agenda items were from Senate committees and that President Stoicheff would present the reports and answer any questions on the following four executive

committee reports, the honorary degrees committee report, and the report of the joint nominations committee for chancellor.

10.1 Senate Executive Committee Reports

10.1.1 Report on activities

The report was presented and there were no questions or comments.

10.1.2 Addition of Deputy Provost to Senate Membership

President Stoicheff presented this item adding that Dr. Patti McDougall had been selected as the Deputy Provost effective October 1, 2021, serving previously in the role of Vice-Provost, Teaching, Learning and Student Experience since 2013. He also clarified that the request is to approve the addition of the position of deputy provost to the Senate membership, not specifically Dr. McDougall.

A Senator asked to define the word 'ex-officio' before voting. Dr. Willness responded that ex-officio members on Senate have voting rights, unless otherwise specified in the bylaws.

Dean Kresta added a comment of assurance to Senators that the Provost's Office works very hard and that, as a dean, she has been very happy to see the role of Deputy Provost introduced as it is an essential support role for the university.

> ***BROTHWELL/ALCORN:*** *THAT SENATE APPROVE THE APPOINTMENT OF THE DEPUTY PROVOST AS AN EX-OFFICIO MEMBER OF SENATE, EFFECTIVE IMMEDIATELY.*
>
> ***CARRIED***

10.1.3 Conferral of degrees for Fall 2021 Convocation

President Stoicheff began by stating that although holding another convocation virtually was not ideal for students, it was necessary to ensure everyone's health and safety. He applauded everyone's efforts in transitioning to these virtual ceremonies, and noted his hopes that Spring Convocation 2022 could be held in person.

The chair called for questions. No questions or comments were received.

> ***MACDONALD/BERGSTROM:*** *THAT SENATE APPROVE THE CONFERRAL OF DEGREES, DIPLOMAS, AND CERTIFICATES IN ABSENTIA AND ADMIT GRADUANDS OF THE UNIVERSITY OF SASKATCHEWAN, WITH POWERS PROVIDED BY THE UNIVERSITY OF SASKATCHEWA ACT, 1995.*
>
> *BY WAY OF THIS MOTION, ALL CANDIDATES HAVING FULFILLED THEIR REQUIREMENTS MAY BE ADMITTED TO THE DEGREES, DIPLOMAS AND CERTIFICATES TO WHICH THEY ARE ENTITLED AND TO VEST THEM WITH ALL THE POWERS, RIGHTS AND PRIVILEGES PERTAINING THERETO. THESE DEGREES, DIPLOMAS AND CERTIFICATES WILL BE GRANTED ON THE DATE OF THEIR ORIGINALLY SCHEDULED CONVOCATION CEREMONY.*
>
> ***CARRIED***

10.1.4   Revisions to Senate Education committee terms of reference

President Stoicheff noted two requested revisions to the Senate Bylaws, specific to the terms of reference for the Senate education committee: one is to allow for the university secretary to appoint a designate, and the other is an addition under powers of the committee ("to confirm a decision of Council to change academic and other qualifications required for admission as a student, and to report for information to Senate on these confirmations as appropriate").

The latter stems from changes to the academic programs approval process, following an extensive review conducted by the Governance Office and many other stakeholders. The proposed changes are intended to enable increased responsiveness and timeliness, while maintaining rigor and oversight.

A senator asked what provisions were being made for the education committee to seek the advice of people from the professional sectors as part of making the type of decision permitted by this change to the terms of reference. Dr. Thomarat responded that there are a few avenues allowing professional associations to be engaged in this process. One is that the education committee can develop its own procedures associated with this responsibility, and those procedures could involve consultation with the applicable professional association on Senate, for example. Another safeguard is that some of the faculty councils that make the recommendations on admissions qualifications have professional associations on their membership. There are also two principles in the Admission to Degree Programs policy that are relevant: professional requirements of a program need to be part of the selection criteria, and USask must also steward enrolment in programs by considering things like course needs and requirements of Saskatchewan communities.

A senator expressed concern of the erosion of participation by the full Senate as this is one area that Senate has decision-making authority. The chair of the education committee added that the committee will take the concerns of Senators into account when creating its procedures and processes to do the assigned work.

> **BELL/GUSTAFSON:** *THAT SENATE DELEGATE CONFIRMATION AUTHORITY FOR ADMISSIONS QUALIFICATION CHANGES TO THE SENATE EDUCATION COMMITTEE AS PART V.8 OF THE SENATE BYLAWS, EFFECTIVE NOVEMBER 1, 2021.*
>
> **CARRIED**

10.2   Honorary Degrees Committee Report - CONFIDENTIAL

This item was confidential and was removed from these minutes.

10.3   Joint Nomination Committee for Chancellor - CONFIDENTIAL

This item was confidential and was removed from these minutes.

11. Living our Values Policy

Chancellor McCreath introduced Cheryl Carver, associate vice-president, people and resources, to present the policy.

Ms. Carver explained that Senate approval is the final step toward implementation of this policy and highlighted that its purpose is to translate our values into statements of expectation for conduct of members of our university community and to reaffirm those values. This policy has been extensively consulted upon across campus and has been approved by both University Council and the Board of Governors in June of this year.

The chair called for questions and there were none.

> ***MACDONALD/WAGNER****: IT IS RECOMMENDED THAT SENATE APPROVE THE LIVING OUR VALUES POLICY, TO BE EFFECTIVE NOVEMBER 1, 2021.*
>
> ***CARRIED***

12. Senate Engagement Plan update

Dr. Willness presented the update noting that, at the last meeting of Senate, the membership and terms of reference were approved for an advisory group to guide the engagement plan work. She thanked the members of the Senate engagement plan advisory group, Chancellor McCreath, Max Bilson, Susanne Berg, Kelley Moore, Doug Brothwell, Jamie Bell, Marcy Hildebrand and Lesley Leonhardt for their contributions.

She spoke to the document contained in the agenda materials and explained next steps that include organizing focus groups to engage in-depth with any Senators willing to give their time to provide feedback and input on the plan. The advisory group will continue working on the document and will report again at the spring 2022 meeting.

The chair thanked Dr. Willness for her work on this plan and was excited to continue serving on this important advisory group. There were no questions for Dr. Willness.

13. Items for Information

The chair noted the next three items were for information only.

13.1 Post-pandemic Shift Project Update

The chair welcomed Dr. Debra Pozega Osburn, vice-president university relations, to present an update on the Post-pandemic Shift Project.

The presentation is attached as Appendix B.

Dr. Pozega Osburn thanked members for their contributions to the plan and noted she is happy to take questions or hear any comments Senators may have.

A Senator asked a question about the student residences and how the new vaccine policies have affected them. The chancellor responded advising that Dr. Jay Wilson will be contacting the student directly to discuss.

There was a comment from a Senator that the pandemic may go on forever and hoped conversations will continue about how to be effective going forward.

A Senator complimented Dr. Pozega Osburn on an excellent presentation and anticipated focus on institutional excellence would not be lost going forward.

President Stoicheff noted he was proud of the plan and thanked Dr. Pozega Osburn for her leadership as vice-president university relations, adding that she will be retiring at the end of February and that it was a huge privilege to have worked with her over the years.

The chancellor also thanked Dr. Pozega Osburn for her service on behalf of Senate noting that she had built so many relationships, accomplished much and were grateful to have her in our community.

The chair welcomed Dr. Willness to present the next two items, 13.2 and 13.3.

(Secretary's note: the full contents of the plan can be found here: https://plan.usask.ca/post-pandemic)

13.2 Policy Oversight Committee annual report

Dr. Willness noted that the written report was circulated, and she was happy to answer any questions; there were none.

13.3 Report on non-academic student discipline for 2020/21

The written report was circulated in advance; there were no questions.

14. Other Business

Senator McKercher presented the following motion as discussed earlier in the meeting:

That Senate acknowledges the University of Saskatchewan's mandate and accomplishments in vaccine research, health sciences, and public policy related to the COVID-19 pandemic and confirms in principle its support for the university's COVID-19 vaccine policy and its implementation.

The Chancellor called for questions and hearing none called for a mover and seconder and then for a vote with the following results:

> **MCKERCHER/GOUGH**: *THAT SENATE ACKNOWLEDGES THE UNIVERSITY OF SASKATCHEWAN'S MANDATE AND ACCOMPLISHMENTS IN VACCINE RESEARCH, HEALTH SCIENCES, AND PUBLIC POLICY RELATED TO THE COVID-19 PANDEMIC AND CONFIRMS IN PRINCIPLE ITS SUPPORT FOR THE UNIVERSITY'S COVID-19 VACCINE POLICY AND ITS IMPLEMENTATION.*
>
> **CARRIED**

Dr. Willness provided a Senate election update, noting there are four member-at-large and eight district positions (districts 3, 4, 7, 8, 10, 11 and 14) in the call for nominations. All members of the convocation are eligible to nominate and be nominated. In the case of a district, the nominee must be a resident of that district. The call for nominations will close March 1, 2022.

She also provided an update on the activities of the nominations committee as they met October 26, 2021, and appointed Susanne Berg as the Senate representative on the vice-president university relations search committee and appointed Jay Wilson as one of the ex-officio members of the Senate education committee, a position that was vacant due to the resignation of Jackie Ottmann from the university.

15. <u>Question Period</u>

The chair called for questions.

A Senator commented about the English language requirement for Nursing and how it may affect Indigenous learners taking their elementary and secondary school programs in their Indigenous language, and whether they would be at a disadvantage for admission into the Nursing program, knowing they would most likely return to their communities to offer health care in their language.

Dr. Airini, provost and vice-president academic, introduced the new dean of the College of Nursing, Solina Richter, reporting that she has reached out to the Senator for further follow-up.

Another question was asked about statistics on student diversity including gender by college, Indigenous heritage, who the university is attracting and who is registering. They also asked for data on diversity among leadership and senior leadership.

Dr. Jay Wilson and Dr. Patti McDougall provided the following information:

Graduate across all schools 54% women, undergrad 57% women.

- Overall enrolment up 0.2%, with the most significant growth in the number of graduate students.
- Indigenous graduate student numbers are up 17% and undergraduate down by 4%.
- International student numbers are up 7.8%.
- Of senior leadership members, 45% are male and 55% are female.

A full enrolment update will be provided in April, but current information is available online https://leadership.usask.ca/priorities/reports/enrolment.php . There are future plans for a new dashboard that will reference EDI data as it is collected from students going forward.

The chair thanked Drs. Wilson and McDougall and called upon a student Senator who wished to comment. He noted he will soon be a graduate student and had been looking at professional and graduate school opportunities and appreciates the comprehensive diversity data available to assist with considering where to apply.

A Senator commented that they supported the decision of Senate regarding the revisions to the education committee terms of reference but asked that when that committee reports back to Senate on program approval items, that it include notes on any consultations done by professional societies to ensure they were part of the decision making process. Max Bilson, chair of the education committee, responded that this will be included. A Senator, who is also a member of the executive committee, reported that the issues brought up today regarding the change of the terms of reference were also discussed in depth at the executive level. They felt this change to the process was worth trying and that

Senate may provide even better consultation results as the education committee can have dedicated people serving with expertise to provide more focused discussions.

A Senator asked about issues in the media regarding the professor who had misrepresented her Indigenous heritage as well as the appointment of a non-Indigenous professor to the position of vice-dean Indigenous in the College of Arts and Science. Dr. Airini responded that the appointment to the vice-dean Indigenous role was an acting, temporary appointment as they await the completion of the search process for that position. Dr. Jaime added that she had been working closely with her acting replacement on initiatives that are set forth in that portfolio and that the position is supported by an Indigenous staff member as well as by the Indigenous Studies department. They are working with Elders on matters pertaining to Indigenous identity, which is a top priority across campus. Dr. Airini commented that senior leaders are aware that continued work is required to build close relationships with Indigenous leaders and to move forward in a respectful way.

The Chancellor thanked Senators for their questions.

16. Adjournment

The chair thanked the staff of the Governance Office for all of their work putting the meeting together and Senators for participating. She noted the next meeting is scheduled for April 23, 2022 and that convocation will take place virtually on November 10, 2021. She noted the two honorary degree recipients that will be honored at convocation, Dr. David Mulder with an honorary doctor of laws and Dr. Wilfred Keller, with an honorary doctor of science.

DECILLIA: That the meeting be adjourned (12:35 p.m.).

Senate Attendance October 2021 (Information gathered from Zoom logins)

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Amaya, Rod	P	Clarke, Darlene	P	Airini	P
Balaski, Beverly	P	Doig, Anne	P	Alcorn, Jane	P
Beck, Richard	R	Gillies, Sandra	P	Bedard-Haughn, Angela	P
Bergerman, Johanna	P	Gustafson, Barb	P	Bilson, Beth	P
Bergstrom, Twyla	P	Hainstock, Wade	P	Bonham-Smith, Peta	P
Bilson, Max	P	Hall, Lee	R	Brothwell, Doug	P
Bratvold, Robert	P	Hermiston, Lisa	P	Burshytn, Debby	P
Buydens, Norma	P	Hnatiuk, Garfield	P	Favel, Blaine	R
Caplette, Keshia	P	MacDonald, Michelle	P	Fowler, Greg	P
Claypool, Tim	P	Matthews, Colleen	P	Harasmychuk, Robert	R
Cooley, Carol	P	Smuk, Shawna	R	Harrison, William	P
Cote, Richard	R	Usunier, Marc	P	Isinger, Russell	P
Crook, Linksey	P	Wilmot, Eric	P	Jaime, Angela	P
de la Gorgendiere, M.	P	Vacant - District 10		Just, Melissa	P
Dick, Bethany	R	**ELECTED MEMBERS-AT-LARGE**		Kresta, Suzanne	P
Gable, Kathy	P	Berg, Susanne	P	London, Chad	P
Garven, Stuart	R	Conan, Nicole	R	Luke, Iain	P
Grimard, Helene	P	DeCillia, Brooks	P	Makowsky, Gene	R
Gabruch, Laurianne	P	Gough, Rhonda	P	Manley-Tannis, Richard	R
Hamilton, Don	P	Henderson, Robert	P	Martini, Jeromey	R
Harvey, Eileen Mae	P	Howie, Leah	P	McCaffrey, Geordy	P
Harwood, Judy	P	Kaminski, Nicholas	P	McCreath, Grit	P
Jones, Michael	P	Kelly, David	P	McDougall, Patti	P
Kreuger, Monica	P	Kobes, Brent	P	McKercher, Peggy	R
Loken, Andrew	P	Maguire, Rob	P	McLoughlin, Mark	R
McKercher, Grant	P	Moore, Kelley	P	Muir, Gillian	R
Michalishen, Doria	R	Papp, Zsuzsa	P	Pawelke, Michael	R
Muggli, Tracy	P	Robertson, Jordan	R	Pezer, Vera	R
Orr, Mary	P	Wesolowski, Fred	P	Phillipson, Martin	P
Peterson, Kent	P	**STUDENTS**		Pozega Osburn, Debra	P
Pilat Burns, Charlotte	R	Bell, Jamie	P	Ramaswany, Meghna	P
Sharma, Sandeep	P	Ding, Jimmy	P	Richter, Soline	P
Taypotat, Evan	R	Jain, Rishit	P	Romanow, Roy	R
Thronberg, John	P	LaRose-Smith, Autumn	R	Singh, Baljit	R
Wagner, Larry	P	Shakeel, Muhammad	R	Smith, Preston	R
Walton, Jack	P	Zahan, Rifat	P	Stilll, Carl	R
Weninger, Dean	R	TBA		Stoicheff, Peter	P
Yee, Tim	P	*P=present*		Willoughby, Keith	P
		R=regrets		Wilson, Jay	P
		A=absent		Wilson, Ken	P

NON-VOTING	
Willness, Chelsea	P

The Post-Pandemic Way Forward

Dr. Debra Pozega Osburn (PhD)
Vice-President University Relations

University Senate
October 2021

"What will the post-COVID-19 University of Saskatchewan look like?
I suggest we plan on learning from this crisis so that we emerge from it –
and we will – stronger, even more creative in what we do, reaching more
people around the world, having an even greater positive impact on the
province and the region and the country – full of the confidence that,
together, we respond to change very well."

President Peter Stoicheff, in his annual GAA address, April 8, 2020

Project Purpose

The Post-Pandemic Shift Project was designed to build a framework to guide decision-makers and provide a pathway that will inform and support a post-pandemic University of Saskatchewan.

The project is grounded in the principles of wahkotowin, a Nêhiyaw (Cree) concept that teaches us that "everything is related," that our shared kinship and interdependence will shape our future.

Methodology

The Post-Pandemic Shift Project involved engaging various "circles of voice" both external and internal to our university, linking the **genuine voice** of our broader community with the **critical thinking**, **pedagogic expertise**, and **informed experience** of the USask academic community to **inform** our change process.

The commission

The overall project was led by Vice-President University Relations, Debra Pozega Osburn and supported by Senior Strategist, Office of the President, Julian Demkiw.

Internal engagement was designed and implemented by co-chairs Vince Bruni-Bossio and Candace Wasacase-Lafferty and a commission of campus stakeholders: Angela Bedard-Haughn, Sarah Buhler, Pamela Downe, Marcy Hildebrand, Don Leidl, Kiefer Roberts, Vicki Squires, Nancy Turner and Candice Weingartner.

Discussions with stakeholders

External Engagement	200 INDIVIDUALS
Internal Survey	379 RESPONSES
Internal Engagement Groups	23 SESSIONS WITH 152 PARTICIPANTS
Internal Workshops	5 SESSIONS WITH 162 PARTICIPANTS

Externally, we engaged with stakeholders with close ties to USask across multiple sectors to understand how they were personally and professionally experiencing the pandemic and what they thought was on the other side.

We used what we learned externally and designed a multilayered internal engagement process. Through surveys, stakeholder engagement groups and thematic workshops, we ended up with almost 900 points of contact.

What we heard externally fell into eight broad categories:

The way we **WORK**   The way we **CREATE**
The way we **LEAD**   The way we **LEARN**
The way we **CONNECT**   The way we **CARE**
The way we **DECIDE**   The way we **HEAL**

Through the process of internal conversations and combined with the understanding we gained through our external engagement, we further refined our learnings into a conceptual framework to guide decisions and actions in a post-pandemic reality.

What we heard **externally** from…

individual citizens and organizational partners

What we heard **internally** from…

staff, students, faculty, Elders, researchers, and senior leaders

PROJECT INSIGHTS

Four Fundamental SHIFTS

A shift in how we INNOVATE
A shift in how we ENGAGE
A shift in how we SUPPORT
A shift in how we LEAD

A shift in how we INNOVATE

EXPERIMENTATION

The pandemic has shown that we are willing and able to try new things when we don't have all the information and don't know the outcomes.

There will be increased expectations from the USask community and beyond for all of us to be open to trying new ideas about our work, about our classrooms, and how we operate.

Practical questions for action:

- *How am I investigating new ideas and ways of doing things?*
- *Am I creating an environment where others feel comfortable to fail?*
- *Even though we do not have all the information, can we try this idea out?*

FEEDBACK

Coupled with experimentation and "trying things" is the need to ensure robust systems of continuous evaluation are developed.

When trying new things, decision-makers must be purposeful about who they seek feedback from, how often, and in what formats. We must be prepared to go above and beyond to ensure the right voices are heard.

Practical questions for action:

- *Am I clear on who I am soliciting feedback from, how, and when?*
- *Have I made it easy for feedback to be given?*
- *Do I know how feedback will be incorporated into my decision-making process?*

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A shift in how we INNOVATE

What we heard from our community…

"The most important thing learnt is that we can actually change without taking 6 years of planning and processing. I hope we remember that we are not scared of making changes."

"People are going to be emboldened. We are going to be confronted by our stakeholders about our thinking and our processes."

"Can we change fast? Sure we can. We showed the world we could."

"We have had to step outside of our comfort zone; everyone has had to learn new things. I hope we keep that."

"Meeting people where they are means that we as an institution need to be better at listening, so ideal world is one where we take the time to truly listen."

A shift in how we INNOVATE

What we heard from our research…

"A complete return to what has long been considered "normal" would represent a failure for our campuses and our broader society."
University Affairs, July 2021

"The pandemic has changed us. Our collective mindset has shifted toward being open and receptive to new opportunities and limitless possibilities."
Forbes, July 2021

"Historically there has been a widely held belief, or "orthodoxy," that companies cannot innovate in a remote work environment. The past 15 months have shown us that notion is untrue."
Deloitte, Aug. 2021

"Now that people are once again gathering and mingling—the jet-fuel of creativity—this next decade is a prime time for creativity to flourish."
RBC, July 2021

"Rapid responses to crises or societal changes can be slowed by ponderous program approval processes and the rigid mechanics of funding regimes. PSE institutions have managed to find some workarounds that have enabled rapid innovation at the edge, but these workarounds are not sustainable over the long term and need to be integrated into mainstream funding and credentialing systems to persist and spread."
Public Policy Forum, June 2021

A shift in how we ENGAGE

INTERDEPENDENCY

More so than ever, the pandemic taught us that we are all in this together; how a decision on one side of the planet had a direct impact in our personal lives. With this increased recognition comes an increased expectation for decisions to be made in an integrated fashion, ensuring that those most impacted by the decision are involved in its outcome.

Practical questions for action:

- *How have I considered the full impact of my decisions on key stakeholders?*
- *Have I taken the time to consider any potential unintended consequences of decisions?*

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EQUITY

The pandemic exposed and exacerbated the inequity inherent in society and within our own institution. Additionally, we heard that the "push to work and learn remotely" allowed many a more equitable playing field at USask.

How can we keep the equity gains made during the pandemic and shore up revealed gaps in our supports in the post-pandemic world?

Practical questions for action:

- *How am I ensuring that minority voices are heard?*
- *How am I ensuring that supports are provided for minority concerns?*
- *Where does accessibility factor into my decision-making priorities?*

A shift in how we ENGAGE

What we heard from our community…

"I hope that post-pandemic we, proceed with more compassion for our students, faculty, and staff. The flexibility and understanding we require from each other during the pandemic isn't a new need - it is simply more exposed now that we're all feeling it at the same time . . . How can we ensure that compassion and mutual respect/responsibility drive our work going forward?"

"The idea of citizenship will resurface. I hope at the end of this we have a different sense on how we take care of others."

"Connectivity is a human right. Anytime, Anywhere."

"Whether you think of it as compassion, empathy, or just plain understanding that everyone is different, the pandemic has shone a bright light on the benefits of walking the talk when it comes to appreciating both the essential contributions and the varying needs of employees."

A shift in how we ENGAGE

"COVID-19 has exacerbated inequalities that were already in our sights and has illuminated more strongly the interdependencies of many of our social, cultural and economic structures."
THE, July 2021

"As COVID-19 spreads across the country it continues to disproportionately impact the most vulnerable and marginalized employees. This puts pressure on companies to improve working conditions and adapt to unique needs."
Brookfield Institute, "Yesterday's Gone", Feb. 2021

"Wahkotowin teaches us that, "everything is related" and that our shared kinship, our interdependence will shape our future."
Louis Halfe, Elder and Canada's Poet Laurete

What we heard from our research…

"Interdependence has an important conceptual effect: it invalidates silo thinking. Since conflation and systemic connectivity are what ultimately matter, addressing a problem or assessing an issue or risk in isolation from others is senseless and futile."
COVID-19: The Great Reset, 2021

"COVID-19 has aimed a greater spotlight on social justice issues, in Canada and around the world. It has become evident that, at the same time as they face financial challenges and disruption in their own institutions, universities need to be leaders in increasing equity."
Universities Canada, 2020

A shift in how we SUPPORT

INTEGRATED

It is not uncommon for the units we lead to have detailed plans for support in areas such as information technology, health and wellness, and human resources. The pandemic has shown us, though, that our support strategies need to be front and centre and that it must be clear how each one connects with the other.

In particular, it is recognized that special attention must be given to providing supports for managing and leading change itself.

Practical questions for action:

- *Have I asked all those involved what supports they need?*
- *Have I considered how supports connect and interact with each other?*

MUTUAL RESPONSIBILITY

Times of transition require a clear investment in support that is ongoing, agile, and provided by well-trained staff. It is an institutional responsibility to help community members navigate in this new world. Conversely, the community has a responsibility to avail itself of the supports necessary and to communicate those needs to ensure they are met.

Practical questions for action:

- *Have I asked for all the supports I need?*
- *Am I making use of all supports offered?*
- *How much time do I spend ensuring my team has the tools they need to do the work?*

A shift in how we SUPPORT

Faculty told us they were willing to change. Students told us they were willing to consider new ways of learning. Staff told us they were excited at the opportunity to try things differently.

A common thread among all stakeholders was that they just need support to do it. They need support to adapt to new technologies and new ways of teaching and learning. They need support to handle the demands and stresses of change in their lives. **They need to know that *someone* has their back.**

"I have never felt more supported by the university as during the pandemic. I hope that doesn't go away."

A shift in how we SUPPORT

"As hybrid work models become more entrenched, technology will be mission-critical to every HR strategy."
RBC, 2021

"When you think about "innovation," what business function comes to mind? Probably product development. Post-pandemic, it'll likely be HR."
Forbes, 2021

What we heard from our **research**…

"Institutions will examine closely whether they're making the most out of their physical spaces and face-to-face time. "We're going to go into every room and we're going to say, 'Is meaningful connection going to *happen in this space?*"
Chronicle of Higher Education, 2021

A shift in how we LEAD

ADAPTABLE

We have shown an incredible ability to be flexible during the pandemic. We have learned as a community that we can be adaptable in our policies and procedures as long as we continue to stay true to our values and principles. There will be an expectation from our stakeholders to show flexibility in many of our decision-making processes.

Practical questions for action:
- *What have I done to change my thinking and approach in new ways around a decision?*
- *What traditional approaches do I need to adhere to and which ones can/should be challenged in a post-pandemic world?*

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INCLUSIVE

Although many of us were physically separated during the pandemic, extra-ordinary efforts were made to connect one another and connect everyone as much as possible.

We will need to ensure these inclusive decision-making practices are carried over to the post-pandemic world.

Practical questions for action:
- *Who has been included in the decision-making process?*
- *Am I including the voices around the table that are most impacted by this decision?*
- *Have I chosen to include my own voice when asked?*

A shift in how we LEAD

What we heard from our community…

"I've appreciated how much easier it is to access decision-makers and feel part of the process – I hope we keep that."

"I really appreciate how much trust the U of S has in employees by giving us the ability to work from home and carry on with that."

"There's still an element of the old command-and-control in a lot of organizations, and now that's just not going to work."

"Leadership in a post-pandemic world will be less bureaucratic, more reflective; it will genuinely allow people to lead from wherever they are in their organization or their community."

"We have all become more adaptable and flexible and developed these 'muscles' for moving forward. With the scope and magnitude of change that is coming, we'll need these muscles for sure. We need to keep pressing ourselves so we don't lose these skills."

A shift in how we LEAD

"One of the most important takeaways from the pandemic is that it has served as a catalyst for cultural transformation. For example, companies have witnessed an increase in trust, a flattening of hierarchies, and more rapid and agile decision-making."

Cornell Chronicle, March 2021

"What many are imagining as a "great reset," then, is a chance for universities to rethink how they fit into their communities – and how those communities can play a role in shaping the future of their institutions."

Globe and Mail, July 2021

What we heard from our research…

"During the pandemic a new style of leadership emerged, and new leaders emerged. The traditional structures got blown apart. As we prepare to return in person on campuses this fall, we have a unique opportunity to reimagine our universities as more inclusive, more flexible and ultimately more intellectually productive learning commons. Some of the ways in which we were organized pre-pandemic, and some of what we did as teachers and researchers still make sense, but some don't. Whatever we are preparing for, it isn't fall 2019. This will be different."

University Affairs, July 5

Four Fundamental SHIFTS

A shift in how we INNOVATE
A shift in how we ENGAGE
A shift in how we SUPPORT
A shift in how we LEAD

UNIVERSITY OF
SASKATCHEWAN

President's Report to Senate
April 2022

Optimism for a post-pandemic world

A year ago, I noted in my report to Senate that optimism was building for a post-pandemic world. More vaccines were being approved, manufactured and distributed, and vaccination numbers were growing in Saskatchewan – a recovered post-pandemic world was in sight. Twelve months later, I write to you with the same optimism as we gather together once again, partly in-person, for our April 2022 Senate meeting.

In October I reported that we were transitioning back to campus with approximately 60 per cent of students returning to in-person activity. This was made possible due to the overwhelming support for public health measures by the vast majority of USask faculty, staff and students – from requiring full vaccination to mandatory masking – making it an extraordinary success story in these most extraordinary of times.

Unfortunately, the pandemic was not through with us yet and the 'more open' winter term we had planned for in January 2022, was postponed. With the peak of omicron, the university took all precautions necessary to provide the safest working, teaching and learning environment possible. This included a delayed start of the semester for most courses and programs by one week. In addition, we temporarily shifted to remote learning until February 7.

USask's Pandemic Response and Recovery Team (PRT) closely monitored the spread and impact of the omicron variant and adjusted and enhanced our health and safety measures as necessary. Bolstered by the protections in place on campus, including a 99 per cent vaccination rate, we were able to return to more in-person learning and research opportunities by February 7, while also being prepared to switch to remote teaching, learning and working options if deemed necessary.

A world issue that has overshadowed our excitement for the post-pandemic world is the Russian military invasion of Ukraine, which is extremely concerning to our USask community. News about these shocking events and their potential implications for world peace is troubling for all of us, and particularly for our many Ukrainian and Russian university members. The USask communications team has launched a USask Supports Ukraine webpage where community members affected by this conflict can find supports, as well as a place for our community to share and find information on efforts to support Ukraine and community members affected by the conflict.

I would like to thank you all for your continued work in supporting our university during the 2021/22 academic year. Despite the many challenges, what has not changed is our commitment to the students we serve, and to fostering a campus culture of inclusivity, diversity and equity. I am extremely proud of how our campus community continues to come together and respond during these extraordinary times and know we will continue to do so. Thank you for all the work you have done, and continue to do, at the University of Saskatchewan.

Best regards,
Peter

USask COVID-19 Response

With the news of the Government of Saskatchewan removing the proof of vaccination policy beginning February 14 and lifting the remaining public health orders throughout the province by the end of February, we have reviewed USask's COVID-19 health and safety measures and have developed a plan to move beyond them. We evaluated the government's announcement, consulted public health officials and legal experts, and most importantly, carefully considered the health and safety of our campus community. Our current health and safety protocols were foundational to our plans to return to as much in-person activity as possible for winter term, and many of those protocols remain important to finishing the term without disruption due to COVID-19. Some measures, however, are being adjusted to reflect the projected declining safety risks that COVID-19 will present to the campus community over time.

Based on public health advice, we changed some measures as of February 14, and we expect to lift a number of other safety measures in the coming weeks. The following outlines our plans and the expected length of time for them to be in place:

- As of February 14, we modified the requirement for all members of the campus community to be **fully vaccinated** to participate in on-campus activities. A full 99 per cent of our campus community is fully vaccinated. Those individuals currently engaged with in-person learning or work on a USask campus who are not vaccinated are required to conduct rapid antigen testing and upload results in PAWS three times per week until April 8. Test kits are supplied by the university and available to pick up **at these locations** for at-home testing. Students, faculty and staff can book an appointment to receive the COVID-19 vaccine on campus through the **Student Wellness Centre**.
- Anyone who has an approved accommodation from vaccination is expected to continue the terms of their agreement until April 8.
- Wearing a three-ply single-use mask on all USask campuses and in all indoor locations at all times will be required until April 30.
- As of February 14, *visitors to campus* are no longer required to show **proof of vaccination**. This includes those attending Huskie games at the PAC and Merlis Belsher Place, as well as those using the Fit Centre and participating in Campus Rec. Masking indoors at such events and activities is still required until April 30.
- Staying home if you are feeling sick (even if it isn't COVID-19 or you are not sure, and even if you have a negative rapid COVID test result) and not coming to campus until you are symptom free for 48 hours is required until further notice.
- Using rapid COVID test kits to test yourself prior to any social or non-essential gatherings in person with others is advised. A list of locations to pick up rapid testing kits throughout the province is available **here**.

The university has a responsibility to implement the necessary measures to protect students, faculty, staff, and visitors to campus from known dangers on campus, such as the spread of COVID-19. As part of this obligation, we have carefully considered the unique health and safety concerns of our campus community and the fact that our current COVID-19 measures are integral as we return to as much in-person activity as possible for winter term. As the need for COVID-19 safety measures declines in the province, the unique health and safety challenges facing universities require us to be thorough and deliberate in changing USask measures. Unlike most other settings in the province, USask has a very large number of people in a tightly defined geographic area, with a relatively small number of buildings—including health-care facilities.

At this time, with the effects of the pandemic projected to continue in Saskatchewan for a while longer, we believe the health and safety measures outlined above are necessary to ensure the safety of our campus community and beyond, which is our top priority. This approach will enable us to successfully complete winter term and offer the level of in-person activity originally planned.

CEPI awards USask's VIDO $6M for vaccine development

The Vaccine and Infectious Disease Organization (VIDO) at the University of Saskatchewan has received approximately CAN$6 million from the Coalition for Epidemic Preparedness Innovations (CEPI).

This is CEPI's first ever award to a Canadian university. The award is part of CEPI's $200-million program to advance the development of vaccines that provide broad protection against COVID-19 variants and other coronaviruses. CEPI is a leading global partnership launched in 2017 to develop vaccines against future epidemics. CEPI's global membership has representation from all continents and includes public, private, philanthropic and civil society organizations.

VIDO's funding will be used to establish proof of concept for new vaccines that are broadly protective against COVID-19 variants and are suitable for use in low- and middle-income countries. The platform involves identifying vaccine targets, vaccine formulation, manufacturing process development and preclinical testing. It can also be adapted to develop vaccines for other coronaviruses as well as future high-consequence infectious diseases that have yet to emerge.

Partnering in the project is the Vaccine Formulation Institute (VFI) in Switzerland. VFI developed the Sepivac SWE™ adjuvant in collaboration with its industrial partner Seppic (a company of Air Liquide group).

This project builds on COVID-19 research funded by the Government of Canada and the Government of Saskatchewan through Innovation Saskatchewan. VIDO's COVID-19 vaccine, COVAC-2, is formulated with Sepivac SWE™ and is currently in clinical trials.

Saskatoon hospital foundations offer support to VIDO

Three of Saskatoon's hospital foundations have partnered to donate $230,000 in support of Canada's Centre for Pandemic Research at the University of Saskatchewan's Vaccine and Infectious Disease Organization (VIDO).

The foundations' CEOs — Arla Gustafson of the Royal University Hospital Foundation, Brynn Boback-Lane of the Jim Pattison Children's Hospital Foundation, and Steve Shannon of the Saskatoon City Hospital Foundation — said the donation is meant to honour the hard work of front-line doctors, nurses, medical, support staff and research initiatives across the hospitals and Saskatchewan. According to the hospital foundations, contributing to research in the search to save lives for future infectious diseases is one way to honour front-line health-care workers while also creating a safer future for everyone.

The new gift adds to the support received from other private donors and all levels of government to establish VIDO as Canada's Centre for Pandemic Research. This funding will help expand VIDO's infrastructure and support research.

With the addition of global scientific leaders and enhanced training, VIDO will be poised to lead Canada's response to future pandemic threats.

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Lockert receives 2021 President's medal

Graduating student Kaitlin Lockert is the 2021 recipient of the USask President's Medal. The President's Medal is awarded each year as part of Fall Convocation to the student graduating from an undergraduate degree program who has earned the highest cumulative percentage average.

During her time at USask, Lockert has received the Chancellor's Scholarship, a University of Saskatchewan undergraduate scholarship, and the Len and Jen Williams scholarship. She is also the recipient of the Three-Year Medal in the College of Arts and Science, which is awarded to the most distinguished graduate receiving a first degree in a three-year program in the college.

Lockert has lived in Martensville, Sask., her whole life and graduated from Martensville High School in 2018. In the fall of 2018, she entered USask to study physiology and pharmacology in the College of Arts and Science. In Lockert's spare time, she enjoys walking her dogs, hiking, fishing, gardening and watching hockey and football. She also participates in the dentistry running club and the dentistry biking club. In the future, Lockert said she plans to work as a dentist and start her own practice.

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Research &
Innovation
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USask selects three new signature areas of research

Over the past several months, the renewal process for USask's signature areas has been taking place with spirit of responsiveness in mind. The result has been the selection of three new signature areas: *Communities and Sustainability* (proponent leads: Dr. Doug Clark (PhD) and Dr. Marc-Andre Pigeon (PhD)), *Health and Wellness* (proponent leads: Dr. John Gordon (PhD), Dr. Alexandra King (MD), Dr. Sylvia Abonyi (PhD), Dr. Jennifer Lang (PhD), Professor Dean McNeill, Dr. Nazeem Muhajarine (PhD), Dr. Cory Neudorf (MD), Dr. Thilina Bandara (PhD), Dr. Ulrich Teucher (PhD), Dr. Avi Akkerman (PhD), Dr. Laura Wright (PhD)), *and Quantum Innovation* (proponent lead: Dr. Steven Rayan (PhD)).

USask's six current **signature areas** of research — Agriculture, Energy and Mineral Resources, Indigenous Peoples, Synchrotron Sciences, One Health, and Water Security — were selected a decade ago after a campus-wide consultation process. These will remain, although Water Security (proponent lead: Dr. Jay Famiglietti (PhD)), and Energy and Mineral Resources (proponent leads: Dr. Terry Fonstad (PhD), Dr. Bram Noble (PhD), Dr. Greg Poelzer (PhD), and Dr. Andrew Grosvenor (PhD) will undergo updates based on pitches presented in the process. The other four areas will be reviewed in 2024.

The signature areas of research renewal process began in May 2021 in consultation with research and teaching chairs. This was followed by eight consultation sessions on current signature areas, which were attended by about 600 faculty members. Through the summer, an advisory circle created terms of reference and a roadmap for the renewal process.

Next, a steering committee came together in August and facilitated pitch sessions that were open to all members of the USask community. The steering committee, co-chaired by Provost Airini and Vice President Research, Dr. Singh, was composed of deans, executive directors and leaders representing a wide variety of areas of study. The committee also included two external stakeholders: a USask alumnus and the executive director of Innovation Saskatchewan.

A total of 16 pitches came from a wide variety of research areas and disciplines. They were presented in virtual settings to the steering committee and interested parties from the USask

community. The pitches were recorded and were available for viewing by any USask community member. The community was invited to provide feedback on the pitches through a survey.

Full executive summaries, recordings of the pitches and more information on the steering committee and advisory circle can be found on the **Signature Areas Renewal website**. There is also a feedback/question form on the site for those who would like more information on the renewal project.

Global Agri-Food Advancement Partnership launched to support agri-food start-up companies

The Global Agri-Food Advancement Partnership (GAAP) is beginning its work to assist start-ups and grow the agri-food industry in Western Canada. The partnership came about because the founding partners – Ag-West Bio, the Global Institute for Food Security (GIFS) at the University of Saskatchewan (USask), Innovation Place, and the Saskatchewan Food Industry Development Centre (Food Centre) – recognized that there was a gap in the innovation pipeline.

Almost all the elements were already in place in the region to create a world-class agri-food innovation cluster, but agri-food start-ups have unique challenges: along with the usual issues faced by most start-ups, they often need highly specialized equipment and staff, have high upfront costs, and face a long road to market entry and revenue generation. This is where the GAAP fits.

The GAAP targets two types of companies:

- Early-stage companies working on promising, disruptive technologies in the early stages of development (post proof of concept) with application in agriculture, food, or food processing.
- Domestic and international clients looking to establish a presence in Western Canada will find a soft-landing at the GAAP. It will allow them to access the North American marketplace with lower entry costs, reduced capital expenditure, tailored concierge services, and an expedited path to market.

Companies within this new partnership can enjoy the following benefits:

- **Access to GAAP facilities for up to 3-4 years.** This includes greenhouses, laboratories and offices at Innovation Place, GIFS' Omics and Precision Agriculture Laboratory (OPAL) to support plant breeding, post-harvest technologies, and drone, imaging and sensor technologies, and the Food Centre's expertise and incubation suites.
- **Access to significant investment** from GAAP (upwards of $1M with support from partners) to qualifying companies, to allow them to focus on technology progression and market adoption.
- **Access to commercial-volume scale-up opportunities** for early-stage and rapid growth stage companies as they encounter the hurdles of mass production, or the daunting task of financing their own build.
- **Access to mentorship** from experts in business development, regulatory pathway, product development, fundraising, marketing, logistics, exporting, and more. Entrepreneurs can also access training on specialized equipment. All this will help companies avoid costly mistakes, expediting the path to market and lowering capital requirements.

GAAP is pleased to be working with investors from the private industry and is ecstatic regarding the recently announced support of $1.5 million from Prairies Economic Development Canada. GAAP will attract new talent, create new jobs, and increase international partnerships. A stronger ecosystem will support start-up companies as they develop tools to tackle global challenges of our day, such as food security and climate change.

Global Institute for Food Security at USask announces new Bangladesh office and new Research Chair

The Global Institute for Food Security Regional Office in Bangladesh, inaugurated on December 12, will support GIFS' multidisciplinary research, training and development partnership with the Bangladesh Agricultural Research Council (BARC) of its Ministry of Agriculture, designed to help promote sustainable food security in the country.

Based at GIFS, the newly created Bangabandhu Research Chair in Food Security has been awarded to Dr. Andrew Sharpe (PhD), GIFS' director of genomics and bioinformatics. Named in honour of Bangladesh's first President and Prime Minister Sheikh Mujibur Rahman, the chair will lead vital agriculture research and development activities between Saskatchewan and Bangladesh, to establish the goals of the partnership.

Saskatchewan is a leading agri-food exporter in Canada and Bangladesh is one of the province's top 10 markets, with 2020 exports to the country alone valued at $612.9 million. Bangladesh is also emerging as a trade and investment destination with pro-business and pro-investment policies, vast interconnectedness within the South East Asia region, growing exports, expanding infrastructure and strong domestic demand.

USask researchers receive new federal funding to collaborate with Indigenous communities to address health inequalities

Two University of Saskatchewan research teams have been awarded more than $2.8 million in federal funding to address systemic inequities in the lives of Indigenous people in the areas of home life, mental and sexual health. Funding was awarded through the Canadian Institutes of Health Research (CIHR) Project Grant program. CIHR Project Grants are awarded to researchers undertaking projects with the potential to advance health-related knowledge, research, care, systems and patient outcomes.

In total, USask research teams were awarded $4,145,226.

- **Sexual health education rooted in Indigenous ways of knowing**
  Dr. Amanda Froehlich Chow (PhD) from the USask School of Public Health will spearhead a community-led, culturally rooted research program titled *atotitum (*Becoming of Age). The project will aim to expand current sexual health curricula and accompanying resources, in a way that includes Indigenous teachings and teaching methods that are culturally appropriate and inclusive for today's Indigenous youth. Indigenous Elders, Knowledge Holders, youth, teachers and community members with diverse lived experiences will collaborate to lead the development of a new arts and land-based sexual health and wellness program aimed at students in grades six through nine in

12 schools that primarily serve Indigenous youth. The program will be unique by incorporating each community's own teaching methods and beliefs into program delivery. The project received a total of $1,434,376 and will be conducted over four years.

- **How house and home affect Indigenous mental wellness**
  USask College of Medicine Distinguished Research Chair and renowned agricultural medicine expert Dr. James Dosman (MD) will lead a team of researchers in a project that examines what contributes to the mental wellness of Indigenous peoples in the home setting. The project will use the values of Tipi Teachings – how each aspect of the tipi structure represents a fundamental part of the environment and community – as the basis for examining mental health risks and protective factors present in house and home. The project will focus on how the mental health of Indigenous peoples can be affected by their life in both their houses and in their home communities. This includes how risk factors, such as poor housing, can contribute to negative mental health outcomes, and how protective factors such as good community infrastructure, accessible childcare and food security contribute to positive mental health outcomes. The aim of the study is to allow communities to promote fundamental issues around housing and identify how community members view their house as a home and the corresponding effects on mental wellness. The project hopes to affect public health policy that addresses the mental health of Indigenous peoples. The project received a total of $1,399,950 and will occur over a span of five years.

Indigenization & Reconciliation

Métis Nation-Saskatchewan signs historic agreement with USask

The Métis Nation– Saskatchewan (MN–S) government and the University of Saskatchewan signed an agreement on Métis citizenship and identity. The agreement will ensure the university will rely on the objectively verifiable MN–S Citizenship Registry to assess eligibility for Métis-based opportunities at the university. This is a precedent-setting partnership between a Canadian University and a Métis Government.

Under the Agreement, the MN–S will assess if individuals meet the criteria for Métis citizenship when applying for Métis based opportunities at USask. This agreement follows calls by the MN-S for academic institutions, industry, and governments to recognize and respect the MN–S's citizenship process, requirements, and governance institutions. It is also consistent with the University of Saskatchewan's commitment to Indigenization and reconciliation.

Equity, Diversity & Inclusion

USask honours Black History Month

Since 1996, Canada has celebrated Black History Month in February each year to honour the history, stories and accomplishments of Black Canadians. For all of us at USask, this was also a time to remind ourselves of the challenges that members of the Black, Indigenous and People of Colour (BIPOC) community faces in the province, across the country, and around the world. For our university, it was also a time to re-commit to the principles of our **Mission, Vision and Values** statement, to promote diversity and meaningful change to be the best place we can be for all USask students, faculty and staff.

These commitments are embedded in our **Equity, Diversity and Inclusion Policy**, which states, "All members of the university community share the responsibility for creating a supportive and inclusive environment."

Our campus communities feature students, staff and faculty from more than 100 countries, including Black students from Nigeria who account for the third-largest contingent of international students at USask, providing diverse backgrounds and perspectives that make our university a truly global community. Black Canadians form the third-largest minority group in the country, comprising 3.5 per cent of Canada's population, according to the **2016 Census**.

While our country still has much work to do to better support the BIPOC community, let us take the time to also acknowledge our advancements, and most importantly take a moment to highlight the historical stories of remarkable Black individuals like **Harriet Tubman**. We encourage you to learn about her amazing story of helping people escape slavery in the southern United States and bring them to freedom in Canada, via the Underground Railroad.

Saskatchewan's Black history includes the remarkable **Dr. Alfred Shadd (MD)**, who became one of the province's first Black residents in 1896 when he served as a teacher to help pay for medical school, and later became the first Black doctor to practice in the province. He went on to open a pharmacy and become one of the province's first coroners, served as a newspaper editor, assisted in getting a small hospital built in Melfort in 1904, and helped establish a grain elevator company for local farmers in the community.

In that same decade, Joseph Mayes and his wife **Mattie Mayes**—who was born into slavery on a Georgia plantation—led a dozen African-American families on the long trek north to Saskatchewan all the way from Oklahoma, in order to escape segregation and discrimination. While they also faced challenges in Saskatchewan, they persevered to establish the province's first Black pioneer settlement and a church in 1910 near Eldon, 200 kilometres northwest of Saskatoon.

The Mayes' great-grandchildren were raised in North Battleford and include former National Football League star Rueben Mayes, record-setting international bobsledder Lesa Mayes-Stringer, and USask alumna **Dr. Charlotte Williams** (DVM), who became the first female Black veterinarian in Saskatchewan and the first Black president of the Saskatchewan Veterinary Medical Association in 2016.

That history and legacy of firsts continues at USask, where **Dr. Adeola Olubamiji (PhD)**completed her doctorate in biomedical engineering in 2017, becoming the first Black person to do so at the university, while College of Medicine students created USask's first **Black Medical Student Association** in 2020.

You can learn more about **Black History Month at USask**, as well as read the many stories developed throughout the month at **news.usask.ca**. I would like to thank the coordinating team who organized the many events that took place over the month of February and encourage you to take the time to explore and honour the achievements and legacies of members of the BIPOC community, on and off campus. The more we learn about the past contributions and experiences of Black Canadians, the better we can appreciate what we need to do to move forward together in the future.

Seven USask Alumni honoured with Achievement Awards

The University of Saskatchewan announced the 2022 winners of the Alumni Achievement Awards, one of the university's highest honours. This year's seven recipients embody the university's aspiration to *be what the world needs* because of their significant accomplishments and contributions since graduating from USask. Alumni Achievement Awards are presented to notable USask alumni for their accomplishments and impact on their communities and the world. Award recipients are nominated by their peers and chosen for their achievements and innovation, commitment to excellence, community engagement and leadership, as well as contributions to the social, cultural, and economic well-being of society.

Each of the winners has made outstanding contributions and earned recognition for excellence in their respective fields, which include health care, energy research, business and entrepreneurship, community building, writing and literature, and university-community partnerships related to global water security and research.

Later this spring, honourees will gather in person to receive their award and celebrate their achievements. More information on the Alumni Achievement Awards can be found at **alumni.usask.ca**

Alumni Lifetime Achievement Award
As the highest honour presented by the University of Saskatchewan Alumni Association, this award recognizes an alumnus/alumna for an outstanding lifetime of accomplishments and contributions to the social, cultural and economic well-being of society in any area, such as academics, athletics, arts, business, not-for-profit, public, or private sector.

- **Dennis Whyte (BE'86):** Dr. Whyte, an educator and mentor at Massachusetts Institute of Technology (MIT), has spent the last 35 years in pursuit of the production of fusion energy—a clean energy source with the potential to provide a monumental breakthrough in the battle against climate change.
- **Gordon Haddock (BComm'72) and Maureen Haddock (BEd'70):** For decades, the Haddocks have started or franchised more than a dozen companies—in Saskatchewan and nationally—leading the next generation of entrepreneurs and business professionals.
- **Robert Calder (BA'63, MA'65):** As a writer and professor emeritus, Dr. Calder has written extensively on everything from William Somerset Maugham to the Saskatchewan Roughriders, all the while mentoring and inspiring legions of students.
- **Dr. Sherine Gabriel (MD'82**): A leading physician in the United States, Dr. Gabriel quickly drew acclaim at the Mayo Clinic as an innovative researcher and leader recognized for her excellence in clinical practice, research and education leading to her appointment as dean of medicine in 2012. In 2019, she was named president of Rush University in Chicago.

"One To Watch" Alumni Achievement Award
These awards recognize young alumni who are making significant contributions in society at large, setting an example for fellow and future alumni to follow.

- **Kendal Netmaker (BA'11, BEd'11):** Savvy entrepreneurial skills helped Netmaker launch a successful apparel brand leading to numerous business awards while working to enhance the lives of Indigenous and underprivileged youth by sponsoring bursaries and scholarships.
- **Palash Sanyal (MWS'18):** A recipient of numerous awards for youth leadership, Sanyal's work in the community and around the world speaks to his commitment to create space to listen and learn together while addressing global water security, one of the world's most pressing challenges.

USask community members appointed to the Order of Canada

Graduates, a professor emeritus and several community members with strong ties to USask **have been named to the Order of Canada,** a distinction for their outstanding achievement, dedication to the community and service to Canada.

Sen. Lillian Dyck (BA'66, BA'68, MSc'70, PhD'81) was appointed as an Officer of the Order of Canada "for her contributions to human rights and social justice, and for her powerful advocacy of First Nations and racial minorities in Canada."

Deborah Chatsis (BSc'83, LLB'86, DL'15) was appointed as a Member of the Order of Canada "for her leadership as the first member of a First Nation to serve as ambassador for Canada, and for her advocacy of human rights around the globe."

Dr. Frederick (Ted) Leighton (DVM'79), **a professor emeritus and graduate of the Western College of Veterinary Medicine** (WCVM) was recognized for his lifetime contributions to veterinary medicine as a clinical pathologist and as an internationally renowned scholar specializing in wildlife disease.

Ed Ratushny (BA'64, LLB'65), a nationally regarded legal scholar, author and certified NHL hockey agent, earned bachelor's and law degrees at USask in the 1960s before embarking on an award-winning legal career. **Ratushny was awarded an honorary degree** during the 2021 USask Spring Convocation online celebration.

Gregory P. Marchildon (JD'80), was recognized "for his contributions to health care policy in Canada, and for his mentorship of the next generation of policy-oriented researchers."

Max T. Eisen (LLD'20) was named as a member "for his contributions to Holocaust education, and for his promotion of transformational dialogue on human rights, tolerance and respect."

Gerald Friesen (BA'64) was inducted "for his contributions to Canadian historical discourse through his inclusive and comprehensive research on Indigenous and ethnic groups in western regions."

Other appointees with strong community connections to USask include author Yann Martel, "for his contributions to literature and for his philanthropic commitment to the betterment of his region," and Vaughan Wyant, "for his contributions as a business leader in the auto industry in Western Canada and for his community philanthropy."

Gov. Gen. Mary Simon announced the 135 new appointees to the Order of Canada on Dec. 29. Appointees included two companions, 39 officers, one honorary member and 93 members. Established in 1967, the Order of Canada is the cornerstone of the Canadian Honours System and recognizes people in all sectors of Canadian society for their contributions to communities throughout Canada. More than 7,000 people from all sectors of society have been invested into the order.

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University of Saskatchewan Students' Union

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April 2021

As the 2021-22 USSU execs are wrapping up our year, we are pleased to have led a year full of student advocacy.

Return to Campus
We recognized the importance of keeping students up to date with the latest information of campus safety in the full return. We worked with the Pandemic Response Team and Access and Equity Services continuously to ensure that students' education concerns and feedback were heard. We continue to be a union that strongly supports masks and vaccines. Through our messaging we have been encouraging all students to be vaccinated to keep campus as safe as possible. Our USSU office serves as a hub for distributing N95 masks and Rapid Test Kits.

University Students' Council (USC)
USC met 22 times altogether, every Thursday since September until the end of March, we have had the wonderful opportunity to engage with our Members of Students' Council and Members-At-Large on a weekly basis. This allowed our union to maintain transparency with our work and present weekly accountabilities to the student body on the various aspect of our diverse sets of work. With campus' re-opening, we had numerous opportunities to network in-person with our Councilors and create space for engaging discussions in the Roy Romanow Council Chambers.

Since the last report, the following guest speakers had been invited to present at USC: President Stoicheff, Provost Airini, Joseph Naytowhow, Ministry of Advanced Education, USSU Centre Coordinators, StudentCare, Rachel Sergent-Jenkins, Shannon Chinn, Shari Baraniuk, City of Saskatoon Staff, Dr. Nancy Turner and Dr. Angela Jamie. We were thankful to the range of expertise and vast knowledge shared with our MSCs from our council addresses.

Association of Constituency Presidents (AOCP)
AOCP met monthly to discuss a wide range of topics. This included diverse conversations such as tuition, campus safety, empowering women leaders and much more. It was our pleasure to have this opportunity to communicate with the Presidents of all of our constituencies. A big initiative we have embarked on this year included writing a letter on behalf the AOCP to President Stoicheff and Dr. Airini regarding tuition spending's to benefit students. Our recommendations included more communication strategies with Deans across all colleges, investments into Student Wellness Centre and mensural hygiene products at every washroom on campus.

Campus Groups

There have been many positive campus initiatives this year with the work from students at large. We were also pleased to see a high number of new campus groups being ratified. We are continuously proud of our campus student community engaging with a large number of workshops, events and initiatives that foster a positive and vibrant campus culture. We have continued to allocate funding for student events, programs and workshops through our numerous grants available to ratified groups.

Annual General Meeting (AGM)

This year's USSU AGM brought in a large number of students wanting to engage with student governance and ensuring that our union continues operating smoothly. We passed every amendment proposed by the Exec team. A large highlight from the AGM included increasing the VP positions to take up to 3 classes each term to allow for International students' access to election eligibility. We also formalized two new committees (Students and City of Saskatoon Connections Committee and Anti-Racism/Anti-Oppression Committee) and secured the process of our Code of Ethics and Disciplinary Committee to allow for increased transparency.

Campaigns

Sustainability Week allowed us to raise awareness about how students can play an important role in contributing to a greener future. We collaborated with International Student and Study Abroad Centre (ISSAC) and took a large number of students for a tour around bever creek and highlighted the importance of taking care of the nature. We also invited students to Joseph Naytowhow's nature walk around campus where students learned about Indigenous ways of knowing about the environment. We additionally handed out free plants to all students who were interested in participating in the week.

Academic Awareness Week was all about making sure students know their rights and resources in their academic pathways. We held a Grad School Workshop session, this allowed students to learn about future prospects and application processes for various types of programs. We also updated our Academic Handbooks to keep information relevant to students and added updates about student rights and resources.

We celebrated the importance of empowering women through *Women in Leadership Week.* We highlighted the work of women-identifying College society Presidents on our social media that shared their diverse experiences in student governance. We also held a large gala with two powerful panels that saw a tremendous turn out from students. Our first panel included a conversation with Huskies Representatives to speak on the importance of uplifting women in sports. Our second panel included a number of women in leadership across Saskatoon to share their experiences in various sectors.

Open Educational Resources (OER)

Our focus on OER has been critical to our work this year. We worked on proposals to add OERs to tenure applications, this would allow instructors an added incentive to use more affordable education materials. We also created an Academic Prep Hub; students can now drop into our Help Centre and choose to borrow from a wide range of practice exam textbooks for professional colleges. We have prep books for the MCAT, DAT, LSAT and much more for free! Furthermore, we added a new category to the Teaching Excellence Awards for eligible instructors who have made impact on their students through the usage of OERs.

Centers

Our Centers have continued to be busy with a number of initiatives including: Trans Day of Remembrance, Pro-Choice Awareness Week, Who Needs Feminism, Sex Week, Mental Health Awareness Week and more. We were very excited to also re-initiate the SafeWalk Centre and welcomed our new coordinator Lucas Kobashi to the Centers team. We are also working on resources to make gender neutral washrooms maps more visible on campus. Our centres also worked actively during Black History Month, celebrating Black lived experiences in history through the lens of feminism, queer culture, mental health and more.

Elections

As our 2021-22 exec year comes to a close, we are thrilled to welcome our 2022-23 incoming execs to the USSU. Our Vice-President Operations and Finance, Abhineet Goswami was elected as President. Our USC Chair, Lia Storey-Gamble was elected as the Vice-President Operations and Finance. Additionally, two of our Members of Students' Council were also elected into Vice-President roles. Sharon Jacob was elected as Vice-President Academic Affairs and Punya Miglani was elected as Vice-President Student Affairs. All of the incoming execs have vast knowledge on student governance and we are looking forward to all of the new initiatives they will be embarking on.

With Respect,

Tasnim Jaisee, President
Abhineet Goswami, Vice-President Operations and Finance
Tauqeer Iftikhar, Vice-President Academic Affairs
Nickol Saenz, Vice-President Student Affairs

University of Saskatchewan Graduate Students' Association

Report to Senate, April 2022

As the current GSA Executives come closer to the end of their tenure, we would like to thank all the members of the Senate for having us in these meetings and listening to our many requests and concerns brought forward by GSA. It has been a tremendously successful year for GSA in terms of student support, advocacy, initiatives, etc. In this report we will present some initiatives that the Executives have been working on over the last one year.

For this academic year, the Graduate Students' Association executives focused on four main goals

1. **Requesting student representation on the Board of Governors**

   The Graduate Students' Association (GSA) has been advocating for a seat in the Board of Governors for many years. The University of Saskatchewan Graduate Students' Association is the only Graduate Students' Association among U15 universities, which does not have a seat in the Board of Governors. We acknowledge that unless the 'Saskatchewan Act' reopens, the 'University Act' also does not reopen. Therefore, GSA is requesting the senior leaders that once the 'Saskatchewan Act' reopens, the voices of graduate students need to be heard and therefore, would like to request a seat for graduate students at the Board of Governors' be ensured through the reopening of 'University Act'.

2. **Increase awareness on diversity and inclusion**

   September 30, 2021 was marked as the first *National Day for Truth and Reconciliation* to honour the lost children and Survivors of residential schools, their families and communities. The GSA observed the day with the Nation and released statements on the discovery of burial sites of the lost children in Canada. The GSA worked with the Wanuskewin Community to provide volunteers to facilitate the celebration of the National Day of Truth and Reconciliation on September 30, 2021.

   Along with the university, the GSA successfully celebrated the *Black History Month* by honouring the accomplishments made by the graduate students and faculty members coming from the Black Community. The GSA interviewed outstanding graduate

students and published the interviews on the University Library website under the leadership of the VP External Affairs. The GSA is requesting the university to seek department-level percentage of graduate students from Black Community for future improvement in diversity.

In 1999, the United Nations Educational, Scientific and Cultural Organization (UNESCO) declared February 21 as the *International Mother Language Day*. This day is observed to protect languages used by people around the world. There are a lot of endangered and extinct languages worldwide, including in Canada. Also, there are fewer Indigenous languages, and some are even at the risk of declining further. This year, GSA released a statement to honour this day and also was invited to give a speech at the event of International Mother Language Day, organized by Bangladeshi Community Association of Saskatchewan. The GSA would like to request the University of Saskatchewan to consider this day to be celebrated from upcoming years for a practice of multilingualism, cultural diversity, and multiculturalism.

3. **Work towards enhancing resources to support students' mental health and well-being during the pandemic**

While working with Student Affairs and Outreach Program, Student Wellness Center, and Studenttcare, GSA Executives came to know that during the pandemic, one of the reasons for students' deteriorating mental health and well-being was the *financial crisis*. Students were getting a limited amount of scholarships, but were facing increases in tuition, student fees, etc. Therefore, such challenges were identified as one of the reasons for poor mental health. Keeping that in mind, GSA focused on few financial matters during 2021-2022 fiscal year:

When the university is reopening following the global pandemic, the graduate students at the University of Saskatchewan are seeing hikes in their tuition, even though not all the students have recovered from the financial, mental, and emotional stress of the pandemic yet. Specially, increasing standard thesis-based Masters tuition fees for international students is not really feasible at this post-pandemic time.

The university's decision to approach the U15 standard in terms of tuition fees is not realistic given the fact that there exists variation in terms of student experiences, funding packages, and financial support in other U15 universities. Canada's economy is heavily benefitted from the innovation of the research work conducted by international graduate students, as low tuition rate, and good funding package attracts more international students in this country. With the proposed tuition increase in the next few years, the GSA is afraid that the province of Saskatchewan will be behind other U15 universities in terms of innovation and socio-economic development.

The GSA strongly supports this freezing of tuition once a student starts their academic program when scholarship/stipend does not increase the same way tuition rate increases in the following years.

The GSA Executives worked with the College of Graduate and Postdoctoral Studies to inquire into the delay in degree programs. The Executives brought forward this issue in many different standing committees of the university and senior leaders. Unlike, many other U15 universities in Canada, the graduate students at the University of Saskatchewan takes longer than usual to finish their degrees (median: over 6 years for PhD students and over 3 years for Masters students), which adds financial stress in students' lives, education becomes more expensive, and students are delaying in many important life-decisions, including, but not limited to, joining workforce to contribute to the economy, having children (who are the future of this country), buying houses, etc. GSA is advocating that the degree should be completed within a reasonable amount of time (4 years for PhD and 2 years for thesis-based Masters program), except for those students, who have academic accommodations.

The minimum guaranteed funding that students receive in this university does not reflect the median time needed to finish their degrees. For example, doctoral students take over six years to finish a PhD. However, the minimum guaranteed funding that they receive in their first year is usually around for three years. There is no option for graduate students to study part-time and work full-time to support the skyrocketing education costs. Therefore, GSA is requesting minimum guaranteed funding for PhD students to be at least four years, for thesis-based Masters students to be at least three years (if the median time needed for Masters students is still 3 years).

The amount of minimum guaranteed funding that students receive is way below the minimum wage salary a person makes in the province of Saskatchewan. Since the students have to pay high tuition from this limited funding, the money left in their hand to live in Saskatchewan is not enough. Many graduate student supervisors do not prefer their students to work while studying as that significantly impacts students' quality of research. Therefore, the GSA requested the university to increase the amount of minimum guaranteed funding in a way that goes above the minimum wage salary a person can make in the province of Saskatchewan.

The GSA requested the Federal MPs and the University to consider providing parental benefits to graduate students while they are on parental leave during their study period. Some U15 universities provide such benefits to their graduate students. The examples of such U15 universities were brought forward both to the MPs, as well as university senior leaders to consider. Specially, since the University of Saskatchewan is among the U15 universities in Canada, therefore, efforts should be made to consider such

benefits for graduate students, who contribute to the Canadian economy following their graduation.

4. **Enhancing support to students' academic, professional and leadership skills**

   GSA organized workshops to enhance academic, professional, and leadership skills of the graduate students. We organized Yoga and Health (Yoga Philosophy) sessions, workshops on Academic Integrity, Honesty, and Misconduct, information sessions on Scholarships.

The GSA would like to welcome the new executive committee for 2022-2023 fiscal year. The new committee will advance GSA's mandates and will work closely with the university through open communication to improve students' experiences and address students' concerns.

Rifat Zahan
President, Graduate Students' Association

Board of Governors
Report to Senate
April 23, 2022

Submitted by Joy Crawford, Senate-elected member of the Board of Governors

As I committed to when first elected by Senate and subsequently re-elected, here is an update on the activities of the Board of Governors. I usually attend the semi-annual senate meetings and I miss seeing everyone. Please feel free to contact me at joy.crawford@usask.ca with questions and comments.

To begin with, I just want to reiterate that I find the unique tricameral governance structure at the University of Saskatchewan to be very exciting as it acknowledges both the role the academy and the prominent position the university holds within Saskatchewan society. While other Canadian institutions have similarly named bodies, the actual roles differ from what is seen at the University of Saskatchewan. At the University of Saskatchewan, the roles are as follows:

- University Council is responsible for overseeing and directing the University's academic affairs.
- Senate is responsible for recommendations regarding the establishment or disestablishment of any college, school, or department; appointing examiners for and making bylaws respecting the conduct of examinations for professional societies; the granting of honorary degrees; and non-academic student discipline.
- The Board of Governors is responsible for overseeing and directing all matters respecting the management, administration and control of the university's property, revenues and financial affairs.

BOARD COMPOSITION
The Board of Governors meets approximately six times a year and consists of eleven members:
- Chancellor Grit McCreath
- President Peter Stoicheff
- Lieutenant-Governor-in-Council appointees - Shelley Brown, Grant Devine, Ritu Malhotra, Keith Martell and there is currently 1 vacancy.
- Senate elected members – Louise Simard and myself, Joy Crawford
  Student member –Tasnim Jaisee, USSU President (until the end of April. USSU elections have not been held as of this writing)
- Faculty member - Jay Kalra (Until June 30th, when his 2nd 3 year term expires.)

Shelley Brown serves as chair of the board and I am vice chair. I am also the chairperson of the Governance & Executive committee. Louise Simard chairs the Human Resources committee, Keith Martell chairs the Audit and Finance Committee and Ritu Malhotra chairs the Land & Facilities committee.

The University of Saskatchewan Board of Governors held two board meetings – Dec 13 & 14 and March 21 & 22. Both sets were in person. Unfortunately, I was ill in March, so joined the March meetings via zoom. The March 21 meeting was the annual board retreat and was held offsite at Remai Modern. At the Remai Modern, the board was able to take in the current exhibit, Canoe, drawn largely from the private collection of the chancellor, Grit McCreath and her husband, Scott McCreath.

Of note, public minutes of the board meetings are now be posted on the University Secretary web page. This is something that was requested for quite some time and I am delighted to announce that as of July 2019, this was put in place. Currently, the most recent minutes published are from October 4, 2021.

BOARD HIGHLIGHTS

Special Guests
At the December meeting, the board met separately with special guests, Advanced Education Minister, Gene Makowsky and with Vice-Chief Aly Bear, Federation of Sovereign Indigenous Nations.

At the March retreat day, Paul Davidson, President and CEO of Universities Canada, joined the board in person. He provided and excellent overview of the current climate facing universities in Canada and set the stage for robust discussion on the future opportunities for universities.

Information & Communications Technology Presentaton
Shari Baraniuk, associate vice-president, information and communications technology presented to the board. She spoke to the importance of technology in higher education providing students with the necessary tools for success. She referred to a recent Educause article that identified cyber-security as a top issues for the last six years, and it remains the number one issue this year. The presentation demonstrated greater IT infrastructure and IT investments, which have further evolved due to COVID-19, including becoming more student-centric. The university needs to consider IT risk holistically—how IT figures into our entire risk profile and the enablement of the University Plan.

PERSONAL ENGAGEMENT
In addition to serving as vice-chair of the board and chairing the Governance & Executive committee, I also have been appointed by the board to sit on the following committees:
- The presidential review committee – complete
- The campaign advisory committee – complete
- The review committee for the Dean of Kinesiology - complete
- The joint committee for the conflict of interest policy review – complete
- The search committee for the executive director of SENS – complete
- The joint committee for the Chancellor - complete
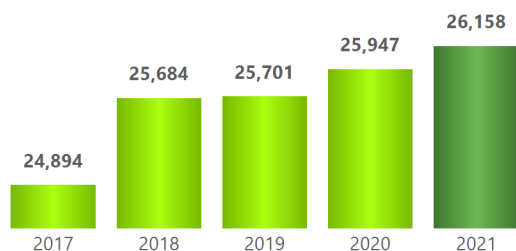- The review committee for the Dean of Edwards School of Business - complete

An interesting development in June 2019, was an invitation to join the executive of the Canadian University Boards Association (CUBA) in the position of vice-president. Shortly after accepting the role, the CUBA president was the unfortunate victim of budget cuts at the University of Alberta. I stepped into the leadership role as interim president to finish the remainder of the 2020/2021 term and then in April 2021 I was elected to the president role for 2 years starting. This will be a doubly exciting role as the University of Saskatchewan has been awarded the host role for the annual CUBA convention in 2023. I represent the University of Saskatchewan in this way, with thanks to Senate and their confidence in me, as Senate-elected board of governor.

In closing, I wish all of you the best of health and I hope this April's meeting is in person.

Respectfully submitted,
Joy Crawford

UNIVERSITY OF SASKATCHEWAN

PRELIMINARY **2021/2022 ACADEMIC YEAR SNAPSHOT** 2022|FEB 9

E N R O L M E N T   S N A P S H O T

TOTAL ENROLMENT

26,158 ▲ 0.8%

Year	Enrolment
2017	24,894
2018	25,684
2019	25,701
2020	25,947
2021	26,158

Undergrad 20,820 ▲ 0.7%	Grad Students 4,470 ▲ 1.4%
Non-degree 282 ▼ 2.4%	Med Residents 586 ▲ 2.1%

ENROLMENT BY COLLEGE/SCHOOL

	Undergrad		Grad Students	
Arts & Science	9,467	▼ 0.7%	972	▼ 1.3%
Edwards School of Business	2,592	▼ 0.6%	244	▲ 11.4%
Education	2,182	▲ 6.3%	648	▲ 9.6%
Engineering	1,654	▼ 0.5%	474	▼ 5.8%
Agriculture & Bioresources	1,400	▲ 1.1%	338	▲ 6.3%
Nursing	1,032	▲ 2.4%	240	▲ 18.8%
Kinesiology	737	▲ 6.2%	49	▲ 14.0%
Medicine	418	▲ 0.5%	342	▼ 1.2%
Veterinary Medicine	348	▲ 4.8%	179	▲ 0.6%
Pharmacy & Nutrition	453	▲ 4.9%	71	▲ 12.7%
Law	391	▼ 4.6%	26	▲ 13.0%
Public Policy	-	0.0%	277	▼ 2.5%
Environment & Sustainability	<5	0.0%	217	▲ 13.0%
Interdisciplinary/Grad Other	-	0.0%	213	▼ 28.8%
Public Health	<5	0.0%	173	▲ 12.3%
Dentistry	143	➡ 0.0%	7	➡ 0.0%

RETENTION   84.8% UofS
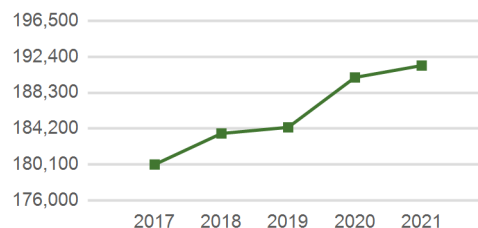
Indigenous	**73.6%** UofS
International	**77.6%** UofS

Retention rate for first to second year students in direct entry programs.
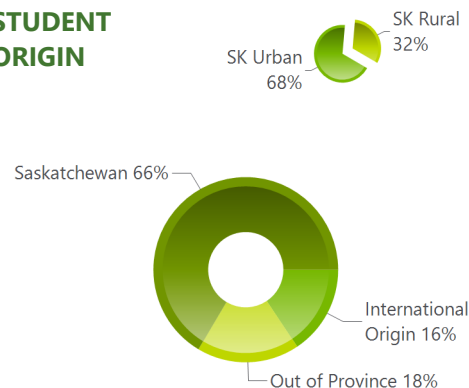
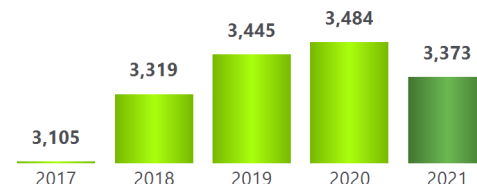## TEACHING ACTIVITY   ▲ 0.7%

(3 Credit Unit Equivalent)

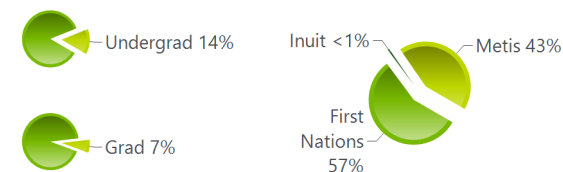| Year	Value
2017	180,100
2018	183,800
2019	184,400
2020	190,300
2021	191,600

CONVOCATION 2021

4,555 ▼ 0.5%

Indigenous 13%   International 12%

Doctorate	**147**
Master	**774**
Bachelor	**3,194**
Cert/Diploma	**440**

STUDENT ORIGIN

SK Urban 68%   SK Rural 32%

Saskatchewan 66%
International Origin 16%
Out of Province 18%
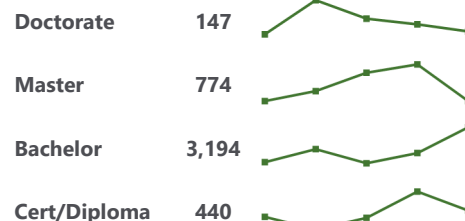
INDIGENOUS STUDENTS   3,373   ▼ 3.2%

Undergrad 14%   Grad 7%

Inuit <1%   Metis 43%
First Nations 57%

Year	Value
2017	3,105
2018	3,319
2019	3,445
2020	3,484
2021	3,373

Undergrad 2,989 ▼ 4.6%	Grad Students 331 ▲ 8.9%
Non-degree 28 ▲ 16.7%	Med Residents 25 ▲ 8.7%

INTERNATIONAL STUDENTS   3,387   ▲ 9.0%

Undergrad 8%   Grad Students 36%

Year	Value
2017	3,066
2018	3,386
2019	3,343
2020	3,108
2021	3,387
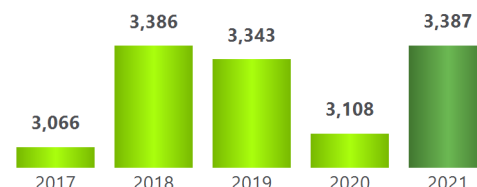
Undergrad 1,752 ▲ 25.5%	Grad Students 1,587 ▼ 2.4%
ESL 47 ▼ 44.7%	Med Residents <5

TOP FIVE COUNTRIES

Undergraduate			Graduate Students		
China	362	21%	Iran	262	17%
India	339	19%	China	230	15%
Nigeria	284	16%	India	167	11%
Bangladesh	116	7%	Nigeria	136	9%
Vietnam	66	4%	Bangladesh	92	6%

Data from University Data Warehouse

Total Enrolment

Description — A headcount metric that measures the distinct number of students registered in at least one class in the academic year. The percentage shown measures the change of enrolment from the previous year to current year.

Purpose — To inform on the levels and trends of enrolment in the academic year.

Academic Year — The time period from May 1 through April 31 in which student enrolment is reported. This includes spring, summer, fall and winter terms.

Enrolment By College/School

Description — Headcount broken out by colleges and schools for undergraduate and graduate students. The percentage measures the change of enrolment from the previous year to current year.

Purpose — To inform on enrolment headcounts and trends for colleges and schools.

Retention

Description — First to second academic year retention measures the percentage of full time, direct entry, undergraduate students who were enrolled in the previous academic year in any term, and are still enrolled in the following academic year in any term.

Purpose — This metric measures the university's success in retaining students from one academic year to the next.

Teaching Activity

Description — Teaching activity measures the number of students in classes in the academic year. Students who withdraw from class after the last day to drop are included in the count. The percentage shown measures the change of teaching activity from the previous year to the current year.

Purpose — To inform on teaching activity trends as an indicator of sustainability. The pie chart shows teaching activity across the four terms to inform on capacity.

Convocation

Description — The number of credentials awarded in a calendar year for the successful completion of an approved University of Saskatchewan degree or non-degree level program. The number of credentials awarded is higher than the distinct number of students who graduate because students can be awarded multiple credentials in the calendar year.

Purpose — Demonstrates student outcomes.

Calendar Year — The time period from Jan 1 for Dec 31 in which student qualifications are reported. This includes the spring and fall convocations.

Student Origin

Description — Student origin shows the percentage of students who came from Saskatchewan, other Canadian provinces or international countries based on students' high school, post-secondary, or admissions address.

Purpose — To inform on the diversity of the student population based on origin.

Indigenous Students

Description — Domestic students who self-declare as belonging to a recognized group of Indigenous people of Canada: First Nations, Metis and Inuit. The first pie charts shows the percentage of Indigenous students as compared to total student population. The second pie chart breaks out Indigenous enrolment by First Nations, Metis and Inuit. The other percentages measure the change of enrolment from the previous year to current year.

Purpose — To inform on the enrolment trends of Indigenous students and the diversity of the student population.

International Students

Description — International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students. The pie charts show the percentage of international students out of total students. The other percentages measure the change of enrolment from the previous year to current year.

Purpose — To inform on the enrolment trends of international students and the diversity of the student population.

ESL — English as a Second Language students did not meet the minimum language admission requirements and are enrolled in full time programs to meet these requirements.

Top Five Countries

Description — A list of nations having the highest undergraduate and graduate international student enrolment as determined by the student's citizenship. The percentage shown measures the number of students from a particular nation as compared to the total number of international students.

Purpose — To inform on the diversity of the international student population.

University Council Annual Update to Senate: 2021-22

FOR INFORMATION

PRESENTED BY: Susan Detmer, Chair, University Council

DATE OF MEETING: April 23, 2022

SUBJECT: **Update to Senate on University Council Activities 2021-22**

The University of Saskatchewan Act 1995 establishes a representative University Council for the University of Saskatchewan, conferring on the Council responsibility and authority "for overseeing and directing the university's academic affairs."

The 2021-22 academic year marks the 27th year of the representative University Council. Although academic governance at the University of Saskatchewan has matured over the years as our institution has become more complex, Council has always worked and continues to work under three major principles:

1. Council has always enjoyed academic freedom in the past, and continues to value it;
2. Council is a collegial self-governing body with the responsibility to govern itself;
3. Council is the university's academic governance body where academic matters are considered and decisions are made.

This report summarizes the main activities of Council from April 1, 2021, to March 31, 2022, including academic program approvals, plans and policies, new chairs and professorships, reports received, and highlights of the work of Council standing committees.

Council agendas and minutes are posted at: https://governance.usask.ca/council/.

ACADEMIC PROGRAM APPROVALS
Council approved the following new degree and certificate programs.
- Graduate degrees
  - Master of Indigenous Land-Based Education (M.I.L.B.E.)
- Graduate Certificates
  - Climate Change, Vulnerability Assessment, and Adaptation Action
  - Environmental Planning
  - Hydrology

- o Indigenous Nation-Building
- o Leadership
- o Science and Innovation Policy
- o Social Economy, Co-operatives, and the Nonprofit Sector
- Undergraduate degrees
  - o Bachelor of Science in Food and Nutrition [B.Sc.(F&N)]
- Undergraduate Certificates
  - o Advanced French Language and Culture
  - o Advanced Studio Art
  - o Applied Gender Justice
  - o Astronomy
  - o Formal Reasoning
  - o Foundations of Studio Art
  - o French-English Translation
  - o Geomatics
  - o Intermediate French Language and Culture
  - o Intermediate Studio Art
  - o Japanese Language and Culture
  - o Professional Communication - Leadership and Negotiation
  - o Mathematical Modelling
  - o Peace Studies
  - o Professional Communication - Persuasive Communication
  - o Queer Theory, Gender Diversity, and Sexualities Studies
  - o Religious Literacy
  - o Spanish Language and Culture
  - o Statistical Methods
  - o Professional Communication - Technical and Professional Writing
  - o Ukrainian Studies
- Microcredentials
  - o Foundations in Science Communication

PLANS & POLICIES

The following plans, strategies, and policies under Council's purview were considered.

Plans and Strategies

- Research Signature Areas Renewal
- Academic Program Approvals Process Review

Policies

- Responsible Conduct of Research Policy
- Postdoctoral Fellows Policy update
- Duty to Accommodate Policy update
- Inventions and Enterprise Creation Policy (the decision was deferred)

- Temporary revisions to the Academic Courses Policy to allow for syllabi changes mid-way through the semester, which allowed for instructors to adapt class evaluations and assessments in the remote and hybrid learning environments.
- Student Academic Misconduct Regulations update
- Living Our Values Policy

CHAIRS AND PROFESSORSHIPS

In 2021-22, with the generous support of University of Saskatchewan donors, Council and the Board of Governors approved the establishment of the following research chairs:
- The Knight Family Enhancement Chair in Neurological Surgery – Jan 2022
- WCVM Research Chair in Pollinator Health – Dec. 2021
- Beef Industry Integrated Forage Management and Utilization Chair – June 2021

REPORTS

Council received regular monthly reports from the President and Provost, the University of Saskatchewan Students Union (USSU), and the Graduate Students' Association (GSA). In addition to these reports, Council received monthly updates from the Pandemic Response and Recovery Team (PRT), chaired by Dr. Darcy Marciniuk, Associate Vice President Research. Council also received a report from the former Vice President University Relations, Dr. Debra Pozega Osburn on the Post-Pandemic Shift Project.

COMMITTEES

Highlights are provided below on the 2021-22 business of Council's standing committees. The work of *ad-hoc* committees was ongoing, and is also summarized.

Standing Committees
Academic Programs Committee (APC)
Chair: Alison Oates, College of Kinesiology
- Reviewed program proposals, deletions, name changes, and admission qualification changes listed (above).
- Recommended to Council changes to the Academic Courses Policy to ensure appropriate oversight and flexibility for syllabi during the ongoing pandemic.
- Approved changes to the 2021-2022 academic calendar (e.g., delayed start in January 2022) in response to a delay to in-person learning for the Winter 2022 term.
- Revised terms of reference to reflect changing responsibilities to enhance academic approval processes.
- Reviewed and provided feedback on pilot microcredential offerings.
- Will review the 2022-2023 Academic Calendar for approval.

Council Executive Committee
Chair: Susan Detmer, Western College of Veterinary Medicine
- The committee met monthly to set the agenda for Council meetings.

- The committee also met monthly with the President's Executive Committee (PEC) to get an update from the Pandemic Response and Recovery team and discuss the business of Council.
- Other key topics included: TABBS Revisions, Indigenous Strategy, community engaged scholarship and research, Living Our Values Policy, equity diversity and inclusion, university timelines, tuition consultation, university financing, signature areas of research, and resource allocation, Ukraine situation and impacts on campus community, land use with the City of Saskatoon, and campus space planning.

Governance Committee
Chair: Terry Wotherspoon, College of Arts & Science

The committee assists colleges and schools in either creating or revising faculty council bylaws, making membership changes, and advising council regarding its responsibilities and powers under the Universities Act, 1995. This year it considered the bylaws and membership of the following colleges and schools:
- College of Pharmacy and Nutrition
- Edwards School of Business

In addition, the Governance Committee recommended the approval of updates to University Council By-Laws and Membership; provided a summary of the common rules of order for Council meetings from Kerr & King (1996); and, along with the Governance Office, provided the College of Nursing support, guidance, and interpretation of the University bylaws.

Nominations Committee
Chair: Paul Jones, School of Environment and Sustainability

The Nominations Committee made nominations to Council standing committees and other university committees for the 2021-22 year. Other committees included the search committees for the deans of the College of Arts & Science, and Education; the Vice Provost, Teaching, Learning & Student Experience; and the review committees for the deans of the College of Engineering, and the Edwards School of Business.

Planning and Priorities Committee (PPC)
Chair: Darrell Mousseau, College of Medicine
- Consulted with senior administration on the university budget (in the context of the provincial budget), reporting on strategic funding from the Government of Saskatchewan, financial results from the prior year, the Uniforum assessment initiative, the Provost's Budget Committee, capital plans, the university plan, resource allocation, and tuition.
- In partnership with RSAW and TLARC, recommended to Council the support strategy for the renewal of the Signature Areas of Research.
- Engaged with the Office of the Vice Provost, Indigenous Engagement (interim),

Dr. Angela Jaime, on the Indigenous Strategy ohpahotân | oohpaahotaan *Let's Fly up Together,* and the *Truth Telling Report* (2020).

- In follow-up to questions raised at University Council, heard reports from the Provost and Vice President Academic, and the Dean of Nursing on the redistribution of Bachelor of Nursing seats from Regina to other areas of demand in the province, including the North.
- Consulted with the Associate Provost Strategic Initiatives (interim) and the project teams on the overall strategic initiative priorities, and specifically the Microcredentials, and Health Sciences initiatives.

Research, Scholarly and Artistic Work (RSAW) Committee

Chair: Marjorie Delbaere, Edwards School of Business

- Received annual summary reports from the Research Ethics Boards.
- Recommended to Council revisions to the Responsible Conduct of Research Policy.
- Received presentations on definition and use of research metrics in the TABBS model.
- In partnership with PPC and TLARC, recommended to Council on the support strategy for the renewal of USask's Signature Areas of Research.
- Facilitated discussion panels on definitions of research for fine arts, interdisciplinary studies, community engaged scholarship, and what is considered for tenure and promotion, accreditation, and funding.

Scholarships and Awards Committee

Chair: Susan Shantz, Department of Art & Art History

- The committee reviewed and authorized fund allocations for a variety of student awards, and adjudicated undergraduate awards.

Teaching, Learning and Academic Resources Committee

Chair: Kathleen James-Cavan, Department of English, College of Arts and Science

- Working groups focused on teaching quality (drafted policy on peer review of teaching), experiential learning, assessment, and wellness.
- Provided feedback to Signature Areas of Research and engaged with *ohpahotân | oohpaahotaan let's fly up together*; Indigenous Strategy for the University of Saskatchewan

Ad-hoc Committees

Microcredentials

Led by the Teaching & Enhancement and Governance Offices, the Microcredentials Working group includes representation from APC and PPC. Both committees endorsed the project. The objective of the project is to develop a microcredentials framework for USask that considers external demands and potential partnerships, curriculum, instruction, assessment, credentials and awarding, and to support the approval, implementation, and offering of microcredentials. USask's first microcredential offering, Foundations in Science Communication, was approved as a pilot.

Academic Program Approvals Process Review

Led by the Governance Office, this project was endorsed by APC and PPC. The APC and PPC executives served as the advisory group to the project team. The objective of the project was to appropriately balance the need for rigour and nimbleness in our academic program approval processes so as to ensure that our governance and management practices continue align with and support the achievement of our academic plans and priorities. The final report and recommendations were presented to University Council in June 2021. Recommended changes included the delegation of Senate's confirmation authority for admissions qualifications changes to the Senate Education Committee, which was approved by Senate in October 2021.

Thank you for the opportunity to submit this annual update to Senate on the business of University Council for the 2021-22 year.

Respectfully submitted,

Susan Detmer
Chair, University Council

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY: Michelle MacDonald, Elected Member
Senate Executive Committee

DATE OF MEETING: April 23, 2022

SUBJECT: **Report on activities**

SENATE ACTION: For information only

BACKGROUND:

The Senate Executive Committee met on March 23rd to discuss the items listed below. Members of the Executive Committee are: President Peter Stoicheff, Chancellor Grit McCreath, Jane Alcorn, Doug Brothwell, Twyla Bergstrom, Richard Cote, Grant McKercher, Barb Gustafson, Kelley Moore, Michelle MacDonald and Jamie Bell. The following information is a report on the activities of the Senate Executive Committee**.**

DISCUSSION SUMMARY:

Format and delivery of the April Senate meeting
The decision was made to offer the Senate meeting both in person and virtually via the Zoom online platform to accommodate members' preferences and needs.

Requests Received by Senate Executive for the Senate Agenda
A notice was sent to members of Senate on March 11th indicating the deadline for submitting a motion to Senate was March 22nd. No items were received by the deadline.

Senate Engagement Plan Advisory Group
The Senate Engagement Plan Advisory Group met on March 11 to review and discuss the final draft of the plan. Further information can be found in item14.1 'Senate Engagement Plan update' and more details will be provided by Dr. Chelsea Willness, Chief Governance Officer.

Senate Forum
Members of the Forum Planning Group (Jamie Bell, Twyla Bergstrom, Doug Brothwell, and Grit McCreath), met November 30th and February 28th to choose a topic and discuss details. The topic chosen was "un-polarization" and how we might move toward a less polarized society. Topic title "In Pursuit of Un-Polarization". The forum will take place May 10th, 4-6 pm, location TBD.

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY:	Michelle MacDonald, Elected Member Senate Executive Committee
DATE OF MEETING:	April 23, 2022
SUBJECT:	Nominations to the Senate nominations committee
DECISION REQUESTED:	That Senate approve the recommendation of the Senate executive committee and appoint Rhonda Gough, Tasnim Jaisee, Jordan Robertson and Grant McKercher (as chair), to the Senate nominations committee for a one-year term beginning July 1, 2022 and ending June 30, 2023.

SUMMARY:

The Senate executive committee is responsible for the nomination of members to the Senate nominations committee. Membership of the nominations committee includes the chair of the executive committee (Chancellor) or a designate from the executive committee, four members of Senate, and the university secretary and chief governance officer as a non-voting member. The term of a Senate member on the committee is one year, renewable annually for up to two additional years, for a maximum of three years.

At the March 23, 2022 meeting of the Senate executive committee, four new members were appointed as the four members currently on the nominations committee required replacement as they had either completed three terms or their term on Senate was ending.

The Terms of Reference for the Senate Nominations Committee can be found here.

UNIVERSITY OF SASKATCHEWAN

Report of the Senate Nominations Committee

FOR DECISION

PRESENTED BY: Don Hamilton, Chair, Nominations Committee

DATE OF MEETING: April 23, 2022

SUBJECT: **Nominations to Senate standing committees and appointments to other committees**

DECISION REQUESTED: *That Senate approve the appointments to Senate committees as indicated in the attached schedule for 2022/23, effective July 1, 2022.*

BACKGROUND AND SUMMARY:

Pursuant to Senate Bylaws, the Senate Nominations Committee is mandated to recommend membership on Senate committees, student discipline/appeal boards, and University Council (see attached terms of reference, section *d* for a full description).

Members of the 2021-22 Nominations Committee are Chancellor Grit McCreath, Don Hamilton (chair), Susanne Berg, Brooks DeCillia, and Michelle MacDonald.

The committee met on March 29, 2022 to nominate Senators to serve on:

- the executive committee - section V.1. (d)(i);
- standing committees of Senate - section V.1. (d)(ii);
- the Board for Student Discipline and Appeals - Section V.1. (d)(vii); and
- University Council - section V.1. (d) (viii).

The committee takes the following into consideration when choosing members for the various available positions:

- Returned Senate committee interest forms (sent out to Senate February 8 with a reminder March 14);
- Current Senate and Senate committee membership indicating eligibility;
- Biographies of members;
- Terms of reference for each committee.

These positions and the respective nominees are listed in the attachment and require approval by Senate.

The committee also appointed Rhonda Gough to serve on the 2022 Research Junction Development Grant Adjudication Committee. This appointment does not require Senate approval.

ATTACHMENTS:
1. Proposed Nomination Slate for 2022-23
2. Nominations Committee Terms of Reference

PROPOSED SENATE COMMITTEE MEMBERSHIP 2022-23

Terms for the Chair and committee members are one-year renewable for two years for a maximum of three years.

(R) Re-appointed

EXECUTIVE COMMITTEE	
2021-22	**2022-23**
Ex-officio	Ex-officio
Jane Alcorn	Jane Alcorn (R)
Doug Brothwell	Keith Willoughby
Appointed Members	Appointed Members
Twyla Bergstrom	Twyla Bergstrom (R)
Grant McKercher	Grant McKercher (R)
Richard Cote	Richard Cote (R)
Elected Members	Elected Members
Barb Gustafson	Barb Gustafson (R)
Kelley Moore	Kelley Moore (R)
Michelle MacDonald	Michelle MacDonald (R)

HONORARY DEGREES COMMITTEE	
Ex-officio	Ex-officio
Suzanne Kresta	Suzanne Kresta (R)
Richard Manley-Tannis	Richard Manley-Tannis (R)
Appointed Members	Appointed Members
Robert Bratvold	Robert Bratvold (R)
John Thronberg	Larry Wagner
Elected Members	Elected Members
Brooks DeCillia	Brooks DeCillia (R)
Anne Doig	Anne Doig (R)

EDUCATION COMMITTEE	
Ex-officio	Ex-officio
Debby Burshtyn	Meghna Ramaswamy
Jay Wilson	Jay Wilson (R)
Appointed Members	Appointed Members
Max Bilson	Kathy Gable
Larry Wagner	Larry Wagner (R)
Elected Members	Elected Members
Colleen Matthews	Colleen Matthews (R)
Jordan Robertson	Jordan Robertson (R)

MEMBERSHIP COMMITTEE	
Elected Members Nicholas Kaminski Sandra Gillies Lee Hall Brooks Decillia	Wade Hainstock Rob Maguire Nicholas Kaminski Robert Henderson

UNIVERSITY COUNCIL	
Nicholas Kaminski John Thronberg	Nicholas Kaminski (R) Larry Wagner

BOARD FOR NON-ACADEMIC STUDENT DISCIPLINE AND APPEALS	
(Eight members for three-year terms) Kelley Moore – 2022 Nicole Conan – 2022 Monica Krueger – 2023 Anne Doig – 2023 Nicholas Kaminski – 2023 Vera Pezer –2023 Jordan Robertson – 2024 Larry Wagner – 2024	Fred Wesolowski TBD

V. **COMMITTEES OF THE SENATE**

50% of the members of any Committee constitute quorum for a meeting of the Committee. A member joining a committee meeting, with the consent of the Chair, by teleconference or other electronic media which permit all persons participating to hear one another, shall be considered to be present. A call for Nominations from the floor of each Committee shall be made prior to election by the Senate.

2. Executive Committee

The Senate members of the Executive Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

The Committee shall be composed of:

(i) The Chancellor;
(ii) The President or a designate;
(iii) Two ex officio members of Senate;
(iv) Three appointed members of Senate;
(v) Three elected members of Senate;
(vi) One student member selected annually by the student members of Senate; and
(vii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is one year, renewable annually for up to two additional years, for a maximum of three years. The Chancellor and President are members for the duration of their terms.

(c) Chair

The Chancellor shall serve as Chair and the President shall serve as Vice-Chair.

(d) Duties and Powers

(i) To determine the agenda for all meetings of Senate.
    a. In determining whether to add to the agenda a motion proposed by a member of Senate pursuant to Section IV 6 of these bylaws, the Executive Committee shall consider the powers of Senate as set out in Section 23 of *The University of Saskatchewan Act, 1995*, as may be amended from time to time.
    b. The Executive Committee may refuse to place said motion on the agenda if it clearly appears that the motion submitted is primarily for the purpose of enforcing a personal claim or redressing a personal grievance against the University, any employee, officer or director of the University, or any body of the University, or primarily for the purpose of promoting causes unrelated to the activities of the University.
(ii) To appoint task forces or special committees composed of members of Senate with power to investigate and report on matters of interest and concern to Senate.
(iii) To consider all major reports being submitted to Senate.
(iv) To consider and report on policy matters relating to the Senate.
(v) To perform other duties as the Senate may from time to time direct.
(vi) To recommend to Senate individuals for membership on the various Boards of Examiners for Professional Examinations; and to recommend to Senate on matters of policy with respect to Boards of Examiners, and on the establishment of new Boards of Examiners, when necessary.
(vii) To act on behalf of Senate in special circumstances to provide approval of honorary degrees.
(viii) To consult, through the Chancellor and the President with the Chair of the Board of Governors to ascertain the qualifications and qualities most needed by the Board when a vacancy arises, and to present at least one nomination to the Nominations Committee in accordance with the process set out in Section III 5 of these bylaws.

3. The Membership Committee

The Senate members of the Membership Committee shall be nominated by the Nominations Committee and elected annually be Senate.

(a) Membership

The Committee shall be composed of:

(i)   Chair of the Executive Committee or a designate from the Executive Committee;
(ii)   Four elected members of Senate who shall be nominated by the Nominations Committee and elected annually by Senate; and
(iii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is for one year, renewable annually for up to two additional years, for a maximum of three years. The term of the Chair will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chair shall be appointed on the recommendation of the Nominations Committee.

(d) Duties and Powers

(i)   To consider applications for membership from associations on the Senate and make recommendations thereon to the Senate and to recommend the removal of associations from Senate.
(ii)   To hear appeals and complaints respecting the election of members of Senate as shall be appropriately filed with the Secretary, pursuant to Section III of these Bylaws.
(iii) To review and update, as necessary, the Senate Bylaws respecting affiliation and federation, and make recommendations thereon to the Senate.
(iv)   To receive proposals respecting the affiliation or federation of any educational institutions with the University and make recommendations thereon to the Senate.

4. Honorary Degrees Committee

The Senate members of the Honorary Degrees Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

Membership on the Committee shall be composed of:

(i)   The Chancellor;
(ii)   The President;
(iii)   The Provost and Vice-President (Academic);
(iv)   Two ex officio members;
(v)   Two appointed members of Senate;
(vi)   Two elected members of Senate;
(vii)   One student member of Senate; and
(viii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is one year, renewable annually for up to two additional years for a maximum of three years. The Chancellor, President and Provost are members for the duration of their terms as long as they hold office.

(c)   <u>Chair</u>

The President will serve as Chair and the Chancellor as Vice-Chair.

(d) <u>Duties and Powers</u>

    (i)   To encourage nominations and recommend nominees for honorary degrees.
    (ii)   To submit names to the Senate for consideration at its next meeting or in special circumstances to the Executive Committee for consideration between Senate meetings.

5.   <u>Board for Student Discipline and Appeal Board</u>

A roster of eight (8) members of Senate shall be nominated by the Nominations Committee and elected by Senate to serve for three years on the Board for Student Discipline and Appeal Board.

8.   <u>Education Committee</u>

The members of the Education Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a)   Membership

Membership on the Committee shall be composed of:
    (i)   2 ex-officio members of Senate;
    (ii)   2 appointed members of Senate;
    (iii)   2 elected members of Senate;
    (iv)   1 student member selected annually by the Student Members of Senate;
    (v)   The Secretary (non-voting member).

(b)   Term

The term of a Senate member on the Committee is for one year, renewable annually for up to two additional years, for a maximum of three years. The term of the Chair will be one year, renewable annually for up to two additional years for a maximum of three years.

(c)   Chair

The Chair shall be selected by the members of the Committee.

(d)   Duties and Powers

    (i)   To consult with the Executive Committee respecting formation of the agenda.
    (ii)   To provide at each meeting of Senate an opportunity for education/exploration of issues relating to the University of Saskatchewan.
    (iii)   To poll Senators regarding their interests in issues relating to (ii) above.
    (iv)   To confirm a decision of University Council to change academic and other qualifications required for admission as a student and to report for information to Senate on these confirmations as appropriate.

UNIVERSITY OF SASKATCHEWAN

Report of the Senate Education Committee

FOR INFORMATION

PRESENTED BY: Max Bilson, Chair
Senate Education Committee

DATE OF MEETING: April 23, 2022

SUBJECT: **Report of Senate education committee activities**

BACKGROUND AND SUMMARY:

Changes to the terms of reference for the Senate Education Committee were approved at the October 30, 2021 Senate meeting, delegating authority for admissions qualification changes from Senate to the committee. The other main duty of the committee is to provide an opportunity for education/exploration of topics relating to the University of Saskatchewan.

Due to the pandemic and the restrictions that required Senate to meet virtually, there has not been an education topic on the Senate agenda since October 2019.

The education committee met on December 7, 2021, February 7, March 10 and March 24, 2022, and accomplished the following:

- Orientated to the program approvals process and to their new role in approving admission qualifications changes.

- Reviewed, revised and approved the document "Procedures for Consideration of Requests to Confirm Changes to Admissions Qualifications" (details in the report 12.2).

- Approved seven academic admissions qualifications changes (details in the report 12.2).

- Chose an education topic "USask Research Signature Areas" and brainstormed with the Office of the Vice President Research in preparation for the Senate meeting.

Members of the Senate Education Committee for 2021-22 are: Max Bilson (chair), Debby Burshtyn, Jay Wilson, Larry Wagner, Colleen Matthews, Jordan Robertson, and Jimmy Ding.

UNIVERSITY OF SASKATCHEWAN

Report to Senate on Admissions Qualifications Change Confirmations

FOR INFORMATION

PRESENTED BY: Max Bilson, Chair, Senate Education Committee

DATE OF MEETING: April 23, 2022

SUBJECT: **Report to Senate on Admissions Qualifications Change Confirmations for 2020-21**

Purpose

This is the first report of the Senate Education Committee regarding its confirmations of Council's approvals of requests for admissions qualifications changes to academic programs. Requests considered in the 2021/22 year will be implemented either for the 2022/23 or 2023/24 admissions cycle, depending on the program.

Background

On October 30, 2022, Senate delegated authority for confirming changes to admissions qualifications (that have received approval from University Council) to the Senate Education Committee.

The Senate Bylaws (Part V.8.d) reflect this duty and authority of the Senate Education Committee as follows:

> (iv) To confirm "a decision [of Council] to change academic and other qualifications required for admission as a student" (USask Act 1995, cU-6.1, s.63[3][a]) and to report for information to Senate on these confirmations as appropriate.

The Education Committee met on December 7, 2021, to receive an orientation on the new responsibilities. On February 7, 2022, the Committee approved 'Procedures for Consideration of Requests to Confirm Changes to Admissions Qualifications' and then approved minor revisions to the procedures on March 10, 2022. The final procedures are included as Appendix A to this report for Senate's information.

Summary

The following admissions qualifications changes were confirmed at the Senate Education Committee meetings on February 7, 2022, and March 24, 2022. Hyperlinks are provided to the full reports to Council, which are publicly available on the University Council website.

February 7, 2022
- Master of Public Health (M.P.H.) Thesis-based (as approved by University Council on January 27, 2022), effective 2022-23
- Master of Arts (M.A.) Linguistics (as approved by University Council on January 27, 2022), effective 2023-24
- Doctor of Dental Medicine (D.M.D.) (as approved by University Council on January 27, 2022), effective 2023-24
- Master of Nursing (M.N.) Thesis-based (as approved by University Council on December 16, 2021), effective 2022-23

March 24, 2022
- Doctor of Medicine (M.D.) (as approved by University Council on March 17, 2022), two sets of changes effective, one effective 2023-24, one effective 2025-26
- Master of Education (M.Ed.) in School and Counselling Psychology Thesis-based (as approved by University Council on March 17, 2022), effective 2023-24
- College of Agriculture & Bioresources kanawayihetaytan askiy Diplomas (as approved by University Council on March 17, 2022), effective 2023-24

The next scheduled meeting of the Senate Education Committee on May 30, 2022 is to consider admissions qualifications changes. Any further confirmations made at that meeting will be reported at a future meeting of Senate.

Appendices
A. Procedures for Consideration of Requests to Confirm Changes to Admissions Qualifications
B. Template Request for Confirmation

**Senate Education Committee Procedures for
Consideration of Requests to Confirm Changes to Admissions Qualifications**
Approved by the Senate Education Committee February 7, 2022, updated March 10, 2022

Role of Senate
As stated in its Bylaws, Senate serves as the University of Saskatchewan's window on the province and the province's window on the university. Senate has the responsibility to promote and defend the autonomy of the university. It also has a role in identifying opportunities to communicate the university's mission to the external community.

Senate Education Committee Mandate
Senate has delegated confirmation authority for admissions qualifications changes to the Education Committee (October 30, 2022). Changes to admissions qualifications cannot be implemented until confirmation has been provided, or until 12 months have passed after the end of the fiscal year in which the decision was made by Council.

Background
- Twice per year meetings of Senate (in October and April) do not align with the timing of University Council's academic approvals of new programs and program changes.
- The Education Committee was delegated approval authority as it can meet on a regular and timely basis for the purpose of considering applications to confirm admissions qualifications changes for academic programs that are submitted on behalf of University Council.

Purpose
- To ensure the timely and coordinated authorization of admissions qualifications changes for academic programs with USask's governing bodies, which will enable the delivery of high quality, relevant and innovative higher education in Saskatchewan.
- To confirm admissions qualifications changes that were approved by University Council.
- To ensure the engagement of Senate in the review of proposed admissions qualifications changes through the Education Committee, and to do so in seeking to fulfill the University's mission, strategic plan, and role in the Province of Saskatchewan in higher education.

Meetings
For the purposes of considering confirmation applications, Senate Education Committee meetings will be convened as needed between September and -May each year. It will consider applications for changes to be implemented in the subsequent academic year, i.e., meet by March each year for September program offerings.

Process
1) Applications will be submitted on behalf of Council by the chair of the Academic Programs Committee of Council, in collaboration with the proponents.
2) The Governance Office will verify that proper pre-approvals have been provided.
3) The proponents will provide the rationale for the proposed changes and will be invited to attend meetings as needed.
4) Confirmations of admissions qualifications changes by the Education Committee require a 2/3 majority votes cast (of those present, not counting abstentions). Quorum for meetings will be 50% +1, or a minimum of 4 voting members, whichever is greater. The Chair is considered a voting member of the committee.

5) Confirmations will be communicated to the proponents via the Chair and the Governance Office.
6) A summary of confirmations will be reported to the Senate twice per year.

Resource Personnel & Invited Guests

Non-voting resource personnel may be invited to meetings and/or their advice on proposals may be sought as needed. Resource personnel may include resource officers or members of the Academic Programs Committee, personnel of the Governance Office, the College of Graduate Studies and Research, or the Office of the Vice Provost, Teaching, Learning and Student Experience.

Senate members who serve as appointed representatives of professional associations may be invited to Education Committee meetings, and/or their opinion(s) may be sought on specific applications, in a non-voting capacity (unless they are voting members of the Education Committee). If the association representative cannot attend a regularly scheduled meeting, they may submit written remarks to the committee chair or Governance Office, to be shared at the meeting.

Other Senate Representatives and External Stakeholders

Engagement on specific applications with professional associations or their representatives, including Senate members, and other external stakeholders will be led by the Senate Education Committee Chair, involve the proponents of the applications, and will be coordinated through the Governance Office.

Checklist

A checklist is provided in Table 1 (below) for the use of the Senate Education Committee. All applications should meet the criteria outlined in the list, unless otherwise specified by the committee. The checklist is provided to proponents along with the template for applications.

TABLE 1. CHECKLIST

Status	Proposal: [Insert Proposal Name here]	Notes
date	College Approval	
date	Academic Programs Committee Approval	
date	Council Approval	
√	Abides by the Admissions Qualifications Policy	
√	Seeks to fulfill the university's mission and its strategic plan	
√	Support USask's culture and its role in the province and in higher education	
√	Helps the university be responsive to the changing environment that affects it	
√	Aligns with the Admissions Policy Principles: quality, equity, diversity, transparency, stewardship	
√	Other	

UNIVERSITY OF SASKATCHEWAN

SENATE EDUCATION COMMITTEE

TEMPLATE REQUEST FOR CONFIRMATION

SPONSOR: Chair, Academic Programs Committee of Council

PRESENTED BY: Program proponent(s)

DATE: Insert date of the Senate Education Committee meeting

SUBJECT: **Admissions qualifications changes to… insert program name**

DECISION REQUESTED: *That the Senate Education Committee confirm… [insert draft language for the motion]*

SUMMARY:
- Insert date of Council and Academic Programs Committee approval
- Specify the changes to admissions qualifications requirements
- Provide the rationale for the changes

CHECKLIST

Status	Proposal: [Insert Proposal Name here]	Notes
date	College Approval	
date	Academic Programs Committee Approval	
date	Council Approval	
√	Abides by the Admissions Qualifications Policy	
√	Seeks to fulfill the university's mission and its strategic plan	
√	Support USask's culture and its role in the province and in higher education	
√	Helps the university be responsive to the changing environment that affects it	
√	Aligns with the Admissions Policy Principles: quality, equity, diversity, transparency, stewardship	
√	Other	

REFERENCES AND/OR APPENDICES:

Senate Engagement Plan

DRAFT

v2. March 2022

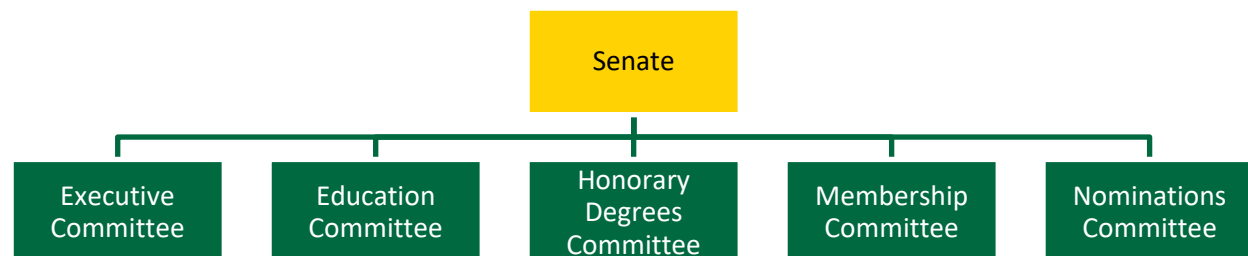BE WHAT THE WORLD NEEDS

Table of Contents

Background

Senate

University of Saskatchewan Senate

Senate is a **major connection point to USask's communities** throughout the province. As one of the three governing bodies of the university (along with the Board of Governors and Council), Senate plays a critical role in governance and decision making as defined in *The University of Saskatchewan Act 1995*.

Senate membership includes 116 members and is comprised of elected alumni, representatives of professional associations, students, and university administrators. Senate has 5 standing committees, whose terms of reference are described in the Senate bylaws. More information about Senate's structure, including membership and committees, can be accessed here.

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│ Committee ││ Committee ││ Degrees  ││ Committee ││ Committee │
│           ││           ││Committee ││           ││           │
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Senate in Context

The *University of Saskatchewan Act 1995* provides the university's governing bodies with their authority. The foundation of good governance at USask is embedded in the university's Mission, Vision and Values statement.

USask has a **tricameral governance structure**. The Board of Governors is responsible for financial oversight of the institution, Council is responsible for academic oversight, and Senate provides for connection to the public. There are overarching fiduciary responsibilities of the Board of Governors, Council, and Senate—that is, members of the governing bodies have critically important governance and leadership roles for the institution.

Other universities that have a tricameral structure include the University of Alberta, University of Calgary, University of Regina, and Queen's University. Ten of the U15 universities operate with a bicameral governance structure utilizing one body for financial matters (Board of Governors or Board of Trustees), and one for academic matters (Academic Council, in many cases called a "Senate"). The community engagement function in a bicameral structure is typically undertaken by a university's Alumni/Advancement office. The University of Lethbridge operates with a bicameral structure with a Board and General Faculties Council, but also has a Senate defined in its Act separate from the governance structure.

Senate Engagement and Planning for the Future

In USask's recent history, there has not been a specific, intentional plan for Senate. Its activities are partly determined by legislation (i.e., *the Act 1995*) and the Senate Bylaws. Some of its standing committees (i.e., Honorary Degrees, Executive, Nominations and Membership) carry out their stated purpose according to long-standing Terms of Reference. Other committees have been created over time somewhat ad hoc, in response to particular needs or interests of the day (e.g., the Senate Education Committee, now a standing committee, or the Conflict of Interest Policy Review Committee).

Feedback has also been received such that:

- *There is variation in the extent to which Senators themselves feel engaged with and by USask, and variation in the extent to which others perceive Senate is engaged with USask. Some Senators may feel that there is not as much engagement (or opportunities for engagement, however defined) as they thought there would be; that is, their expectations may not match the reality of the role as it is currently implemented. Others have noted that they are happy with their level of engagement or involvement with Senate and USask.*

- *Some Senators perceive that meetings are generally characterized by one-way communication – they may feel they are being asked to just "listen and vote" but at least some members would like to do more, and this creates an opportunity.*

- *There is a general lack of awareness about Senate, its purpose, and its role. For instance, some students who are already involved with USSU may have heard of Senate, but likely others have not. This extends to other stakeholders as well.*

- *There is a need to draft a "purpose statement" and to articulate the aspirations of Senate as a governing body, particularly as relates to the university's mission, vision, and values—doing so would communicate to stakeholders the reason for and contributions of Senate, and would communicate to members the core intent of their role.*

The Governance Office strategic plan 2020-2023 identified that there is an ongoing desire to develop a collaborative engagement plan for (and with) Senate—thus, one of the Governance Office's main goals within the key priority area of Stakeholder Engagement was: *"Working with stakeholders, lead the development of a strategic engagement plan for Senate."* This need has been perhaps even more pronounced during the pandemic as certain activities and gatherings are restricted. As noted in USask's pandemic response plans, "prolonged remote decision-making and absence of interaction/deliberation could weaken the relationships among and between governing bodies and the university, which may erode trust and engagement." However, a dedicated Senate engagement plan would transcend this presumably short-term pandemic context.

Setting our sights on the future, there are a multitude of opportunities for Senate members to participate in and contribute to core priorities of the university's aspiration to be the University the World Needs (nīkānītān manācihitowinihk ni manachīhitoonaan), including: Sustainability; Indigenization; Innovation; and Equity, Diversity, and Inclusion.

At the highest level, the University Plan 2025 and its core priorities offer many meaningful ways that Senate might be part of the University's aspiration to be the University the World Needs. Inspiration and direction can also be gained from the results of the Post-Pandemic Shift Project.

Structure & Oversight

Following from the goal to develop an engagement plan for Senate, which has received much positive feedback to date, an **Advisory Group** was constituted to assist with and contribute to the collaborative development of a Senate Engagement Plan for USask (see Terms of Reference, Appendix A).

Methodology & Process

Along with the formation of an Advisory Group, there were several strategies used for information and data gathering to inform the development of the Senate Engagement Plan. An **environmental scan** was conducted, including information collected from multiple sources such as archival documents (e.g., *The Act*, Bylaws), internet search of comparator institutions' websites and relevant plans, informal interviews, Advisory Group meetings, and discussions with internal and external stakeholders (e.g., members of governing bodies, senior leaders, students, etc.).

Thematic analysis of the information gathered throughout this process was approached both inductively (i.e., bottom-up, developing themes from the information) and deductively (i.e., top-down, confirming/supporting themes already observed).

As a result of the environmental scan and thematic analysis, as well as ongoing conversation and collaboration with the Advisory Group and other stakeholders, **key priority areas** were identified. Within each of the areas, goals were drafted to guide progress toward the priorities.

A **summary of progress** to date was provided to Senate at their October 2021 meeting, which received positive comments that reinforced the importance and value of developing such a plan.

Focus groups were then conducted with Senate members in January 2022, in order to gather in-depth information about Senators' own first-hand experiences, and to discuss and refine the key priority areas and goals. An open invitation was provided to Senate, and 10 responses were received. The feedback received from the focus group was synthesized and incorporated in aggregate into the plan.

Next Steps

This **draft Senate Engagement Plan** was completed by the Chief Governance Officer in January/February 2022, compiling all of the above, and was presented to the Advisory Group in March 2022. Their feedback was incorporated, and the revised draft was presented to the Senate Executive Committee (the approval body) in March 2022. The Executive supported the plan in principle, and advocated for bringing the plan forward to Senate at its April 2022 meeting. Following that presentation and discussion, and taking into account Senate's feedback, the plan will be considered for approval.

Guiding Foundation

The process of developing a Senate Engagement Plan was guided by the university's mission, vision, and values, and the aspirations and goals of the University Plan 2025: nīkānītān manācihitowinihk, ni manachīhitoonaan ("Let us Lead with Respect").

USask Mission, Vision, and Values

The following is available here, along with additional information about how the MVV was developed, and a description of the University's principles and values.

Who we are

The University of Saskatchewan, situated in the vibrant city of Saskatoon on Treaty Six territory and the traditional homeland of the Métis, and on one of Canada's most beautiful campuses, is grounded in the character of a dynamic, forward-looking province. We have a well-deserved reputation for creativity, collaboration, and achievement. Supported by an innovative, energetic faculty, staff, student, and alumni community, and by a research infrastructure unique in Canada, we deliver across Saskatchewan and beyond one of Canada's widest arrays of academic and professional programs.

The university displays remarkable resilience and a commitment to problem solving, attributes drawn from our prairie roots and from the outstanding contributions by members of our community from around the world. Our university's unique spirit has transformed the lives of those who have experienced it.

Our mission

The University of Saskatchewan advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible, and welcoming place for students, educators, and researchers from around the world, we serve the public good by connecting discovery, teaching, and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens.

Our vision

We will contribute to a sustainable future by being among the best in the world in areas of special and emerging strengths, through outstanding research, scholarly, and artistic work that addresses the needs and aspirations of our region and the world, and through exceptional teaching and engagement.

We will be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities.

University Plan 2025

The [University's strategic plan 2025](#) was gifted with the name nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michif, which translates as "Let us Lead with Respect."

Central to this plan are its [2025 Aspirations](#) that underly the desire to be the university the world needs:

- Transformative decolonization leading to reconciliation
- Productive collaboration
- Meaningful impact
- Distinguished learners
- Global recognition

Post-Pandemic Shift Project

In 2021, the University underwent a comprehensive exercise, called the [Post-Pandemic Shift Project](#), to engage our external and campus community on the impacts of the pandemic and what the needs will be of a post-pandemic university. What emerged from that process was a framework outlining four fundamental shifts our community expects from leaders at USask.

A SHIFT IN HOW WE INNOVATE. We heard that our community appreciated an interest and willingness to experiment with change and try new things, even when we don't know exactly where we are going to end up – as long as we are careful to garner the feedback of those most affected by the change.

A SHIFT IN HOW WE ENGAGE. More so than ever, the pandemic taught us that we are all in this together; a decision on one part of the planet had a direct impact around the globe. With this recognition of our interdependence comes an increased expectation for decisions to be made in an integrated fashion, in particular ensuring that equity within our community is front and centre in decision-making.

A SHIFT IN HOW WE SUPPORT. We learned that our support strategies and efforts are not mutually exclusive; that health and wellness, IT support, teaching and learning resources were all connected and need to account for one another. One comment in particular drives this shift: "I have never felt more supported by the university as during this pandemic. I hope that does not go away."

A SHIFT IN HOW WE LEAD. Lastly, we saw that our leaders were more adaptable than ever and through the changes that occurred, they were able to connect with stakeholders more than ever, despite physical constraints. Our community appreciated these efforts and wanted to see these leadership practices continued in a post-pandemic world.

Purpose and Intention of Senate

In terms of formal authority, Senate derives its powers and duties from *the Act 1995*, as noted above (available [here](#)). Interestingly, neither legislation nor bylaws speaks to a higher-order purpose.

Thus, beyond the formal requirements set out in legislation and bylaws, what is the underlying intention of Senate—it's reason for being, its contribution to the University's mission, and the shared understanding of its purpose? How will Senate help USask achieve its aspiration to be the university the world needs?

On the advice of the Senate Engagement Advisory Group, a **purpose statement** should be developed for Senate, as this will form a critical part of the foundation for any Engagement Plan and the future work and direction of Senate.

This process will be collaborative with Senate and its stakeholders, and will become one of the first objectives of implementing this plan (**see Goals, p. 15-16**).

The Advisory Group asserted that there are several critically important **considerations** for the development (both in process and in content) of a guiding purpose statement, including:
- ❖ Clarify the role of Senate as it currently exists
- ❖ Ensure that the role is aligned with, and supports the achievement of, the aspirations of the university and unit strategic plans
- ❖ Consult with Senators and other stakeholders to identify (a) gaps and/or misalignments between the role profile and the lived experience, (b) opportunities and limitations for growth based on internal and external conditions
- ❖ Prioritize the learnings and create recommendations
- ❖ Build a purpose statement that is authentic, achievable, and aligned to the role (as defined or re-defined); it should highlight what Senate can be and is uniquely positioned to be and do
- ❖ Create language that is understandable to see how the governing body and each individual can connect in
- ❖ Socialize to internal and external stakeholders

Defining Engagement

In its earliest discussions, the Advisory Group asked: What **engagement** are we interested in, and what are we concerned about? The results of their discussion are organized into themes as follows, which were reaffirmed at subsequent meetings of the group:

- • *Theme: Understanding and Calibrating Expectations*
  - ○ Diverse group of people and we may not know in advance what they expect from their role, how they want to engage, why did they choose to be a Senator? What are their interests and how can they add value?
  - ○ Many have a strong affinity for the university. There is a continuum – some may be present out of necessity, but many are proud alumni who want to make a difference via their Senate role.

- *Theme: Fostering the Relationship*
  - Can we keep people engaged beyond their time on Senate? How do we channel their initial excitement for the long term?
  - Need members to feel their membership is valuable, that their voices are respected, that they can bring forward concerns.
  - Understanding Senators as 'members of Senate' and as 'individuals' and as members of other organizations and associations—bringing their experiences as a lens, and connecting through the university. Getting to know them more (e.g., profiles, interests).

- *Theme: Clarifying the Role of Senator and the Responsibilities that go with it*
  - If changes are made to increase openness, there must be clear parameters around it—such as what decision-making processes are necessary. Some Senators may have a different idea of what Senate is for. (Note: may reaffirm the importance of developing a purpose statement that is clear, aspirational, and aligned.)
  - Clearly define roles, limitations, and powers.
  - Not censoring people, but there are boundaries—how can we define those boundaries in a way that is not stifling but that leads to healthy, productive fulfilment of the role?
  - People have different reasons and energies to bring to table and we need motivating, rewarding, and appropriate ways to channel and harness that—in the absence of clarity, things can go amiss. There is generally an intention, energy, and desire to partner, and that needs to have a direction.
  - Must recognize the dual and interconnected nature of Senate in the larger USask context: the relationship between Senate and other university governance, and the relationship between Senate/Senators and internal and external communities.

- *Theme: Importance and Benefit of Engagement*
  - Research on engagement in high-performing organizations—this process can be evidence-based; ways that alumni and diverse groups can help our organization be more effective and achieve our mission.
  - Symbiotic, win-win, meaningful engagement for all parties. How can we further articulate this – what are the benefits of engagement, and what does this mean for various communities.
  - Increase opportunities, raise the institution up; show impact and see value in these roles—what actions can be enacted to uphold those principles?

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*In the context of University of Saskatchewan Senate, meaningful and authentic **engagement** is reflected in a two-way relationship characterized by mutual respect, open communication, and mission-focused actions. This relationship is realized and strengthened through trust, collaboration, and a clear sense of purpose and role in together striving toward the University of Saskatchewan being the University the World Needs.*

Environmental Scan

The environmental scan is intended to be thorough but not exhaustive. It should provide a foundation of data, background information, relevant internal and external context, and common understanding to facilitate discussion and identification of priorities for the Senate Engagement Plan.

External Environment: Beyond the University

COVID-19 Pandemic

- In March 2020, the COVID-19 pandemic resulted in post-secondary institutions in Canada (and globally) moving to remote learning environments. USask responded swiftly by establishing the necessary operational leadership (e.g., Pandemic Response & Recovery Team; PRT) to respond, plan, and implement during various stages of the institution's adjustment to the pandemic.

- The university's governing bodies and processes have continued to function remotely until such time as provincial health requirements permit in-person gatherings of sufficient size and/or other restrictions and conditions are lifted. To date, our governance processes have remained strong overall. However, governing bodies such as Senate and Council may be among the last to return to in-person, given that each represents a gathering of more than 100 people.

- Senate has conducted its remote meetings both asynchronously (i.e., written or pre-recorded materials) and synchronously (i.e., "live" Zoom meeting). Although an early survey of Senate members indicated only moderate interest in holding live meetings, there was significant positive feedback received following the April 2021 meeting held in real time via Zoom, and this approach was continued for the October 2021 meeting.

- A potential 'silver lining' to the restrictions on gatherings is that it has demonstrated the effectiveness and utility of meeting alternatives that may not have been considered otherwise— the pandemic has shown that many things are possible.

- As we transition out of pandemic restrictions, we can reimagine the post-pandemic university[i] and the ways in which we engage.

Changes in Post-Secondary Landscape

- Strong signals from Ministry of Advanced Education, as well as historical patterns in other regions, indicate that there will be increasing interest and/or demand for micro-credentialing[ii] and upskilling (partly, but not entirely, a result of the effects of the pandemic on the economy and employment rates). This trend may mean increased demand for new program development and therefore increased demand on the associated academic approval pathways, with somewhat unpredictable timing of the need/uptake.

- This may have implications for Senate in terms of opportunities for its association members to be involved or contribute to program development or provide information about the needs of various professions. There has also been an associated increase in the need for timely and

responsive program approvals, which was previously somewhat hampered by the infrequency of Senate meetings and other aspects of the approval structures—this has been remedied by Senate's recent approval of changes to the Senate Education Committee's terms of reference (Oct. 2021), thereby allowing the body to provide more frequent and timely decision making.

Comparison of Senate Plans

- USask's Senate Engagement Plan must of course be uniquely its own. However, it may be useful to consider these examples from our peer institutions.

- We might normally benchmark various activities against the U15 as our peer group, and look to these as examples; however, most other universities in Canada (including among the U15) do not have an equivalent governing body like our Senate—as noted earlier, most have a bicameral governance structure. Thus, we chose the comparators below based on those who had a comparable external-facing / community-based governing body (University of Alberta, University of Calgary, University of Regina). To provide a more complete data set, we also sought alumni engagement plans with comparable features, but at the time of this writing none were located.

Table 1 (and Appendix D) shows the main features of the two plans that have been created amongst our comparator institutions, the goals of which are summarized here and may be informative as examples:

University of Alberta
•Connect future learners to the U of A
•Connect community leaders and advocates in to the U of A
•Connect the university out to communities in city and province
•Inquire into public-interest and post-secondary issues of benefit to the university and society
•Promote the U of A's commitment to the public good

University of Calgary
•Foster community awareness of and commitment to the university
•Foster Senate's relationships and visibility with students, faculty, staff and alumni
•Grow Senate's legacy in support of student success
•Enhance Senate's operational excellence to deliver on Senate programs and initiatives

Internal Environment: University of Saskatchewan

USask Strategic Plan and Institutional Priorities

- Indigenization is a central priority for the University of Saskatchewan, and part of its very fabric. The USask Strategic Plan speaks to *experiencing reconciliation*, including the 2025 Aspiration of

transformative decolonization leading to reconciliation, which states that: "The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement."

- Guideposts for reconciliation in the UPlan within [boundless collaboration](#) and [courageous curiosity](#) include:
    - Growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples
    - Growth in the number, diversity, and strength of reconciliation programming across colleges and schools
    - Systems and structures that support reconciliation

- USask has a dedicated focus on [equity, diversity, and inclusion](#) (EDI) including the development of an EDI strategy and action plan to accompany the recently-approved EDI policy.

- Relatedly, there is also emphasis in the USask Strategic Plan 2025 on "aligning structures" (e.g., "modernizing institutional practices and policies" to facilitate collaboration and enable a broad variety of partnerships).

Pandemic Response & Recovery

- Mentioned above, USask responded to the pandemic circumstances swiftly, including through the formation of the [PRT](#). This group collaboratively led the development Implementation Plans covering safe [reopening](#) within each of the key areas of the University's mission.

- The pandemic context has "tested" bylaws and terms of reference regarding remote meeting protocols and validity of electronic voting procedures, and have prompted analysis of delegations of authority processes. Bylaws and delegations of authority are reasonably clear and comprehensive (or sufficiently flexible) for Board and Council. Senate bylaws offer guidance with respect to Honorary Degree award decisions, and also provided sufficient direction as to allow a novel motion to be presented and carried regarding conferral of degrees, diplomas, and certificates for Convocation; however, other aspects of delegation of authority are not specified.

The Role of Senate in the USask Ecosystem

- Due to ongoing limits on large gatherings, four Convocation celebrations (June 2020, Nov. 2020, June 2021, and Nov. 2021) were not held in-person. As noted, Senate served as the representative body of "the convocation" (per *The Act 1995*) in order to confer degrees in a way we have not done before. Different ways of awarding, acknowledging, and engaging with Honorary Degree recipients have also been developed, with three individuals being awarded [via video](#) in November 2020, five Honorary Degrees [awarded virtually for June 2021](#), and [two awarded virtually in November 2021](#). (Re)establishing engagement with these recipients is important for the stature and recognition of the university and the recipients, and for relationship building in alumni and development.

- As alluded to earlier, there is fairly strong consensus about the need for process improvements in academic program approvals, including timeliness, streamlining and/or clarifying requirements of various approval bodies, clarifying scope, improvements in resources and support, etc. These requests have become more pronounced under the current pressures experienced by academic units to meet different types of student and employer needs, innovate program offerings, and create new revenue streams. This is balanced against feedback received from other stakeholders regarding thoroughness of applications, clarifying expectations (of the process and of the applicants), and managing risk (e.g., rigor to preserve autonomy, implications of the *Degree Authorization Act*). Senate responded to this need by delegating approvals for changes to admissions qualifications to the Senate Education Committee in October 2021.

- There is increased interest in micro-credentials and other non-degree programs and credentials at the institution level, in addition to the external factors described above. There are several implications, including that micro-credentials will require a different, new, and/or streamlined academic approval process to ensure we have appropriate nimbleness *and* rigor.

- Senate and the associations that are represented through their membership may be able to provide a resource of information about need for such programs, examples of professional development opportunities in their respective professions, or other expertise.

- Other changes in process are being implemented as part of a thorough program approvals process review, which has involved the Governance Office, Registrar's Office, multiple committees of University Council, CGPS, SIS, IPA, Deans, and the Provost's Office.

Communications

- Overall, there are good relationships among stakeholders and with (and between) our governing bodies, which facilitates efficient processes, effective problem solving, and communication. It is a priority to ensure these relationships are respected, maintained, and fostered—all the more important given the enduring necessity of remote communications, meetings, etc.

- There is opportunity to explore best practices for communicating with alumni and Senate members (perhaps in partnership with University Relations and/or other units)—e.g., accessing Senators' or alumni contact information, publicizing elections and other processes that require broad engagement. Privacy regulations may be a barrier to effective communication with Senators; we need to develop new ways to meet these needs.

Resource Constraints

- As we contemplate more opportunities to engage, gather, or meet, we must be mindful that available resources (financial and human) are at or near capacity. This will necessitate creativity and innovation in planning forward for how we might strengthen engagement and support 'the business of Senate' as part of the university's essential governance and leadership structures. It may prompt us to consider some activities that we (Senate) may wish to 'stop doing' in order to make space for new initiatives and priorities—thinking about what we are saying no to, in order to say yes to something else.

Consultations and Data Gathering

Advisory Group

At their meetings between June and September, 2021, the Senate Engagement Plan Advisory Group discussed several important considerations for the plan development process, including:

- ❖ ***Stakeholder involvement and consultation*** – importance of getting input from Senators as well as senior leadership at USask and members of the broader campus and external communities. Several options were discussed regarding the process or form that gathering input would take.

- ❖ ***Approval processes*** – affirmed the approval processes that are outlined in the Terms of Reference, which were approved by Senate Executive (March 2021) and Senate (April 2021).

- ❖ Elements of the ***environmental scan*** that would be helpful and informative in the planning process – the group was happy with the categories of information that were provided.

- ❖ A more ***detailed timeline*** was requested, beyond what was included in the group's Terms of Reference, so that more of the consultation process can be planned out (see Appendix B).

- ❖ The group enthusiastically generated numerous ideas for ***meaningful engagement activities***, which are captured in the "Assessment of Priorities" section and will collectively form an important resource under one of the priority areas (see Appendix C).

- ❖ Need to develop a ***purpose statement for Senate*** (see above), as well as a definition of "engagement" to guide the work of developing a Senate Engagement Plan, with consideration of the parameters, responsibilities, and boundaries of Senate's role.

The Chief Governance Officer completed this work over the summer 2021 and circulated to the Advisory Group for their meeting September 14, 2021.

By way of next steps, the feedback from the Senate Engagement Plan Advisory Group has been used to further develop this draft document so that it can be shared with additional stakeholders for feedback and discussion. To that end, updates to Senate were provided at its October 30, 2021 meeting, and a series of focus groups were held in January 2022 for Senators who wished to participate and provide more in-depth feedback.

Focus Groups with Senators

Participants were provided with a "working document" in advance, which contained the environmental scan, methodology, and a draft analysis with priorities and some goals identified. After opening introductions, where each participant was asked to provide their name, occupation, and role with Senate, a semi-structured approach was used whereby questions were posed to the group and each person was given time to respond and discuss.

The questioning frame was reviewed and approved by the Advisory Group in advance. The discussion approach also included *critical incidents technique*, whereby participants were asked to recall specific examples and incidents from their first-hand experience as Senators when they felt more versus less fulfilled in their role. They were also asked what first drew them to being involved with Senate, and about opportunities they see for Senate to contribute to the university's mission and aspirations, and being the best it can be. Lastly, they were asked about any comments or feedback they wished to offer on the working document, key priority areas, or goals that were circulated.

Participants were assured that their individual comments would not be attributed, and that their comments and input would only be presented and used in aggregate form. Exceptions to this would only be reflected in specific suggestions for engagement activities that were added to Appendix C (but these, too, are not attributed to individual participants in order to protect confidentiality).

There was representation from both elected and appointed members of Senate, with a broad range of backgrounds and length of involvement with Senate and USask.

Table 2: Themes from Senate focus group discussions

THEME	EXPLANATION OR EXAMPLES	POTENTIAL ACTIONS & IDEAS
Equity, diversity and inclusion	Membership structure (e.g., District elections, Association appointments) may not adequately reflect the representation and voices that are needed; How is EDI incorporated into the membership nominations process and committee assignments; Acknowledge that this is part of a Euro-centric system; The "alumni" model reinforces these issues as they are part of the dominant group (also similarity bias, deciding on who merits voice); How is "community" defined and who gets to define it; Language can be a barrier.	★ Prepare to contribute feedback when legislation is reviewed ★ Create a values statement and guidelines to inform nominations processes and decision making
Membership structure	See notes under EDI and how we define 'representation'; Review the balance of paid employees vs. elected members.	★ See notes under EDI ★ Develop criteria for Senate membership
Low awareness in the community about Senate	Challenges with district structure, including nominations and voting; How to reach out to and represent Districts; Low response rates in elections; Challenges with balancing access to citizens vs. privacy.	★ Collaborate to find creative ways to reach out to citizens, communities, and residents of districts ★ Partner with USask units, colleges, and the Alumni Association to promote Senate and build awareness

Onboarding new members	New members may not fully understand the role; Large meetings can be intimidating; May not know how to get involved (e.g., committees); Role may be unclear and confusing especially for those who have joined during the pandemic and lack in-person context and connection.	★ Purposeful mentoring for new members, such as pairing with a more experienced member ★ Develop improved and more extensive onboarding and training for new members
The purview of Senate and role clarity	Perception of one-way communication at meetings; Confirming decisions that are already made (e.g., being the 3rd body to see something; rubber stamping; exacerbated by pandemic / remote mtgs); Looking for more ways to engage in discussion; When matters come forward at Senate meetings that are outside Senate's purview, some feel this is interesting and that Senators *should* bring forward these broader issues (being the "window to the community"), while others felt that these members or issues are "out of bounds" and/or not adhering to the tri-cameral governance principles; Observation that the Act articulates a fairly limited role; What is the expectation around representing one's constituency for elected vs. appointed vs. MAL; Members themselves may not really understand the purpose or their responsibilities.	★ Co-create a clear, aspirational purpose statement for Senate ★ Need deliberate and concentrated effort to reconnect together post-pandemic, either as part of meetings or other activities ★ See 'onboarding and training' ★ Prepare to contribute feedback when legislation is reviewed ★ Note infrequency of meetings may contribute to the "3rd body" perception—contemplate more frequent meetings that could be made possible by leveraging virtual technologies ★ Exit interviews for outgoing Senators as a regular and ongoing practice
Ideal of a symbiotic relationship	Two-way relationship; What Senators both give and receive; How can Senate help Deans, for example; What does USask want from Senate; Need to create an environment for divergent views to be shared—willingness to ask for these views and allow them to surface, which may result in a better outcome; Ensure that community impact is one of the mechanisms or lenses we are using.	★ Review aspects of meeting format, including room set-up and incorporating small group discussions to ensure people feel comfortable sharing their views ★ Facilitate opportunities for break-out groups or caucuses with community members
Different paths to membership united by desire for USask to be excellent and successful	Long-standing connection vs. asked to join and finding connection along the way; History of degrees from USask that runs in the family; Feeling of strong connection due to past (family) experience; Desire to contribute to enhanced ranking and recognition for USask; Deep caring about the university and the quality of relationships with the community; Interest in governance; Potential for career development and experience; No matter	★ Ensure role clarity and broad sharing of clear, inspiring purpose statement ★ Orientation interviews with new Senators to understand their interests and passions, ways of contributing ★ Inviting Senators to volunteer or mentor at student and alumni events

	the reason that brought people here, what can we do collectively?	★ Partner with USask units, colleges, and the Alumni Association to promote Senate and strengthen the relationship
Fulfilling activities and experiences	Question period is engaging and interesting; Being invited to participate in the focus groups (and PPSP) was fulfilling; Connecting with other Senators; Networking and mingling (has been hampered by pandemic); Involvement in non-Senate committees such as searches or reviews; the Senate Forum is a great example of engagement and spotlighting USask faculty and researchers; Educational sessions and workshops are enjoyable and bring a public link to the university; Tours were enjoyable and a good learning experience; Very impressed with the Living our Values policy and what it speaks to.	★ Look for more opportunities for social events that involve Senate (can be existing or new events) ★ Contemplate additional committee roles for Senators (e.g., include a Senate rep) to be involved in other functions or decision making on campus ★ Ensure the continuation and flourishing of the Senate Forum ★ Offer tours and other activities associated with Senate meetings

Summary of Past Engagement Uptake

As suggested by members of the Advisory Group, additional data were gathered regarding past engagement opportunities and the extent to which there was uptake or involvement in these activities by Senators.

Thus, the summary in Table 3 below is intended to provide a general snapshot of data or indicators that are available, going back approximately five years. Note that the raw number may not be expressed or interpreted as a percentage *per se*. For example, Deans are ex officio members of Senate, who may already be attending convocation in their capacity as Dean, thus are unlikely to 'volunteer to attend convocation' as a member of Senate.

For context, there are **28 elected members** (i.e., District elections), **43 appointed members** (i.e., appointed through associations), **7 students**, and **39 ex-officio members** (i.e., by virtue of role or position, usually within the University).

Table 3: Summary of Past Engagement Uptake

QUESTION	DATA – 2021-2016
Number of Senators from Saskatoon (not including ex-officio). *This number may be of interest when considering travel costs to attend events not covered by our reimbursement policy: convocation, forums, high school grads.*	2017/18 – 44 2018/19 – 36 2019/20 - 37

How many Senators volunteer to be considered for committees, as a proportion of those who are eligible to do so.	2016 April – 9 2017 March - 8 2018 April - 5 2019 March – 10 2020 March - 11 2021 March - 12
How many people signed up for the Post-pandemic Shift Project focus groups, among those who were invited or had access.	All Senate was invited, 21 Senators attended.
Average attendance at meetings.	2021 Oct – 75% 2021 Apr – 69% 2020 Oct – 60% 2020 Apr – 61% 2019 Oct – 70% 2019 Apr – 63% 2018 Oct – 65% 2018 Apr – 67% 2017 Oct – 64% 2017 Apr – 67%
Average number of nominations for districts (per district). *Note: this is not necessarily about Senate members, but may speak to broader awareness.*	2018 – 3 (min = 2; max = 5) 2019 – 3 (min = 2; max = 4) 2021 – 2 (min = 2; max = 2)
Number of Senators who chose not to serve a second term.	2020 – 2 2021 – 1
Attendance at the annual tours that were offered the day before the spring Senate meetings.	2017 Art Collection - 10 2017 Health Sciences Bldg - 10 2018 Collaborative Sciences Bldg - 9 2018 Merlis Belsher Place – 11
Attendance at the annual Friday night reception held in conjunction with spring Senate meetings. *Note: numbers include University staff.*	2017 - 30 people 2018 - 25 people 2019 - 25 people
Attendance at Convocation (invitation to join platform party).	2017 – 6 2018 – 14 2019 – 9
Attendance by Senate members at the Senate forum.	2018 – 14 (in-person event) 2019 – 11 (in-person event) 2021 – 24 (Zoom event)
Response to the call to present USask awards at high school graduation ceremonies.	On average, 4 Senators per year participate

Assessment of Priorities

Based on the environmental scan and collaborative analysis and discussion with the Advisory Group, the following **themes and priorities** emerged with respect to the Senate Engagement Plan. A summary of that analysis and the themes is captured here, along with **goal statements** that represent a path to achieving progress on these key priorities.

The full development of **actions** and **timelines** to achieve each goal (i.e., operationalizing the plan) will be part of the next phase of work once the priorities and goals are confirmed.

Progress toward achieving the goals of this Senate Engagement Plan should be assessed over the next one to three years, and will include: completion of actions outlined in the plan, monitoring of indicators described in Table 3, and qualitative information gathered from Senators and USask members regarding their experiences (e.g., follow up focus groups, feedback on activities).

Key Priority Area #1: Build Meaningful and Mutually-Beneficial Engagement from a Clear and Inspiring Purpose

GOAL 1.1: Develop a strong foundation of role clarity and sense of purpose.

Themes: Identity (awareness of Senate, identity as a Senator, ambassador role, identifying with the organization); Purpose (sense of purpose, understanding of purpose, communicating about purpose); Role clarity (powers and limitations, openness and boundaries; Coles' notes for the role)

> **ACTION:** *Develop a purpose and vision statement for Senate through collaboration between Senate and its stakeholders.*

> **ACTION:** *Using the purpose statement and the USask mission as a foundation, develop resources to guide Senators in fulfilling their role, including consideration of responsibilities, opportunities, boundaries, and expectations.*

> **ACTION:** *Develop an onboarding plan for new Senate members, which includes mentorship from experienced member(s) and an in-depth orientation process.*

GOAL 1.2: Position Senate as a champion and ally of equity, diversity, and inclusion and prioritize contributions to, and fulfilment of, the university's *EDI Strategy and Action Plan* and our Indigenous strategy, _ohpahotan oohpaahotaan_: "Let's fly up together."

Themes: engaging Senate with communities where it hasn't done so in the past; Thinking about membership/ representation differently[iii]—LGBTQ2S, Indigenous voices, etc.; Defining our communities internally (e.g., USask/campuses, students, faculty, staff), externally (e.g., employers, citizens, urban and rural/remote populations), and inclusively (e.g., living our aspirations for equity, diversity, inclusion).

> **ACTION:** *Examine Senate composition and our conceptualization of 'representation'.*

ACTION: *Prepare input on legislative changes (i.e., the University of Saskatchewan Act) to advocate for a more diverse and inclusive approach to Senate membership, to ensure representation and voice from our communities.*

GOAL 1.3: **Enable meaningful contribution through strengthened relationships.**

Themes: respected voices; emphasis on two-way, mutually-beneficial relationship; not rubber-stamping

ACTION: *Engage in a collaborative process of defining engagement and what it means for Senate, led by the Senate Engagement Plan Advisory Group.*

ACTION: *Examine and leverage aspects of meeting format and frequency that can enable greater interaction opportunities, small group work, and more in-depth discussions.*

ACTION: *Consider creating a dedicated "Senate Engagement Committee," whose mandate would be to champion, support, and assist with the fulfillment of goals in the Senate Engagement Plan.*

Key Priority Area #2: Co-Create Mission-Driven Engagement Opportunities that Support and Strengthen our Communities

GOAL 2.1: **In partnership with USask colleges and units, and the Senate Engagement Committee (should one be constituted), collaboratively develop, promote, and implement Senate engagement activities.**

Themes: Engage with districts (provide resources for their town or association; raise the university's profile in their jurisdiction); Engage with students (guest speakers, participating in orientation); Engage with our communities.

ACTION: *Create an inventory of current engagement opportunities and solicit additional ideas from Senators, university and college leadership, students, and other stakeholders.*

ACTION: *Develop and maintain a listing or "menu approach" of available discretionary engagement opportunities for Senators (e.g., ways to volunteer, matching on interests/expertise, focus groups on initiatives, providing advice on program development).*

ACTION: *Grow and foster engagement and connection through Senate-hosted events (e.g., campus BBQ, 'meet the Senators,' think tanks, Senate Forum), targeting two such events per year, resources permitting.*

ACTION: *Explore the use of creative platforms that can support ongoing dialogue, sharing of current information as relevant to Senate's role and interests, and exchange of ideas.*

Appendix A: Senate Engagement Plan Advisory Group Terms of Reference

Title: Senate Engagement Plan Advisory Group

Committee type: Advisory Group

Responsibility: USask Governance Office

Approval: Senate Executive Committee

Date: March 17, 2021

Context

The Governance Office's *Strategic Plan 2020-2023* identified a key priority area of stakeholder engagement, within which was an important goal of creating a **Senate Engagement Plan**.

Senate is a major connection point to USask's communities throughout the province. As one of the three governing bodies of the university (along with the Board of Governors and University Council), Senate also plays a critical role in governance and decision making as defined in *The University of Saskatchewan Act, 1995*.

Setting our sights on the future, there are a multitude of opportunities for Senate members to participate in and contribute to core priorities of the university's aspiration to be the University the World Needs (nīkānītān manācihitowinihk ni manachīhitoonaan), including: *Sustainability; Indigenization; Innovation;* and *Equity, Diversity, and Inclusion*. As such, there is an ongoing desire to develop a collaborative engagement plan for (and with) Senate. This need is perhaps more pronounced in the current pandemic circumstances that has limited certain activities, but an engagement plan will transcend this presumably short-term context.

This Terms of Reference outlines the role of the Advisory Group constituted to assist with and contribute to the collaborative development of a Senate Engagement Plan for USask.

Purpose

The Senate Engagement Plan Advisory Group (the Advisory Group) will provide advice and input on the development of a Senate Engagement Plan 2021-2025.

Role and Mandate

The Advisory Group will be instrumental in developing the Senate Engagement Plan by providing knowledge, information, advice and input into the scope, format, and content of such a document. It will be led by the USask Governance Office, and chaired by the University Secretary & Chief Governance Officer.

The Advisory Group *will* be asked to:
1. Collaborate on the scope and structure of a Senate Engagement Plan.
2. Provide information, ideas, and suggestions for content of the Plan.
3. Review drafts and provide feedback in a timely manner.
4. Advise on consultations and information gathering that will need to occur beyond the Advisory Group.
5. Support and/or assist with meaningful consultation with Senate as a whole.

The Advisory Group will *not* be asked to:
1. Lead the writing or drafting of documents.
2. Lead the consultations with stakeholders.
3. Approve documents or processes, although positive endorsement will be sought from the group.
4. Implement the plan, once developed.

Authority

This Advisory Group has an advisory role. Final decisions with regard to the outcomes of the work will rest with the Chief Governance Officer and the Chancellor, who shall consult with the Senate Executive Committee and other key stakeholders as needed.

Approval for the final Senate Engagement Plan will rest with the Senate Executive Committee. Although the Advisory Group will not have formal decision-making authority, their input, open feedback, and support for the outcomes will be sought.

Principles

This work is guided by the University of Saskatchewan's principles and values.

Composition and Membership

The Advisory Group will be comprised of (to be confirmed by Senate Executive and approved by Senate):

Name	Position/Role
Chelsea Willness	University Secretary & Chief Governance Officer (chair)
Grit McCreath	Chancellor
Kelley Moore	Senate member (elected)
Max Bilson	Senate member (appointed)
Doug Brothwell	Senate member (ex-officio)
Susanne Berg	Senate member (Senate Executive Committee representative)
Jamie Bell	Senate member (student)
Marcy Hildebrandt	Executive Officer (or designate), University Relations / Alumni
Lesley Leonhardt	USask Governance Office (coordinator/recording secretary)

Term Length

The Advisory Group will be constituted on April 24, 2021, following Senate's consideration of a motion to approve the Advisory Group's membership. It will remain active until the final Senate Engagement Plan is submitted to the Senate Executive Committee (which will steward any further endorsement required, including the Senate), after which the Advisory Group will be dissolved.
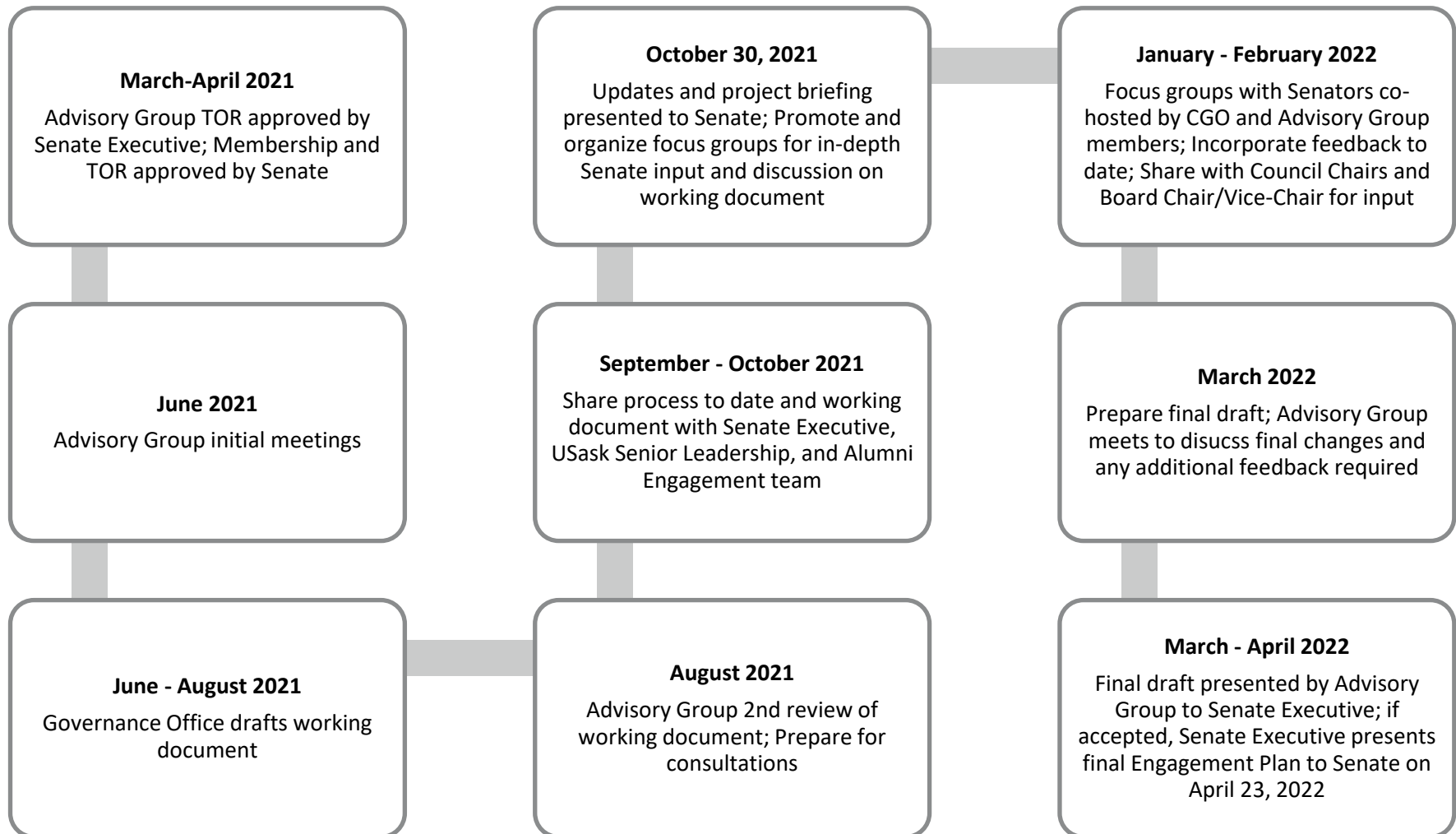
Meetings

Meetings of the Advisory Group will take place approximately as outlined in the table below, with slightly more frequent meetings and/or email communications in Spring/Summer 2021 as the planning work commences. Support for the work (including research, record keeping, consultation, writing, etc.) will be provided by the USask Governance Office. Advisory Group members and others may be called on for their expertise and specialized contributions as required.

Scope of Work

The table below provides a general overview of deliverables and targeted timelines:

Date	Deliverable
Mar 11, 2021	Terms of Reference approved by Senate Executive Committee
Mar 19, 2021	Membership constituted by Senate Nominations Committee
Apr 24, 2021	Motion to approve membership is presented to Senate by the Nominations Committee
Apr/May 2021	Environmental scan of comparator institutions' plans and/or strategies (Governance Office)
May 15, 2021	*Advisory Group* meets to discuss scope, process, environmental scan, emerging focus areas
May-Jun 2021	Chief Governance Officer drafts outline of plan, in collaboration with Chancellor
Jun 15, 2021	*Advisory Group* meets to review and provide feedback on draft and suggested consultations
Jun-Dec 2021	Consultations and revisions, including Senators and other key stakeholders
Sept 2021	Revised draft is reviewed by *Advisory Group* and presented to Senate Executive Committee
Oct 30, 2021	Draft / updates presented to Senate
Jan 2022	Completed draft is reviewed by *Advisory Group* and presented to Senate Executive Committee
April, 2022	Completed draft of Senate Engagement Plan is presented to Senate
May 2022 ---	Governance Office drafts accompanying implementation plan in cooperation with Alumni Office and other stakeholders

Appendix B: Timeline & Consultations on Senate Engagement Plan

March-April 2021

Advisory Group TOR approved by Senate Executive; Membership and TOR approved by Senate

October 30, 2021

Updates and project briefing presented to Senate; Promote and organize focus groups for in-depth Senate input and discussion on working document

January - February 2022

Focus groups with Senators co-hosted by CGO and Advisory Group members; Incorporate feedback to date; Share with Council Chairs and Board Chair/Vice-Chair for input

June 2021

Advisory Group initial meetings

September - October 2021

Share process to date and working document with Senate Executive, USask Senior Leadership, and Alumni Engagement team

March 2022

Prepare final draft; Advisory Group meets to disucss final changes and any additional feedback required

June - August 2021

Governance Office drafts working document

August 2021

Advisory Group 2nd review of working document; Prepare for consultations

March - April 2022

Final draft presented by Advisory Group to Senate Executive; if accepted, Senate Executive presents final Engagement Plan to Senate on April 23, 2022

Appendix C: Ideas for Engagement Activities

The following is a summary of ideas initially contributed by the Senate Engagement Plan Advisory Group and then organized into categories. As ideas may be offered during stakeholder conversations, those additional ideas can be added here. Each activity to be carried forward should be aligned to the University Plan 2025 and the key priorities and aspirations of that plan.

THE UNIVERSITY
THE WORLD NEEDS
nīkānītān manācihitowinihk
ni manachīhitoonaan

General activities: Ways of fostering engagement with Senators via Senate meetings or other specific practices.		
ACTIVITY	**FREQUENCY**	**LINK TO UPLAN & ASPIRATIONS**
Explore the use of different platforms (e.g., LinkedIn, Basecamp, or leverage PAWS in new ways) to create an ongoing hub for Senators to engage, discuss, or receive updates and news from USask as relevant to their role and interests.	Ongoing	
Create a different meeting model for the annual cycle that better meets the needs of Senate and its stakeholders.	e.g., 1 in-person meeting (ideally around orientation) and 2 – 3 virtual meetings per year = more frequent connection and more responsive/ timely orders of business; less travel time; etc.	.
Consider regular (e.g., quarterly) Q&A sessions that are open to members to dialogue with senior leaders.	Quarterly or TBD	
Conduct 'exit interviews' with Senators upon completion of their term.	As needed	
Develop ways of maintaining relationship and engagement with Senators whose term is completed—e.g., other ways for them to stay involved with USask—as well as building awareness of Senate as a means for engagement among Alumni who are involved with USask.		

"Feature Senator" at meetings: to share an experience or testimonial, something to inspire others; encourage more people speak at meetings. Featured Senators could also be shared with a short video via USask social media. Similar model to highlight Association appointees.		
Opportunities to "shadow" members of the campus community for a day.		

Engaging with districts: *Activities that can provide information/resources to communities or associations that Senators represent; Activities that raise the University's profile in a given jurisdiction or community.*

ACTIVITY	FREQUENCY	LINK TO UPLAN & ASPIRATIONS
Presenting scholarships in districts	May/June each year	
After Senate meetings, distribute summary of 'talking points' or meeting highlights that Senators can communicate and share with their districts.	Each Senate meeting	
Tours, lunches, or meetings in various districts, potentially with the President; the local Senator could host and/or introduce*.		

Engaging with students: *Activities that connect Senators and students together, or that pair Senators with their former College or School (if relevant)*

ACTIVITY	FREQUENCY	LINK TO UPLAN & ASPIRATIONS
Guest speakers for classes		
Participate in new student orientation events		

Host or participate in events

ACTIVITY	FREQUENCY	LINK TO UPLAN & ASPIRATIONS
Campus BBQ*		
Participating in Convocation celebrations, such as joining the Chancellor's platform party, convocation lunches, alumni events for the college at convo hall, volunteering at Indigenous Students Graduation Celebration (formerly known as Graduation Pow Wow).	Convocation twice/year	
"Meet the Senators" event.		

Think tanks		
Senate Forum	Annual; currently occurring but reinforce the value and success of this event	
Annual Chancellor's golf / softball / tennis tournament for Senators– proceeds to students or scholarship fund or to add to the Chancellor's scholarship already in place.	Annual	

activity may have resource implications that would need to be assessed for feasibility.

Appendix D: Comparator Senate Plans

Institution	Title of Plan	Link	Who Created it	Rationale/Purpose	Approval Process	Major Goals or Conclusions
University of Alberta	Senate Strategic Plan: Inquire, Promote, Connect 2017-2021 (Created May 2017)	Link	Senate Strategic Plan working group	Not listed	Working group; Senate exec; Senate review/endorsement of proposed plan; senior leadership; Senate final approval. Plan reviewed and updated each Sept.	Five goals prioritized over four years: 1. Connect future learners to the U of A 2. Connect community leaders & advocates in to U of A 3. Connect the university out to communities in city and province 4. Inquire into public-interest and post-secondary issues of benefit to the university and society 5. Promote the U of A's commitment to the public good
University of Calgary	Senate Strategic Plan 2019-23 (Created June 2019)	Link	Outside agency in consultation with Senate ad hoc planning committee	Requested by Chancellor. Two reasons posted: 1. Clarify Senate's unique role in support of U of C and its strategic direction. 2. Amplify Senate as a key volunteer resource that connects, convenes & champions community on behalf of the univ.	Ad hoc planning ctte; Senate exec; Senate for discussion; ad hoc ctte; Senate exec; Senate for approval	1. Foster community awareness of and commitment to the university 2. Foster Senate's relationships and visibility with students, faculty, staff and alumni 3. Grow Senate's legacy in support of student success 4. Enhance Senate's operational excellence to deliver on Senate programs and initiatives
UBC	bicameral					
DALHOUSIE	bicameral					
LAVAL	bicameral					
MANITOBA	bicameral					
MCGILL	bicameral					
MCMASTER	bicameral					
MONTREAL	probably					
OTTAWA	bicameral					
QUEEN'S	tricameral					
WATERLOO	bicameral					
WESTERN	bicameral					
TORONTO	unicameral					

[i] https://news.usask.ca/articles/general/2021/post-pandemic-shift-project-focused-on-the-future.php

[ii] Micro-credentials are generally understood as not full degrees and can either stand on their own or can be used to ladder into degree programs. Micro-credentials encourage skill development and specialization, and can increase interest in degree programs and grow enrolment. A committee at USask is in the process of further defining and conceptualizing what micro-credentials mean in our institutional context.

[iii] This may have legislative implications, but can certainly (i.e., should) be included in the Engagement Plan.