1.   <u>Chair's Opening Remarks</u> (video to be distributed)

*Items 2 and 3: by consensus (unless edits are received via email to university.secretary@usask.ca by noon on Friday, October 23ʳᵈ.)

2.   <u>Adoption of the Agenda</u>

3.   <u>Approval of the minutes of April 25, 2020</u> (attached)

4.   <u>Business from the Minutes</u>
       -none

5.   <u>President's Report</u> (attached and video to be distributed)
       (Peter Stoicheff, president)

6.   <u>Report on Undergraduate Student Activities</u> (attached)

7.   <u>Report on Graduate Student Activities</u> (attached)

8.   <u>Report on Board of Governors Activities</u> (attached)
       (Joy Crawford, board member)

9.   <u>Indigenous Engagement Strategy</u> (attached and video to be distributed)
       (Jackie Ottmann, vice-provost Indigenous engagement)

10.   <u>University Council</u>

       (Jay Wilson, chair of University Council)

       10.1 ***For confirmation:*** Principles for Federation and Affiliation (attached)

11.   <u>Senate Executive Committee Reports</u>

       (Peter Stoicheff, vice-chair)

       11.1 Report on activities (attached)
       11.2 Conferral of degrees (attached)

12.   <u>Items for Information</u>

       12.1 <u>Sustainability Strategy</u> (attached and video to be distributed)
              (Irena Creed, associate vice-president research)

       12.2 <u>Equity, Diversity and Inclusion Policy</u> (attached)
              (Cheryl Carver, associate vice-president, people and resources)

12.3 Student Enrolment Update (attached)
(Patti McDougall, vice-provost, teaching, learning and student experience)

(Chelsea Willness, university secretary and chief governance officer for items 12.4-12.6)

12.4 Policy Oversight Committee annual report (attached)

12.5 Report on non-academic student discipline for 2019/20 (attached)

12.6 Senate Election 2021 update – call for nominations (attached)

13. Adjournment

UNIVERSITY OF SASKATCHEWAN

Minutes of University Senate
NON-CONFIDENTIAL
9:00 a.m. – 12:00 p.m., Saturday, April 25, 2020
Meeting held electronically

Due to COVID -19 guidelines set by the federal and provincial governments restricting face-to-face meetings of large numbers of people, the Senate meeting was held electronically.

The Senate executive committee approved the following format for the April 25th Senate meeting at its meeting of March 26th which was communicated to members of Senate via email on April 14th:

- April 14 - A link to the confidential Senate package will be circulated via email.
- April 14th to April 24th at noon - Ten (10) days will be allowed to Senators to propose revisions to the agenda and minutes contained in the meeting materials. If there are no proposed revisions, the agenda and minutes will be considered approved by consensus. During this time window, Senators will also be given the opportunity to suggest 'nominations from the floor' electronically for items 10.1.2, Executive Committee Report - Nominations to the Nominations Committee, and 10.3 Nominations Committee Report. Any proposed revisions or nominations can be sent to university.secretary@usask.ca by noon on April 24th.
- April 25th, 9:00 a.m. – noon During this time, Senators will have the opportunity to ask questions about agenda items by emailing university.secretary@usask.ca . Questions received will be referred to the appropriate proponent for response.
- April 27th - Answers to any questions received will be made available on the usask.ca/secretariat website at https://secretariat.usask.ca/senate/meetings.php
- April 28th 9:00 a.m. – May 5, 4:00 p.m.- Agenda items that require a decision will be voted on via electronic ballot. A link to the ballot will be sent out in an email to Senators. Voting will be open for seven (7) days and requires a 60% return of ballots and a 2/3 majority of those voting to constitute a majority, pursuant to IV, 9, (a) and (c) of the *Senate Bylaws*.
- May 6th - Results of the electronic voting will be communicated to Senators.

Quorum was achieved and all items received an over 2/3 majority positive vote.

Electronic voting results were sent by email to members of Senate on May 6th and this document is attached to these minutes as Appendix A.

1. Chair's Opening Remarks

Chancellor McCreath's opening remarks were delivered by way of cover letter that was sent out with the agenda materials.

2. Adoption of agenda
3. Approval of the minutes of April 27, 2019

Items 2 and 3 were approved by consensus as no suggested edits to the agenda or minutes were received in the Office of the University Secretary before the deadline date of April 24th.

4. Business arising from the minutes

These minutes are considered a draft until approved at the next meeting of Senate.

No items of business arising from the minutes were identified.

5. President's report

A written report was distributed with the agenda materials. No questions were received on this item.

6. Report on undergraduate student activities

A written report was distributed with the agenda materials. No questions were received on this item.

7. Report on graduate student activities

A written report was distributed with the agenda materials.

A member submitted a question.

Question: What is meant by "implementation of a universal plan for all graduate students"?

Answer provided by Mery Mendoza, president of the GSA answered the question.

The GSA sent two letters to the University senior administration, to consider the implementation of a universal plan which is found here: https://gsa.usask.ca/documents/statements/2020covid19.pdf

The GSA leaders have received a written response to our letter and we look forward to continuing our conversations on those topics that are still not addressed such as tuition adjustment and others. A follow-up letter is also found here: https://gsa.usask.ca/documents/statements/2020covid19_2.pdf

8. Report on Board of Governors

A written report was received from Joy Crawford, one of the Senate-elected members of the Board of Governors, and was distributed with the agenda materials. No questions were received.

9. Report from University Council

The following reports were submitted by Jay Wilson, Chair of University Council.

9.1 Annual Report on University Council activities

There were no questions received regarding the annual report.

Questions were received for specific agenda items, and some were received on more general topics. These general questions and comments are indicated below.

*The questions relating to CASPer have all been answered by the Academic Program Committee unless otherwise noted.

Question: Several of the confirmation items submitted by the University included Admission Qualification Changes that propose moving to adopt CASPer as part of their admission process. The various explanations of the system in the meeting package helped to clearly explain the intent and value of pursing this direction. However, there doesn't appear to be much research yet to confirm if

CASPer is generating the type of outcomes expected for student admissions and eventually successful graduates and professionals. This information may take years of research to generate. Has the Council – or perhaps the individual Colleges – given consideration to developing key performance indicators to assess the short, medium and long-term benefits and outcomes the CASPer program is generating?
There is a lot of reliance being put on this system to help select the best candidates and it may be useful to know early in the transition if this is being achieved.

Answer: Some individual colleges (for example dentistry and Medicine) have included in their proposal for the addition of the CASPer plans for assessing if the tool is providing the data required to make important admissions decisions. So short answer – yes, colleges are considering how they will assess the new tool.

Question: To improve my understanding of the program admission changes that USask Senate has been asked to review, I have the following questions:

Is CASPer already used in admissions to other programs at USask? If yes, which ones?

 Answer: Yes. Pharmacy and Nutrition uses the CASPer as part of its admissions process

Is it intended that this become a standard tool in admissions more widely at USask?

Answer: The CASPer is becoming more widely used as a mechanism to assess required core competencies (such as empathy, communication, and interpersonal skills) and may become a standard admission tool for those disciplines, which already consider these "non-academic" competencies as part of their admissions process

If so, what advantages does CASPer have over competitors, and as an admissions tool more generally? Does its use in admissions have any impact on academic outcomes in programs that are using it? Professional outcomes? If there is a divergence, what does this say about the utility of academic programs in professional development?

Answer: The CASPer tests for similar core competencies as the Multiple Mini Interview, which is used by most health science disciplines at USask as part of admissions processes. The MMI is a fairly involved, labour-intensive, and expensive process to run, but are used because they provide valuable information on students' "non-academic" skills.   Competency in the skills that the MMI and the CASPer test for are showed to have positive impacts on student success in health science programs.

Question: Why is the DDM program recommending a CASPer pilot while other programs appear to be willing to use it without such a pilot?

*Answer provided by the Dean of Dentistry: Dentistry is a very cautious College, and often finds that tools that work well for other programs do not necessarily work well for us. The abilities of dental professionals are quite unique in healthcare, as are our educational programs. I estimate that at least 50% of what we need to teach is in the psychomotor domain, and need to be careful that our selection tools do not hinder finding the correct candidates. By doing the pilot test, we can retain our usual means of selection while we investigate the right performance cut-points that will allow us to balance selections in the 3 important areas, the cognitive, psychomotor, and

affective domains.

Question: Why is the College of Medicine using CASPer as a screening tool, unlike other programs that appear to employ this tool in developing overall admissions scores?

*Answer provided by Trustin Domes, admissions, College of Medicine. The College of Medicine decided to use CASPer as a screening tool in our admissions processes so that we would have another variable apart from academics to narrow down the applicant pool prior to the multiple mini interview (MMI). We will continue to use the MMI as the main method to score and rank applicants on personal factors, as we are able to control the contexts of the assessment and assess contexts that our College deems most important (which may differ from CASPer). Additionally, our MMI directly compares our applicants on the same questions/scenarios, compared to CASPer, where applicants may have been assessed on multiple different types of questions/scenarios. We believe that CASPer does a good job of appropriately ruling out applicants with professionalism issues on the lower end of the scale amongst a broad range of applicants to medical school across the entire country, making it a more appropriate screening tool than a selection tool. This has been demonstrated through a study at our institution at the postgraduate level. The majority of medical schools in Canada utilize CASPer in this way, especially since this is not the only personal factor assessment variable that we will have on our applicants. Additionally, since CASPer is a fairly new tool and we have not had a chance to internally validate the results on our applicant pool and correlate them to our other personal factor assessment variables, we don't feel comfortable using the score in the direct ranking of applicants at this time.

Question: Does this uneven approach to the employment of CASPer cause any concern? Has any thought been given to a more coordinated approach?

Answer: Admissions requirements for USask programs are determined through consultation with faculty in those colleges and assessment of the admissions landscape at peer institutions. Changes are recommended through college faculty councils, then through the academic governance process at the university-level. As with all academic changes, change to admissions requirements are a "bottom-up" process.

Background to question: Using personality tests for screening purposes is somewhat controversial. The College is proposing to test students prior to entry to the program, and students often experience tremendous personal growth and change throughout their first degree.

Question: The move to CASPer is new and novel for the College and the proposal is putting a significant weight on the CASPer results (40%), representing a major change in the admissions process. Would the College consider a 'breaking-in' period where the change could be implemented in stages and allow the College to gradually increase the weight of the CASPer results after feedback on each intake is received from instructors and other stakeholders?

*Answer provided by Hope Bilinski, Associate Dean, College of Nursing. The decision to use the 40% weighting was made based on consultations with other schools of nursing across the country. The consensus was that the non-academic competencies such as communication, empathy, resilience, ethics etc. are critical to the development of nursing students and to the profession of nursing. As such, the weighting must be significant enough to make a difference in the type of student that is entering the program. The common weighting was 40%. Some of our BSN advisory committee members felt the weighting should be 50%. Schools who began with a

lower percentage (e.g. 20%) have not seen the difference in their student body, thus essentially wasting the student and College resources in integrating the test. The implementation will include monitoring the student experience, the proportion of students who struggle with progression, and the issues that are identified in students who fail or leave the program.

Procedural question: does Senate's authority over admissions standards (in so far as the 12-month delay is concerned) go as detailed as how this new proposed CASPer test is used, rather than simply the fact that it is used as part of the admissions process? For example, the context and background state that initially this test will be used "conservatively" to rule out candidates based on the z-score. If we approve this, and then this usage is altered, does this then require it to come back to University Council and Senate for approval?

*Answer provided by the Office of the University Secretary. Senate's purview extends to the qualifications required to be considered for admission into a program. Selection criteria (so the weighting of the different required qualifications) is the purview of faculty councils. If Faculty Council's determined to put more weight onto the CASper, it would within their jurisdiction

9.2 Admissions Qualifications Change – Bachelor of Commerce (B.Comm) programs

Question: Can you please elaborate on how a student without Math 102.3 can obtain the credit while in the program, what the impact to the student will be, and which supports are required and/or offered by the School, if any.

*Answer provided by Noreen Mahoney, Associate Dean, Edwards School of Business:

The Math deficiency is supposed to be cleared in year 1. Students would need to take MATH 102 prior to taking MATH 121. While MATH 121 is a required first year course, students could take MATH 121 in term 2 of their first year, Spring following their first year, or term 1 of year 2 and still take the second year required courses for which MATH 121 is a prerequisite without falling behind.

We have a dedicated team of academic advisors and a robust early warning system, so we will be able to identify if these students are struggling and provide them academic advice as necessary.

If a student does "fall behind," we have several courses offered in the spring and summer should they wish to stay on track to finish in four years. That being said, several of our students choose to take more than four years to finish their programming.

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the admissions qualifications for Bachelor of Commerce (B.Comm) programs, effective for the 2021-22 admissions cycle.
>
> CARRIED

9.3 Admissions Qualification Change – Bachelor of Science in Nursing (BSN) programs

Question: Cost implications for students: [This is a repeat of the question sent to the MD program but modified for Nursing]: The proposed admissions test costs $52 for each student to apply only to the U of S. Over 600 students apply each year. If subsequent years have this number of applicants, students would collectively pay each year over $31,000 to a private corporation for this test. How

will this impact the pool of applicants available to this program based on their ability to pay this fee?

*Answer provided by Hope Bilinski, Association Dean, College of Nursing:
Thank you for your question.
The cost implications for students applying to the College of Nursing is important. In addition to the test itself, CASPer provides students with other resources relating to preparations for the test, a sample test, and accommodations if required. While $40.00 (CAD) adds to the cost of application, this cost was compared somewhat to the cost of a student entering a college and failing because of factors not relating to academics. Of importance, and a cost implication for the student, the College, and subsequently the health care system, is the ability for a student to progress in a program, complete the program successfully, and all in a timely manner. Over the years, the College of Nursing has experienced what many other programs in nursing have experienced, which are students who are unsuitable for the profession but strong academically, entering their program of study only to struggle personally and professionally, take time off from the program, or leave completely before completion. Overall, our intention was to choose a tool in which the cost was not prohibitive and would ultimately have a positive impact on the student experience and student success.

Background to question:
Using personality tests for screening purposes is somewhat controversial. The College is proposing to test students prior to entry to the program, and students often experience tremendous personal growth and change throughout their first degree.

Question:
The move to CASPer is new and novel for the College and the proposal is putting a significant weight on the CASPer results (40%), representing a major change in the admissions process. Would the College consider a 'breaking-in' period where the change could be implemented in stages and allow the College to gradually increase the weight of the CASPer results after feedback on each intake is received from instructors and other stakeholders?

*Answer provided by Hope Bilinski, Associate Dean, College of Nursing:

The decision to use the 40% weighting was made based on consultations with other schools of nursing across the country. The consensus was that the non-academic competencies such as communication, empathy, resilience, ethics etc. are critical to the development of nursing students and to the profession of nursing. As such, the weighting must be significant enough to make a difference in the type of student that is entering the program. The common weighting was 40% . Some of our BSN advisory committee members felt the weighting should be 50%. Schools who began with a lower percentage (e.g. 20%) have not seen the difference in their student body, thus essentially wasting the student and College resources in integrating the test. The implementation will include monitoring the student experience, the proportion of students who struggle with progression, and the issues that are identified in students who fail or leave the program.

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the admissions qualifications for Bachelor of Science in Nursing (BSN) programs, effective for the 2021-22 admissions cycle.

<div align="right">CARRIED</div>

These minutes are considered a draft until approved at the next meeting of Senate.

9.4 <u>Admissions Qualification Change – Doctor of Veterinary Medicine (DVM) program</u>

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the admissions qualifications – Doctor of Veterinary Medicine (DVM) program, effective for the 2021-22 admissions cycle.
>
> <div align="right">CARRIED</div>

9.5 <u>Admissions Qualification Chang*e*- Master of Water Security (MWS) program</u>

Question about Master of Water Security Program - I am curious as to who the planned prospective students are for this program? Are they Canadian students who would study in China to complete the program or Chinese students who would receive a Usask degree? Is the plan that all components of the MWS be completed in China?

*Answers provided by Trever Crowe, Dean, CGPS:
The MWS program will continue to be offered at USask with the target students being both domestic and international students and will also now be offered through Beijing Normal University, and the prospective students for the program offered at BNU will be mainly Chinese students.   The offering through Beijing Normal University will be completed entirely in China, but is still a USask program.

The submission indicates that the addition of mathematics and statics requirements will ensure students of all backgrounds are successful in the program. How will these additional requirements ensure this success? I am also wondering about the partnership with the Beijing Normal University in China. Can more be shared about this? How do these new requirements open the opportunity to offer the program there?

The specific academic requirements for this program isn't included in the package. I'm wondering if these details can be submitted similar to the other admission qualification change packages.

Programming within SENS has various audiences and students with different backgrounds are welcome to apply for admission. The MWS includes course work that requires a basic understanding of mathematics and statistics as pre-requisite background. The point is well taken that simply having the appropriate background does not ensure success in the program. Rather, the language should have indicated that previous completion of courses in undergraduate mathematics and statistics will provide the background to help students be successful in the program.

The Beijing Normal University is a valued partner, and these newly proposed admission requirements do not substantively change the relationship between USask and BNU. The delivery of this program is not contingent upon approval of these proposed revised admission criteria. Rather, these proposed admission requirements will help to ensure that students who are admitted to the program will have the necessary background and will have a good chance of being successful in the program.

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the admissions qualifications for - Master of Water Security (MWS) program, effective for the 2021-22 admissions cycle.

9.6 Admissions Qualification Change – Master of Physical Therapy (MPT) program

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the
> admissions qualifications for Master of Physical Therapy (MPT) program, effective
> for the 2021-22 admissions cycle.
>
> CARRIED

9.7 Admissions Qualification Change – Doctor of Dental Medicine (DMD) program

> KREUGER/HALL: That Senate confirm Council's approval of changes to the
> admissions qualifications for Doctor of Dental Medicine (DMD) program, effective
> for the 2021-22 admissions cycle.
>
> CARRIED

9.8 Admissions Qualification Change - Graduate programs in Biochemistry, Microbiology, and Immunology

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the
> admissions qualifications for graduate programs in Biochemistry, Microbiology, and
> Immunology s, effective for the 2021-22 admissions cycle.
>
> CARRIED

9.9 Admissions Qualification Change – Doctor of Medicine (MD) program

Question: Cost implications for students: The proposed admissions test costs $52 for each student to apply only to the U of S. For last year, 564 students applied. If subsequent years have this number of applicants, students would collectively pay each year over $29,000 to a private corporation for this test. Assuming the z-score is used as indicated, on average this test alone would help the college rule out 14 students from admissions, regardless of whether the other criteria would have ruled them out anyway (like the MMI). Is it really worth having students pay $29,000 to rule out a mere 14 applicants?

Follow-up for the above: the document also refers to monitoring the impact of the cost and assessing it as a barrier to admissions. How exactly will the college be monitoring this cost impact? And where will the new, additional funding come from to support students who would otherwise not apply due to these rising costs of admissions?

*Answer provided by Trustin Domes, Director of Admissions, College of Medicine:

The College of Medicine did consider the added cost of taking CASPer to the applicants and we had to weigh this cost against the benefit that it would add to our current selection process. In our current processes, we invite individuals to our MMI based solely on academic performance and we do not have another variable to assess applicants before that. By having CASPer, we can rule out applicants with significantly low CASPer scores prior to the interview stage (who likely would not have done well on the MMI either, but at this point we need to evaluate if this is indeed the case) and open up an interview spots to applicants who otherwise would not have received one. We have set the cut score of CASPer conservatively at this point so we are able to internally validate the results for our applicant pool and to

correlate the results with other personal factor assessment metrics. Although using it this way may only prevent 14 students from making it to the next stage of application, having even one of those students make it into the College with significant professionalism and/or interpersonal issues will cost the College and society significantly. Although our other metrics are designed to prevent applicants with issues of unprofessional behaviour or undesirable personal traits for the study and future practice of medicine from moving forward, having an earlier check point for this prevents us from having to go through the laborious effort to rule these individuals out and also gives other well-suited individuals an opportunity to interview and potentially get accepted to the College.

We will be monitoring the financial impact and potential barrier this may have on our applicants through surveys of our applicant pool, discussions with pre-medicine societies and clubs on the U of S campus and at the University of Regina and also through open dialogue and discussion with our applicants, career advisors and Indigenous coordinators. Given the relatively low cost of CASPer, our College does have the funds and ability to offer financial assistance to individuals with significant financial need who may have also received financial need through the AAMCs MCAT Support Program. Depending on the impact and number of individuals involved, we will also discuss this situation with Altus to see if they can develop a program similar to the AAMCs for the MCAT for applicants with significant financial need and barriers to apply to medicine.

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the admissions qualifications – Doctor of Medicine (MD) program, effective for the 2021-22 admissions cycle.
>
> CARRIED

9.10 Admissions Qualification Change – Master of Arts (M.A.) in Applied Social Psychology

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the admissions qualifications for Master of Arts (M.A.) in Applied Social Psychology, effective for the 2021-22 admissions cycle.
>
> CARRIED

9.11 Admissions Qualification Change –Bachelor of Science (Biomedical Science) programs

> KRUEGER/HALL: That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Science (Biomedical Science) programs, effective the 2021-22 admissions cycle.
>
> CARRIED

10. Senate Committee Reports

10.1 Executive Committee

Peter Stoicheff, vice-chair of the executive committee, submitted reports on the following two items.

10.1.1 Report on activities

No questions were received for this item.

10.1.2 <u>Nominations to the Nominations Committee</u>

No additional nominations were received from members prior to the date of the meeting.

> STOICHEFF/HEPPNER: That Senate approve the recommendation of the Senate executive committee and re-appoint Susanne Berg, Brooks Decillia, Don Hamilton and Michelle MacDonald to the Senate nominations committee for a further one-year term beginning July 1, 2020 and ending June 30, 2021.
>
> <div align="right">CARRIED</div>

10.1.3 <u>Report of the Joint Conflict of Interest Policies Review Committee</u>

*Answers to the following questions were provided by Marcel de la Gorgendiere, chair of the Conflict of Interest Policies Review Committee:

Question: I agree that the Conflict of Interest Policy ("Policy") could do with a set of principles in the preamble, akin to Dalhousie's policy and the Responsible Conduct of Research Policy. Are the examples Dalhousie provides more illustrative?

Answer: Yes. Examples include: "Conducts a review, assessment or evaluation of a project or colleague, the outcome of which may affect the university member's personal interests; conducts or participates in a research project which may affect his or her financial interests or those of a related business…"

Question: When discussing the difference between Dalhousie's policy and USask's, the Committee indicates that one significant difference is that USask's "focuses on individuals and their ability to do their job" – could you please expand on what is meant by this phrase?

Answer: Personal conflict of interest refers to someone trying to gain individual benefit from a situation rather than looking out for the best interest of the university. Institutional conflict of interest refers to a corporate relationship where the best interest of the university and its stakeholders must be of primary consideration over and above any corporate interests of the partner institution.

Question: The Conflict of Interest Committee's recommendations indicate that the Board of Governors could initiate the development of procedures or "a procedural flowchart to accompany the policy" – could you please explain the differentiation being made here?

Answer: The development of procedures would be a written account of how the policy would be implemented. A procedural flowchart would be a visual depiction of the implementation process.

Question: The Committee also indicates that the Board of Governors could "[c]onsider the possibility of institutional bias." Could you please provide further explication of what is meant by this recommendation?

Answer: The committee looked at two references to the issue (Williams, Bryn, and C. MacDonald; Nichols-Casebolt and Macrina): institutional bias and institutional conflict of interest. These should have been included in the terminology of what will be referred to the

Board. Institutional bias for these purposes referred to some research potentially being advantaged on a systematic basis in the university, for instance public funding being preferred over private funding of research. The Williams paper says: "The existence (or appearance) of such conflicts can lead to actual bias, or suspicion about possible bias, in the review or conduct of research at the university (AAU, 2001, 10)." The Nichols paper says "Institutional Conflict of Interest has the potential to emerge when leaders or those in positions of authority have personal or financial interests that could result in bias or perceptions of bias in the discharge of their institutional duties and responsibilities.

DE LA GORGENDIERE/ROZDILSKY: That Senate accept the report of the Joint Conflict of Interest Policies Review Committee and conclude the review.

<div align="right">CARRIED</div>

10.2 **CONFIDENTIAL***:* Honorary Degrees Committee Report

This item was removed from these non-confidential minutes.

10.3 Nominations Committee Report

A report was submitted by Don Hamilton, chair of the nominations committee. No nominations were received in the Office of the University Secretary before the previously communicated deadline of noon, Friday, April 24th.

> HAMILTON/BERG: That Senate approve the appointments of members to Senate committee for 2020/21 effective July 1, 2020. Committee terms are for one year unless otherwise noted.

<div align="right">CARRIED</div>

10.4 Education Committee Report

A report was submitted by Leah Howie, chair of the education committee. No questions were received for this information item.

11. Items for Information

11.1 Student Enrolment Report

An enrolment update was provided in the agenda materials by Patti McDougall, vice-provost, teaching, learning and student experience. No questions were received for this item.

11.2 Senate Election Update

These minutes are considered a draft until approved at the next meeting of Senate.

An election update was provided by Chelsea Willness, university secretary and chief governance officer. No questions were received for this item.

12. Adjournment was recognized by the close of voting at 4:00 pm, May 5, 2020.

Senate Attendance April 2020 (Information gathered from online voting platform)

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Barry, Alpha	P	Clarke, Darlene	P	Alcorn, Jane	R
Bath, Brenna	P	Doig, Anne	P	Basinger, Jim	R
Bergstrom, Twyla	P	Gillies, Sandra	P	Beaudry-Mellor, Tina	R
Bilson, Max	P	Gustafson, Barb	P	Berry, Lois	R
Bratvold, Robert	P	Hall, Lee	P	Bonham-Smith, Peta	P
Browning, Lynda	R	Hermiston, Lisa	P	Brothwell, Doug	P
Buydens, Norma	R	Jobb, Gail	R	Buhr, Mary	R
Claypool, Tim	P	MacDonald, Michelle	P	Chad, Karen	R
Conan, Nicole	P	Matthews, Colleen	P	Crowe, Trever	P
Cooley, Carol	P	McLeod, Tim	P	Favel, Blaine	R
Cote, Richard	P	Mitten, Rae	P	Fowler, Greg	R
de la Gorgendiere, M.	P	Smuk, Shawna	R	Freeman, Douglas	R
Dick, Bethany	P	Usunier, Marc	P	Harasmychuk, Robert	P
Fox, Stephanie	P	District 10 - Vacant	R	Harrison, William	P
Gable, Kathleen	P	**ELECTED MEMBERS-AT-LARGE**		Isinger, Russell	P
Garven, Stuart	P	Bentham, Davida	P	Just, Melissa	P
Gjetvaj, Branimir	R	Berg, Susanne	R	Kresta, Suzanne	P
Hamilton, Don	P	Danielson, Dan	R	Lee, Jim	P
Harvey, Eileen Mae	P	DeCillia, Brooks	P	London, Chad	P
Harwood, Judy	P	Howie, Leah	P	Luke, Iain	P
Hrudka, Christine	P	Hunt, Cecile	P	Manley-Tannis, Richard	P
Hubich, Larry	P	Kaminski, Nicholas	P	Martini, Jeromey	R
Kreuger, Monica	R	Jurgens, Victoria	R	McCaffrey, Geordy	R
Leis, Tim	P	Moore, Kelley	P	McCreath, Grit	P
MacArthur, Sandra	R	Sambasivam, Bud	P	McDougall, Patti	P
MacMillan, Judy	P	Thompson, Michelle	P	McKercher, Peggy	R
McKercher, Grant	P	Wesolowski, Christine	R	McLoughlin, Mark	R
Menzies, Craig	R	Wesolowski, Fred	R	Ottmann, Jackie	R
Morrison, Karen	P	Conan, Nicole	R	Pawelke, Michael	R
Munro, Albert	P	**STUDENTS**		Pezer, Vera	R
Neufeldt, Victoria	P	Aman, Michael	R	Phillipson, Martin	R
Notay, Jay	P	Andrews, Jackson	R	Pozega Osburn, Debra	P
Pilat Burns, Charlotte	P	Ashworth, Emma	P	Prytula, Michelle	P
Rozdilsky, John	R	Henderson, Robert	P	Romanow, Roy	R
Sharma, Sandeep	P	Heppner, Jonathan	P	Smith, Preston	R
Taypotat, Evan	P	Mendoza, Mery, GSA	P	Stilll, Carl	R
Thronberg, John	P	TBA		Stoicheff, Peter	P
Walton, Jack	R	*P=present*		Vanelli, Tony	R
Wiens, Rod	R	*R=regrets*		Willoughby, Keith	P
Yee, Tim	P	*A=absent*			
Zaba, Eileen	R				
Zatlyn, Lorna	R			NON-VOTING	
				Willness, Chelsea	P

 UNIVERSITY OF SASKATCHEWAN

Senate meeting voting results- April 25, 2020

Voting on the following items was conducted electronically from April 28th – May 5th.
All items have been approved.

AGENDA ITEM 9.2
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for Bachelor of Commerce (B.Comm) programs, effective for the 2021-22 admissions cycle.

73 Yes
0 No
1 Abstain

AGENDA ITEM 9.3
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for Bachelor of Science in Nursing (BSN) programs, effective for the 2021-22 admissions cycle.

68 Yes
3 No
2 Abstain

AGENDA ITEM 9.4
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications – Doctor of Veterinary Medicine (DVM) program, effective for the 2021-22 admissions cycle.

71 Yes
1 No
2 Abstain

AGENDA ITEM 9.5
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for - Master of Water Security (MWS) program, effective for the 2021-22 admissions cycle.

71 Yes
1 No
2 Abstain

AGENDA ITEM 9.6
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for Master of Physical Therapy (MPT) program, effective for the 2021-22 admissions cycle.

69 Yes
3 No
2 Abstain

AGENDA ITEM 9.7
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for Doctor of Dental Medicine (DMD) program, effective for the 2021-22 admissions cycle.

68 Yes
3 No
3 Abstain

AGENDA ITEM 9.8
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for graduate programs in Biochemistry, Microbiology, and Immunology, effective for the 2021-22 admissions cycle.

72 Yes
0 No
2 Abstain

AGENDA ITEM 9.9
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications – Doctor of Medicine (MD) program, effective for the 2021-22 admissions cycle.

69 Yes
3 No
2 Abstain

AGENDA ITEM 9.10
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for Master of Arts (M.A.) in Applied Social Psychology, effective for the 2021-22 admissions cycle.

69 Yes
1 No
4 Abstain

AGENDA ITEM 9.11
Moved by Monica Kreuger/Seconded by Lee Hall

That Senate confirm Council's approval of changes to the admissions qualifications for the Bachelor of Science (Biomedical Science) programs, effective the 2021-22 admissions cycle.

72 Yes
0 No
2 Abstain

AGENDA ITEM 10.1.2
Moved by Peter Stoicheff/Seconded by Jonathan Heppner

Nominations to the Nominations Committee
That Senate approve the recommendation of the Senate executive committee and re-appoint Susanne Berg, Brooks Decillia, Don Hamilton and Michelle MacDonald to the Senate nominations committee for a further one-year term beginning July 1, 2020 and ending June 30, 2021.

70 Yes
1 No
3 Abstain

AGENDA ITEM 10.1.3
Moved by Marcel de la Gorgendiere/Seconded by John Rozdilsky

That Senate accept the report of the Joint Conflict of Interest Policies Review Committee and conclude the review.

66 Yes
3 No
5 Abstain

AGENDA ITEM 10.2
Moved by Peter Stoicheff/Seconded by Fred Wesolowski

Honorary Degree Committee Report
That Senate approve the following honorary degree recipients:

Honorary Doctor of Laws
Max Eisen
Tim Gitzel

Honorary Doctor of Science
Wilfred Keller

Honorary Doctor of Letters
Joy Kogawa

66 Yes
3 No
5 Abstain

AGENDA ITEM 10.3
Moved by Don Hamilton /Seconded by Susanne Berg

Nominations to Senate Committees
That Senate approve the appointments to Senate committees for 2020/21, as indicated in the list
below effective July 1, 2020. Committee terms are for one year unless otherwise noted.

<u>Senate Executive Committee</u>

<u>Ex-officio</u>
Doug Brothwell - returning member
Trever Crowe - returning member
<u>Appointed Members</u>
Twyla Bergstrom - new member
Grant McKercher - new member
Richard Cote - new member
<u>Elected Members</u>
Susanne Berg - returning member
Lee Hall - returning member
Bud Sambasivam - returning member

<u>Senate Education Committee</u>

<u>Ex-officio</u>
Iain Luke - returning member
TBD
<u>Appointed Members</u>
Alpha Berry - new member
Max Bilson - returning member
<u>Elected Members</u>
Leah Howie - returning member
Kelley Moore - returning member

<u>Senate Membership Committee</u>

<u>Elected Members</u>
Nicolas Kaminski - new member
Sandra Gillies - new member
Lee Hall - returning member
Brooks Decillia - returning member

<u>Senate Honorary Degrees Committee</u>

<u>Ex-officio</u>
Michelle Prytula - new member
Richard Manley-Tannis - new member
<u>Appointed Members</u>
Grant McKercher - returning member
John Thronberg - new member
<u>Elected Members</u>
Fred Wesolowski - returning member
Anne Doig - new member

<u>Non-academic student discipline and appeal board</u>
(for three-year terms, expiry noted)

Monica Kreuger - 2023 - new member
Anne Doig - 2023 - new member
Nicholas Kaminski - 2023 new member
Nicole Conan - 2023
Vera Pezer - 2023 reappointed
Kelley Moore - 2022
Don Hamilton - 2021
Fred Wesolowski - 2021

<u>University Council</u> (non-voting representatives)

Nicholas Kaminski - new member
John Thronberg - new member

70 Yes
2 No
2 Abstain

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SENATE

OCTOBER 24, 2020

President's Report

Welcome back to the 2020/2021 academic year

I would like to welcome Senate members back to a new and, what is sure to be, a memorable academic year at USask. Reflecting on the past six months, our world has changed in ways we could never have imagined. And in response to these changes, our USask community has remained flexible, innovative and unwavering in our commitment to ensure we advance our teaching and learning, discovery, and engagement mission. I am confident we will successfully meet the challenges that this unique fall term will also bring.

We have made significant changes to ensure the safety of our students, staff and faculty, while creating innovative new ways to begin the academic year. The safety and well-being of our campus community is our first priority, and we will continue to work closely with public health officials as we move through the pandemic. The changes have been significant, as have the challenges, but I have also been inspired and encouraged by how our students, our faculty, and our staff have come together with determination and dedication, patience and vision, to embrace new ways of teaching, learning, and mentoring during this global pandemic. We are beginning the fall term in a time of transition as we continue to adjust to the realities of the pandemic, but we remain a campus community committed to inclusivity, diversity and equality.

I want to thank the University Secretary's office for their continued efforts in ensuring that the university's governance systems, including Senate's proceedings, continue from a virtual space and to you for your understanding and willingness to participate from a virtual setting. I am proud of how our campus community has responded during these extraordinary times and I know we will continue to do so during this fall term. That support will enable students to focus on their commitment to education, learning and discovery, and to follow their curiosity and their passions with courage and conviction. While COVID-19 has created tremendous challenges for us, I have great confidence in the decisions we are making to emerge as an even stronger university in the post-pandemic period.

Best regards,

Peter

Pandemic

Response

USask COVID-19 Response

Since my last report, a number of developments have emerged in our response to the pandemic. Highlights include:

- **Fall and winter term planning -** The immense planning effort continues to determine how this upcoming academic year looks. This is a complex and multi-layered initiative, knowing that it will not be business as usual. Being thoughtful, deliberate and diligent will help us get this right, based on guidance from the provincial government and our healthcare professionals. A Pandemic Response and Recovery Team (PRT) and Advisory Hub were formed to lead the planning for fall and winter term, best positioning USask to deliver successfully on our academic and research missions for students during these extraordinary times. The delivery of fall term is considered a 'hybrid' approach that combines primarily remote online learning, with limited classroom, laboratory, clinical, and physical instruction only where warranted and where circumstances permit, in consultation with public health and Saskatchewan's Chief Medical Health Officer. This direction reflects comprehensive analysis and planning work done at the university over the months since the emergence of COVID-19 and is based on current pandemic knowledge and projections. The planned direction also provides the programming flexibility needed to manage the potential risks while ensuring the health and safety of our students, faculty and staff. We have also recently announced that the winter term will follow a similar approach, with the intention to help our students and faculty plan for the full academic year. The health and safety of our students and staff will be the priority as we remain focused on delivering our world class academic programming and research. To learn more about the USask approach to fall and winter term implementation, please visit the Reopening Implementation plan webpage.

- **Tuition** – Many families are facing difficult financial decisions as a result of the pandemic. Knowing that tuition is a significant investment for students, we decided to freeze our tuition rates on the majority of our programs for this academic year. Our hope is that by maintaining tuition at the current rates for the fall and winter terms, we can reduce some financial pressures for many students and their families. Even with tuition rates remaining unchanged, we are staying focused on program and delivery enhancements to ensure that students continue to receive a world class education at USask. The method of program delivery this fall and winter — whether in-class, remotely or a blend of both—will not change the high quality and value of a USask degree.

- **2020 Fall Convocation -** We have announced that our fall convocation ceremony will be conducted virtually. Although we are prevented from celebrating graduates' achievements in person, they will be receiving their parchments and we will celebrate in a virtual setting. We will also be awarding three honorary degrees virtually. At some point in the future, we do plan to invite all our Class of 2020 graduates back to campus to have the opportunity to cross the convocation stage in person, celebrating their accomplishments with their families and friends.

For further information, all updates regarding the USask COVID 19 response are available at **updates.usask.ca**.

Enrolment at USask up for fall term

At the beginning of fall term, enrolment at USask was up by two per cent and on track to be the university's highest enrolment ever. As of the first day of classes, undergraduate enrolment increased significantly (2.4 per cent) with growth among both Canadian and international students. Graduate enrolment on the first day was similar to last year, with an increase in Canadian graduate students (2.5 per cent); however, international graduate student enrolment was down. Indigenous student enrolment was up (1.1 per cent) as of the first day of classes, with all of the growth at the undergraduate level. Based on these numbers, it is expected that student enrolment will exceed 26,000 by April 2021, the highest enrolment in USask history. A full analysis of our fall term enrolment numbers will take place after our census day in October.

Dr. Baljit Singh chosen to lead USask Vice-President Research Office

Following an extensive national and international search, I am pleased to report that Dr. Baljit Singh, a highly accomplished veterinary researcher, educator and administrator, will join USask as vice-president research, effective February 1, 2021. Dr. Singh, who spent 17 years at USask, including as associate dean of research for USask's Western College of Veterinary Medicine from 2011 to 2016, is currently dean of veterinary medicine at the University of Calgary. He will succeed Dr. Karen Chad who has served as USask vice-president research since 2008, and who has agreed to stay on in the role until Jan. 31, 2021.

Welcoming Dr. Melissa Just to the role of Interim Provost and VP Academic

On May 1, Dr. Melissa Just began her tenure as Interim Provost and VP Academic. Dr. Just joined USask as dean of the University Library in February 2017. She has demonstrated exceptional leadership in that time, realigning library resources to best meet the ever-evolving needs of faculty and students in an academic area that changes quickly and constantly, while also leading the development of the library's master plan. An international search for our next provost and vice-president academic is well underway and I will provide more information on the progress of that search as it is available. Please join me in congratulating and welcoming Dr. Just to this new position.

Innovation

USask Science facilities receive $77.5M in CFI funding

Over the summer, two of Canada's top science facilities at USask were awarded a total of more than $77.5M. The Canadian Light Source (CLS) synchrotron and SuperDARN (Super Dual Auroral Radar Network) Canada were awarded the funding through the Canada Foundation for Innovation's (CFI) Major Science Initiatives Fund, which ensures Canada's large, national research facilities have the support needed to operate and stay on the leading edge of research. That amount represents one-third of total funding from this program to the entire

country. Earlier this spring, the federal government announced $11.3 million from the same round of CFI funding for USask's Vaccine and Infectious Disease Organization—International Vaccine Centre (VIDO-InterVac), a world leader in developing vaccines and technologies against infectious diseases. Both VIDO-InterVac and the CLS are undertaking critically important research to combat the COVID-19 global pandemic.

USask ranked No. 1 in Canada for water resources research

According to the recently published 2020 Academic Ranking of World Universities (ARWU), USask is ranked first in Canada and 20th in the world for water resources research. USask also placed in the top 100 universities in the world in three other research areas: environmental science/engineering (51-75th place), veterinary sciences (51-75th), and agricultural sciences (76-100th). USask has been ranked as Canada's top water resources university and one of the world-leading universities for the past four years. With the establishment of the USask Global Institute for Water Security (GIWS) in 2011 and the Global Water Futures (GWF) program in 2016, the university has become a renowned centre for research into hydrological science and prediction.

In other key areas, USask tied for second place in Canada for public administration and for third place in materials science/engineering. USask was fourth in the country for both veterinary sciences and for environmental science/technology and tied for fourth spot for both agricultural sciences and food science/technology. USask tied for sixth place in both chemical engineering and earth sciences, and tied for 10th spot in Canada for law. ARWU is an influential ranking of 1,800 universities around the world based on research performance indicators such as publications, citation impact, and international collaboration.

USask to lead new CIHR Indigenous health research networks

USask health researchers have been awarded $5 million by the Canadian Institutes of Health Research (CIHR) to a lead a network of Indigenous research centres as a part of a major new national initiative. Of this funding, $1.5 million has been awarded to Dr. Caroline Tait, who is a USask medical anthropologist and member of the Métis Nation-Saskatchewan (MN-S). She will lead the national centre and coordinate health training and research with eight other regional Indigenous health research networks. With the remaining $3.5 million and in-kind support from the Federation of Saskatchewan Indian Nations (FSIN) and MN-S, Dr. Tait will lead the Saskatchewan NEIHR network to foster health research within Indigenous communities, working in partnership with the FSIN, MN-S, the Whitecap Dakota First Nation, and a team of more than 60 researchers and community partners.

USask Indigenous health leader appointed to national COVID-19 Immunity Task Force

I would like to congratulate USask Indigenous health research leader, Dr. Carrie Bourassa, for her recent appointment to the federal COVID-19 Immunity Task Force as the Indigenous Engagement Lead. This national group, which brings together 15 prominent leaders with relevant university, hospital and public health expertise, will oversee efforts to measure the scope and scale of SARS-CoV-2 immunity across Canada. As part of a recently announced $350 million dollar project to expand national testing and modelling, this two year initiative will aim to provide decision makers with the best information to manage the pandemic and assist with getting people back to work.

USask faculty members honored by the Royal Society of Canada

I am delighted to congratulate five USask faculty members who have recently been honored by the Royal Society of Canada (RSC), the national academy of distinguished scholars, scientists, artists and humanists.

- **Dr. Valerie Korinek**, history professor and vice-dean of faculty relations in the College of Arts and Science, has been named a Fellow of the RSC. She is recognized nationally and internationally as a leading cultural and gender historian, whose unconventional and bold research has challenged accepted narratives about feminism and queerness in 20th century Canada.

- **Professor Alison Norlen,** in the department of art and art history in the College of Arts and Science, has been named a Fellow of the RSC. She is widely recognized in Canada and abroad as a compelling contemporary Canadian artist, known for her massive mixed-media artworks, intricately crafted wire sculptures, and bold installations that have captivated audiences across the country and around the world.

- **Dr. Christy Morrissey,** a highly regarded international leader in avian and aquatic ecotoxicology, has been named a member of RSC's College of New Scholars, Artists and Scientists which celebrates research excellence at an early career stage. Her innovative and highly regarded research on the impacts of agricultural pesticides on wild bird populations, migratory birds, and prairie wetland ecosystems has directly influenced policy changes by governments in Canada and around the world on the safety and use of these chemicals.

- **Dr. Irena Creed,** professor in the School of Environment and Sustainability and associate vice-president research, is only the second woman to receive RSC's Bancroft Award since the awards were initiated in 1968 to honour outstanding contributions to earth sciences. Dr. Creed, whose research integrates hydrology, biogeochemistry, and ecology, is internationally recognized for providing a deeper understanding of global climate change and pollution effects on watershed functions and services they provide, such as water purification and reducing the risk of harmful algae blooms.

- **Dr. Ajay Dalai,** USask Canada Research Chair of Bio-energy and Environmentally Friendly Chemical Processing and distinguished professor in chemical and biological engineering, was awarded RSC's Miroslaw Romanowski Medal for outstanding contributions to environmental science. Dr. Dalai is an internationally renowned chemical engineer whose leading-edge research on renewable energy, heavy oil and gas processing, and environmentally safe remediation of wastewater and waste gas streams has made a major impact on producing biofuels and synthetic gas.

Dr. Jay Famiglietti honored with prestigious international lifetime award

I would like to congratulate USask hydrologist, Dr. Jay Famiglietti, who has been awarded the 2020 Hydrologic Sciences Award by the American Geophysical Union (AGU) for outstanding

contributions to the science of water over his career.

Dr. Famiglietti, executive director of USask's Global Institute for Water Security (GIWS), has led the development of novel remote sensing tools for hydrology and water security, particularly the capability to do remote sensing of groundwater using the NASA Gravity Recovery and Climate Experiment (GRACE) satellite mission. These satellite remote sensing techniques and advanced computer models have made it possible to document how the water cycle and freshwater resources are affected by climate change and to map how water availability is changing globally. Dr. Famiglietti, a faculty member in both the Department of Geography and Planning, and School of Environment and Sustainability, was recruited in 2018 from the U.S. where he had been senior water scientist with NASA's Jet Propulsion Laboratory.

Indigenization & Reconciliation

USask Indigenous Strategy

The Indigenous Strategy is now in the final stages of review and will be brought to this Senate meeting. The strategy, intended to intersect with the EDI Strategy and Action Plan and the University's 2025 Plan, calls for "meaningful and respectful action to advance Indigenization and support transformative decolonization leading to reconciliation." As recently noted in a statement by Dr. Jackie Ottmann, Vice-Provost Indigenous Engagement, "The Indigenous Strategy is a roadmap to right relations and will benefit the whole university as the Gift requires our campus community tend to its care and evidenced life within all our spaces and places. This *nayâhcikan* (sacred bundle), Indigenous Strategy, provides hope for a stronger future together not only for our generation, but also for the future of our youth into the next seven generations not yet born and beyond."

Equity, Diversity & Inclusion

Equity, Diversity and Inclusion (EDI) Policy

In June, I released an institutional statement and actions on racism. As I acknowledged in this statement, racism and discrimination are experienced by members of the USask community. Although we proclaim that we will not tolerate discriminatory or racist behavior in our teaching, learning and research spaces, those harmful behaviors nonetheless operate at our university in many forms, as they do in organizations and institutions across this country and around the world.

As Black Lives Matter protests locally and globally have shown, words alone are an insufficient response. Words can be a public acknowledgement of the need for action and a commitment to action. But racism and discrimination require all of us to act, all of the time. Acting does not necessarily mean just "calling out" unacceptable behaviour and attitudes, although that must continue where it's happening, and begin where it's not. Acting calls for the dismantling of institutional structures, policies and processes that contribute to inequalities faced by marginalized groups. Acting also means being well informed by history and current realities; and asking questions that open new ways of thinking through research and learning. It means challenging the status quo and changing our opinions. And it means leading and contributing to the discussions that universities are ideally suited to provide.

One of the key actions for guiding our continuing efforts to dismantle racism and discrimination is the Equity Diversity and Inclusion (EDI) Strategy and Action Plan, which faculty, staff and

students have been working to develop over the past year. The EDI strategy and action plan will demonstrate the university's commitment to diversity, inclusion, and equity through specific and measurable goals and actions that align to the *University's Mission, Vision, and Values* and the *University Plan.* We have been working closely with the advisory and working groups throughout the development process to ensure there is clarity of purpose between the policy, strategy and action plan. The policy will serve as an anchor for this and other EDI work on campus. I am pleased to report that this policy is ready to come before our three governing bodies, including Senate.

Sustainability

USask Sustainability Strategy

USask plays a vital role in nurturing, empowering, and unleashing the curiosity that will allow us to imagine a brighter, more sustainable future. As you know, we have an active Office of Sustainability and always have a number of sustainability initiatives underway to better the operations and facilities of the University including – building greener buildings, expanding renewable energy generation, and dedicating more than $1.5 million to sustainability projects around campus.

 Last December, I appointed a Special Advisor to the President on Sustainability, Dr. Irena Creed, to help me create a comprehensive Sustainability Strategy for our campus that could span our teaching, research, and outreach missions in addition to our campus operations. With that mandate, Dr. Creed established a President's Advisory Circle on Sustainability comprised of sustainability leaders and champions from across campus with the primary purpose to advise on the creation of the plan.   With the help of the Circle, she consulted with students, faculty, and staff over the first half of 2020 to determine the scope, direction, and detail of what a made-in-USask sustainability plan needed to be.

Based on this first round of consultations we have created a draft strategy and are now beginning to seek more input from the campus and beyond to ensure that our strategy expresses the commitments we aspire to.   It is expected that consultations will take place over the fall with the hopes to bring a final copy for endorsement to University Council, the Board of Governors, and this Senate in early 2021.

Community & Outreach

Prince Albert USask Campus Virtual Opening

A virtual celebration on September 15th marked the 'soft' opening of the new Prince Albert USask campus. The two-story, 110,000-square foot campus was renovated to include classrooms, offices and lab facilities; and will bring together the university's educational programming currently taking place at sites across the city. The new space will accommodate students in the Colleges of Agriculture and Bioresources, Arts and Science, Education, Kinesiology and Nursing, and the Edwards School of Business. Additionally, students will also be able to complete one year of study towards: dentistry, medicine, nutrition, pharmacy, physical therapy and veterinary medicine.

USask has a long history of being present in the north—running academic programs and conducting research with communities. The new campus, along with the development of a northern strategy, reaffirms the university's commitment to Indigenous and northern education.

During the 2018/2019 academic year, more than 410 students in the colleges of arts and science, nursing, and medicine took USask classes in Prince Albert. Of those students, 55 per cent were Indigenous.

Due to COVID-19 protocols in place for all USask campuses, in-person access to the new campus will be limited. A grand opening event will be planned for a future date when it is once again safe to gather in person.

USask partners with Sask. First Nation to open Northern community dental clinic

The College of Dentistry at USask has partnered with the Big River First Nation to launch a new dental clinic, providing service to a community with limited access to oral health-care. The clinic, which officially started taking patients on Sept. 28, is located in the Big River First Nation Health Centre. Prior to its opening, community members would have to travel to the nearest dental clinics in Shellbrook, Prince Albert or Saskatoon. The new dental clinic will offer diagnostic, treatment and preventative services. It will operate on scheduled days based on demand, with extended hours—including some evenings and weekends—for flexibility to access.

USask, Meewasin sign MOU to better serve community

In mid-September, the University of Saskatchewan (USask) and the Meewasin Valley Authority (MVA) signed a MOU to increase strategic collaboration efforts on research, education and outreach projects between the two organizations. The MOU will strengthen our long-standing relationship with the MVA, while guiding us to be strategic and responsible about our community contributions. The formal relationship was reinforced at the MVA's first *Valley Summit* where the MOU virtual signing took place. The areas of work stated in the agreement include: business and infrastructure planning, student experience, research, community outreach and marketing, and project collaboration. The MOU establishes a working group with representation from both USask and the MVA to further the collaborative efforts and complement the work already underway between the organizations.

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Senate Report, October 24th, 2020

A lot has changed over the past 5 months, we've had to navigate through our new virtual reality as well as other challenges that have risen due to COVID-19. Although this year looks a lot differently than what we had planned, the University of Saskatchewan Students' Union (USSU) has worked hard to ensure that we continue to support students. Like many organizations across the world, the USSU shut down to the public, laying off close to 150 staff members and reimagining our role as service providers and advocates for the undergraduate students of the University of Saskatchewan. Our Senior Managers have been working very hard to ensure the continued operations of the USSU and assisting the new executives into their role. At the beginning of our term in May the elected executive began transitioning process, roles, we are proud to introduce the following:

- Jamie Bell (Vice President of Operations and Finance) has been elected into his second term of this role, signifying his capabilities as a student leader at our institution. Jamie sat as a member of the Students' Council prior to being elected into his current role. Jamie is enrolled in the Edwards' School of Business

- Kiefer Roberts (Vice President of Academic Affairs) who is enrolled in Arts and Science and is a Political Studies Major. Kiefer sat as a member of the Students' Council for two years prior to being elected into his current role. Kiefer is a member of the Lac La Ronge Indian Band and comes from Stanley Mission, located in Northern Saskatchewan

- Jory McKay (Vice President of Student Affairs) was the USSU Pride Centre Coordinator for two years prior to being elected into his current position. Jory is currently majoring in Anthropology and in his 4th year.

- Autumn LaRose Smith (President) is the first indigenous woman to be elected into this position and the 6th indigeous president of the USSU. Prior to her current role she was elected as the Vice President of Student Affairs for the 2019-2020 school year. Autumn is currently an education student in the Saskatchewan Urban Native Teachers Education Program.

During the summer months we were quite busy with a record breaking increase of Academic grievances due to the quick change to online learning in the final months of the 2020 winter term. We aided the University in planning the Pride celebrations as well as released a new Campus Groups Policy which will allow for further funding and support. The executive began their strategic direction and goal planning for the new year, building off of the Path

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Forward, the strategic plan created by the prior executive. We also saw tremendous tragedy resulting in the Black Lives Matter movement that captured the entire world. The Executive released a statement with the following action items:

1. Work alongside students and staff to develop anti-racism policies for the University of Saskatchewan Students' Union.
2. Dedicate funds towards anti-racism initiatives and partnerships with student groups.
3. Continue to provide and strengthen anti-racism training for our USSU staff and volunteers.

As a result of our statement, the executive committee began working with Peter Stoicheff and the University Executive Committee in developing an Anti Racism Memorandum of Understanding. This MOU outlines our commitment, roles and responsibilities for Anti Racism work as well as secures funding to support student initiatives.

The University of Saskatchewan Students Union executives voted unanimously to use reserve funds to offer EmpowerMe for the 2020-2021 term, a 24/7, 365 days a year counselling and mental health service which is free for undergraduate students. This decision was in recognition of the difficult year ahead and the need for accessible mental health services, EmpowerMe is offered in 7 different languages and available anywhere in canada. With the help of our Senior Managers we have hired two new centre coordinators, Tasnim Jaisee our Women's Centre Coordinator, and Rene Clarke our Pride Centre Coordinator to work alongside Jerin Islam, our Help Centre Coordinator. Our Centre Coordinators have been working very hard to transition into their new roles and create virtual opportunities for students to build relationships and strengthen communities. They have created a Discord Server which has already connected over 1400 University of Saskatchewan undergraduate students and have started a number of support groups on the server.

In the meantime, we have also created the Campus Groups Office, currently a virtual hub for student leaders which will support the over 100 different student groups ratified with the USSU. Our VP Finance and operations with the help hosted Campus Clubs week which offered a number of training opportunities for student leaders. We have also worked closely with the City of Saskatoon and the University of Saskatchewan to ensure that students had access to the transit system. Our senior managers have been very busy distributing the upass over the past couple of months through an appointment system to ensure physical distancing. Louis' Loft has also opened on campus from 9am-4pm and has been voted and named Saskatoons Best Place to Eat on Campus by Planet S.

Throughout these troubling times we have also seen success in our advocacy. The USSU called for a tuition freeze which we are happy to have received and hope the university

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continues to recognize the financial stresses that students face. The executives have also been working closely with the Undergraduates of Canadian Research-Intensive Universities (UCRU) to advocate for Undergraduate students on a federal level. In the beginning weeks of September we met the new University Students' Council members and populated our committees. We are currently in the process of planning a Mayoral Candidates Forum with the help of Martin Gaal, PhD, Lecturer from Department of Political Studies. As we navigate post secondary education and COVID-19 we are dedicated to advocating for an affordable and accessible student experience.

As we continue with the school year and become acclimated to online classes we must remember to work together as a community to ensure the safety for all. The University of Saskatchewan Students Union continues to with our vision to strive to be the recognized leader in enhancing the student experience. We will continue to represent undergraduate students and advocate on their behalf to all levels of government and the University of Saskatchewan. We are dedicated to providing services and support and will continue to adapt to our new virtual reality. We encourage all students and community members to reach out with any questions, comments, and concerns. We look forward to working with and for students.

With respect,
Vice President Jamie Bell
Vice President Kiefer Roberts
Vice President Jory McKay
President Autumn LaRose-Smith

University of Saskatchewan Graduate Students' Association

GSA Report to Senate – October, 2020

Dear Members of Senate,

On behalf of the Graduate Student's Association, we welcome all members of University Senate to the new 2020-2021 academic year. We have a unique year ahead of us with the ongoing COVID-19 pandemic and we look forward to working with members of Senate to adapt and evolve during these unprecedented times, while striving for professional and academic excellence for our graduate students. We hope to foster an environment of diversity, inclusiveness, and equity so that our graduate students may experience a sense of positivity within our institution. The Graduate Students' Association will focus on four main areas of interest:

1. Engaging Students

2. Mental Health

3. Student-Supervisor Relationship

4. Board of Governors

1. Engage Students

Much like the Graduate Students' Association's predecessors, the Executives for the 2020-2021 term will continue initiatives to engage graduate students within the university community. However, due to COVID-19, this will look a lot different this year with many virtual and curbside pickup events being arranged that aim to encourage graduate students to participate and gain a sense of community. These events are coordinated around graduate student skills, financial management, mental health, and student engagement on social platforms, to name a few. The Graduate Students' Association maintains its efforts in providing students with the necessary

resources, advocacy, and other services, which will enable our graduate students to have a successful year ahead.

2. Mental Health

The Graduate Students Association has continued its efforts in enhancing mental health services and providing increased benefits to graduate students and our members in order to promote an environment of positivity and support. We look forward to working with other partners on campus to provide services and events that enhance mental health and wellness.

3. Student-Supervisor Relationship

The student-supervisor relationship is an important part of the graduate student academic journey. The Graduate Students' Association strives to continue enhancing this relationship in a positive direction in order to benefit both graduate students and supervisors. Taking this into consideration, the Graduate Students' Association continues to promote the Student-Supervisor agreement, which is mandatory for all incoming graduate students as of May 2020. We also encourage continuing graduate students to utilize the Student-Supervisor agreement in order to form a baseline of understanding, enable students and supervisors to be informed of each other's expectations, ensures accountability, and improves the overall academic and professional life of both graduate students and supervisors. With the support of the College of Graduate and Postdoctoral Studies, we are working on next steps on how to obtain feedback from our student community, and therefore, to engage in conversations on future necessary updates that may be required. Overall, we will continue to advocate for the use of this document across campus for all graduate students.

4. Board of Governors

The Graduate Students' Association Executives will also continue our predecessors' work towards acquiring a seat on the Board of Governors for graduate student representation. We look forward to working with members of Senate for the benefit of all graduate students this academic year.

Humaira Inam

President, Graduate Students' Association

**Board of Governors
Report to Senate
October 24, 2020**

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 will miss everyone this year. 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. In July, the government appointed two new members – Keith Martell and Darrel Monette.
- Senate elected members - Allan Adam and me, Joy Crawford
- Student member –Autumn LaRose-Smith, USSU President
- Faculty member - Jay Kalra

Shelley Brown was serves as chair of the board and I am vice chair. I am also the chairperson of the Governance & Executive and the Audit & Finance committees. Alan Adam chairs the Human Resources committee and Ritu Malhotra chairs Land & Facilities committee.

The University of Saskatchewan Board of Governors held 3 board meetings – July 6 & 7, July 29 and October 5. Like everyone else, we have had to adjust so these meetings were virtual. Typically, the October meeting would also include a day for strategic work, however, this was deferred until March 2021.

Of note, public minutes of the board meetings are now be posted on the University Secretary web page. This is something that has been requested for quite some time and I am delighted to announce that as of July 2019, this was put in place. However, in preparing this report, I see that there have been some delays in publishing these minutes. I am working with the University Secretary's office to get this remedied.

BOARD HIGHLIGHTS
Indigenous Strategy
The board received a presentation from Jackie Ottmann, Vice Provost Indigenous Engagement. The vice provost described the extensive consultation process, with community as well as Indigenous faculty, staff, and students. There was a large community gathering at Wanuskewin, with 29 different Indigenous organizations attending and four Elder gatherings were held. She described gifting as an expression of respectful reciprocity – there is a

responsibility for maintaining and ensuring the care of the gift. The document outlines responsibilities as well as wise practices. It is written through Indigenous voices, with Indigenous thought. There are 7 themes that came out of the consultations, which were formed into commitments: Renewal, Creation, Right Relations, Representation, Stewardship, Wellness, and Safety. Each is accompanied by calls to action.

Meeting with the Minister of Advanced Education
Minister Tina Beaudry-Mellor met with the board. Discussions with the Minister are strategic in nature focussing on the COVID response, the strong leadership at the university and the need for continued collaboration.

Divestment of the Poultry Science Building and Seed Barn
The Board approved the divestment of the Poultry Science Building and Seed Barn as both buildings require a significant investment in order to be brought to a level that is safe for any use. Removing the buildings will eliminate deferred maintenance and operating costs, and open campus space for future development as part of the Campus Master Plan. The buildings will be relocated off campus for alternate uses. Demolition is only considered as a last resort. Recent publicity has resulted in some expression of interest however, nothing is finalized at this time.

Meeting with Representatives of the Provincial Auditor
The Provincial Auditor serves as the external auditor of the University of Saskatchewan. There are 2 meetings a year with representatives from the Provincial Auditor's office. The focus of the July meeting is the results of the most recently completed fiscal year.

Appointment of Vice President, Research
The Board of Governors approve the appointment of Dr. Baljit Singh to the position of Vice-President Research at the University of Saskatchewan.

PERSONAL ENGAGEMENT
In addition to serving as vice-chair of the board and chairing the Governance & Executive and Audit & Finance committees, 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

An interesting development this past June, 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 have stepped into the leadership role as interim president to finish the remainder of the 2020/2021 term and will then step into the president role for 2 years starting in June 2021. 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 am able to represent the University of Saskatchewan in this way, with thanks to Senate and their confidence in me, as Senate-elected board of governor.

Finally, here are some the University-related events I have attended:
- Thanks COVID. I have missed attending and participating in the usual richness of University life.
- I did listen in on the Alumni Weekend virtual talk by Volker Gerdts, VIDO-InterVac Director and CEO.

In closing, I wish all of you the best of health and I look forward to when we can again meet in person.

Respectfully submitted,
Joy Crawford

UNIVERSITY OF SASKATCHEWAN

FOR ACCEPTANCE

PRESENTED BY: Dr. Jacqueline Ottmann, Vice-provost Indigenous Engagement

DATE OF MEETING: October 24, 2020

SUBJECT: **Indigenous Engagement Strategy**

DECISION REQUESTED: It is recommended that Senate accept the "Indigenous Strategy".

BACKGROUND AND SUMMARY:

The University of Saskatchewan's (USask) Indigenous Strategy emerged exclusively from the voices of Indigenous peoples. Indigenous peoples from the city of *misâskwatômina (*Saskatoon), the province of *kisiskâciwan* (Saskatchewan) and beyond; Indigenous students, staff, faculty, and leaders with a direct connection to the university; and kiseyiniwak (Elders), oskâpêwak (Elder's Helpers), Knowledge- and Language-Keepers who recognize the university's role in building communities across this province and nation have given voice to this strategy as an expression of self-determination, an invitation to reset relationships, and as a gift in the form of a framework for reconciliation for the University of Saskatchewan.

Process as Ceremony

Eight consultation sessions that were held over seven months guided the creation of the strategy. These sessions were intentionally designed as ethical spaces for engagement and to initiate ethical relationality between participants. The largest kiseyiniwak (Elders) and Traditional Knowledge Keepers Gathering in the University's history began the strategic process 'in a good way.' USask's Indigenous faculty, staff, and students were asked for their guidance, as was the broader Indigenous community. More than 80 Indigenous peoples representing 29 organizations came together to inform this strategy. In April 2020, eight consultation sessions with USask's Indigenous students, staff and faculty were held through Zoom to validate the Indigenous Strategy.

Strategy as Gift, Strategy as Reciprocity

This strategy is a gift to the University of Saskatchewan and is not modeled on traditional institutional strategy formats. Rather, this strategy seeks to inform and inspire by including foundational teachings on our shared histories and invites a respectful, reciprocal relationship moving forward.

For Indigenous peoples, gifting is how we come to be in relation with one another — sharing resources, territories, knowledge, etc. A gift, once given, imbues within it a responsibility to relationship and the spirit of reciprocity through working together 'in a good way.' For Indigenous peoples, this strategy embodies a spirit of belonging, empowerment and hope that systemic and affective change is possible. For non-Indigenous peoples who have received and accepted this gift, this strategy should enlighten, inform and guide.

Strategy as Voice

Written by and with Indigenous peoples, this strategy's voice reverberates with Indigenous language, philosophy, tradition, and spirituality.

Four Guiding Questions

Who are we? Where do we come from? Where are we going? What are our responsibilities?

At their core, these questions embody a doctrine of relationships: wâhkôhtowin. We do not simply inhabit a physical place at a moment in time. One's sense of wholeness derives from the seven generations that preceded us, the seven generations yet to come (those children not yet born), and the unassailable connections, inextricable interconnections, and relationality to our community, our environment and the cosmos that sustain life.

Seven Commitments
Seven themes emerged from the voices of the Indigenous peoples guiding the creation of the Indigenous Strategy and these themes have been reframed as interdependent and mutually reinforcing commitments that contribute to the self-determination of Indigenous peoples — consequently, benefitting all peoples. These commitments are Safety, Wellness, Stewardship, Representation, Right Relations, Creation, and Renewal. From these seven commitments, eighteen guiding principles emerged, with thirty-seven calls to action, and thirty-four markers to indicate progress towards the strategy's goals.

Indigenization as Responsibility
USask has legal, ethical, and moral obligations to implementing Indigenization on its campuses. Receiving the gift of this Indigenous Strategy requires responsibilities to be upheld in order to foster a reciprocal relationship between USask and Indigenous peoples. These responsibilities include: recognizing Indigenous Peoples as Turtle Island's original peoples; uplifting Indigenous peoples, acknowledging the sophistication and complexity of Indigenous Knowledges; supporting the work of reconciliation, redressing past wrongs, mending and healing broken relationships, and laying the foundation for our shared future; responsibility to Seven Generations, All our Relations, and to sharing our Truths embedded in our stories. Rooted in the principles of respect, responsibility, reciprocity, and sustainability, we look forward to working hand-in-hand with USask to build on its commitment and aspiration for Indigenization.

Decolonization as Success
By accepting this Indigenous Strategy as a gift and upholding the spirit and intent of the relationship through implementing the calls to action, the University of Saskatchewan will know that we have achieved our markers when Indigenous Peoples have indicated success and when:
- The relationship between Canada's First Peoples and all Canadians is based on the principles of recognition, respect, sharing and mutual responsibility.
- The stories told will be vastly different—embedded with possibility, hope and strength.
- Indigenous knowledges live in programming, curricula, strategies and practices.
- Indigenous leadership is secured in governance structures—role models for everyone are evident and commonplace, at all levels.
- Learning and relationships are richer because of Indigenous methodologies and pedagogies.
- "Why?" is replaced with "When?" and "Now what?"
- Our children anticipate the University experience and look forward to being agents of change.
- The University of Saskatchewan is a place and space of transformation and great influence (teachers, lawyers, nurses, doctors, engineers, entrepreneurs), and will be known as the epicenter of Indigenization and Reconciliation.

ATTACHMENTS:
PowerPoint
Strategy Document

University of Saskatchewan

Vision

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

University of Saskatchewan

Principles

Commitment to Community

Different Ways of Knowing, Learning & Being

Diversity, Equality, and Human Dignity

Reconciliation

Sustainability

University of Saskatchewan

The University Plan: Deep Roots

nīkānītān manācihitowinihk | ni manachīhitoonaan ("let us lead with respect")

1. nākatēyihtamowin | nakaatayihtaamoowin: sustainability

2. nihtāwihcikēwin | nihtaooshchikaywin: creativity

3. nanātohk pimātisowina | nanaatoohk pimatishoowin: diversity

4. āniskōmohcikēwin | naashkoopitamihk: connectivity

University of Saskatchewan

2025 Aspirations

Transformative Decolonization Leading

to Reconciliation

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.

The University the World Needs
nīkānītān manācihitowinihk
ni manachīhitoonaan

Our plan weaves together our commitments, goals, principles, regions of impact, and mission, vision and values. In the summer of 2018, the Indigenous community gifted a name to the plan; nīkānītān manācihitowinihk in Cree and ni manachīhitoonaan in Michif which translates as "Let us lead with respect."

DISCOVERY

REGIONAL

INDIGENIZATION

PROVINCIAL

COURAGEOUS
CURIOSITY

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

- Unleash Discovery
- Uplift Indigenization
- Embrace Interdisciplinarity
- Seek Solutions

SUSTAINABILITY

DIVERSITY

BOUNDLESS
COLLABORATION

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

- Enrich Disciplines
- Align Structures
- Embolden Partnerships
- Experience Reconciliation

CONNECTIVITY

CREATIVITY

INSPIRED
COMMUNITIES

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

- Embrace manacihitowin (respect one another)
- Amplify Value
- Celebrate Stories
- Energize Champions

TEACHING AND LEARNING

NATIONAL

INTERNATIONAL

ENGAGEMENT

INTENT OF THE UNIVERSITY PLAN:

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

2025 ASPIRATIONS

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

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

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

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

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

UNIVERSITY OF SASKATCHEWAN

Honoring Seven Generations Through Indigenous Strategy

Why Now?

- An Indigenous Strategy is the "Right Thing to Do"
- Obligations
  - Legal – i.e. Constitutional, UNDRIP
  - Moral – leading with right behaviors
  - Ethical – collective responsibility to justice

USask Indigenous Strategy

- 1st USask Indigenous Strategy to consult exclusively with Indigenous voices for direction

- Different from "traditional" strategies

   a) Educational

   b) Requires Reciprocal Relationality for entire USask Community

   c) Will position our Institution as an Indigenization leader in the country

Process as Ceremony

"The way in which something is done becomes very important because it carries with it all the meaning. The **meaning is derived from context**, *including the depth of relationships with the spiritual world, elders, family, clans, and the natural world."*

Leanne Betasamosake Simpson
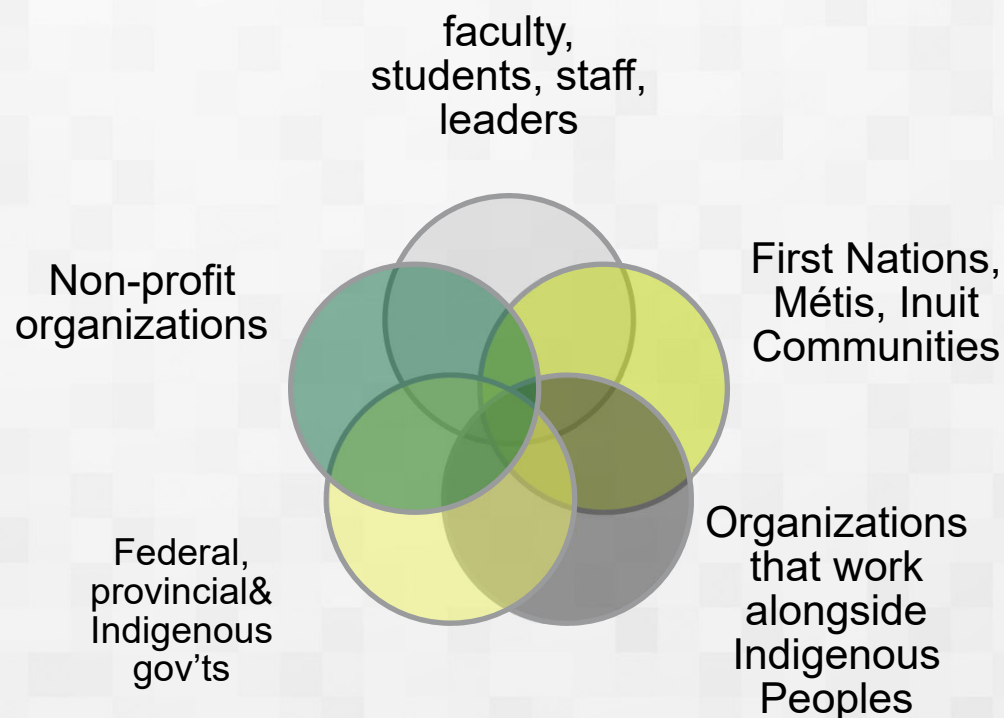
Importance of Indigenous Voices

- 8 gatherings over 7 months

- kêhtêayak (Elder) and Traditional Knowledge Keeper Gathering began our strategic process 'in a good way' – 4 sessions

- USask Indigenous Faculty Gathering

- USask Indigenous Staff Gathering

- USask Indigenous Student Gathering

- Indigenous Community gathering
  - 80+ Indigenous Peoples, representing 29 organizations

The Importance of Voice

Strategy As Gift

Indigenous peoples across Saskatchewan—faculty, staff and students with a direct connection to the university; elders, knowledge and language keepers who recognize the university's role in building communities across this province—have given voice to this strategy as an expression of self-determination, an invitation to reset relationships and a framework for the University of Saskatchewan's reconciliation journey.

Strategy as Reciprocity

- As a gift, this strategy is a symbol of reciprocity and requires acknowledgement of our responsibilities.

- For Indigenous peoples, this strategy embodies a spirit of belonging, empowerment and hope that change is possible.

- For non-Indigenous peoples who have received and accepted this gift, this strategy should enlighten and guide.

Strategy As Voice

Written by and with Indigenous peoples, this strategy's voice reverberates with Indigenous language, philosophy, tradition, and spirituality.

4 Guiding Questions*

Who are we?

- wenan neenawint?
- awayna niiyaanaan?
- awīna ōma kiyānaw?
- dúwebi he?
- Ëdłąghį̱ʔat'į̱ʔa?
- Ountounwapi he?

Where do we come from?

- ahndi gaa ondosayang?
- taanday ooshchiiyaahk?
- tāntē ōma ē ohtohtēyahk?
- dókiya ecídayabi he?
- Ëdłįniʔots'į̱ʔait'į̱ʔá?
- Tokitahan Ounhipi he?

*Translated into Saulteaux, Cree, Michif, Nakota, Dene (T dialect), and Dakota.

4 Guiding Questions

Where are we going?

- ahndi eazang?
- taanday itoohtayaahk?
- tāntē ōma ē itohtēyahk?
- udókina he?
- Ëdłasiťasʔa?
- Tokiya Ounyanpi he?

What are our responsibilities?

- wayganayn tsi dotamang?
- kaykwy chi tootamaahk?
- kīkwaya ōhi kā wī itasihkamahk?
- wozuye dágu he?
- Ëdłaghë Nųhlaʔa?
- Taku Hec'eh Awac'amin?

Where Do We Come From?

- We come from Creator

- We come from Turtle Island

- We come from a legacy of resilience and self-determination.

- We come from a place that values relationships

- We come from a past, present and future shaped by hope.

Strategy as Metaphor
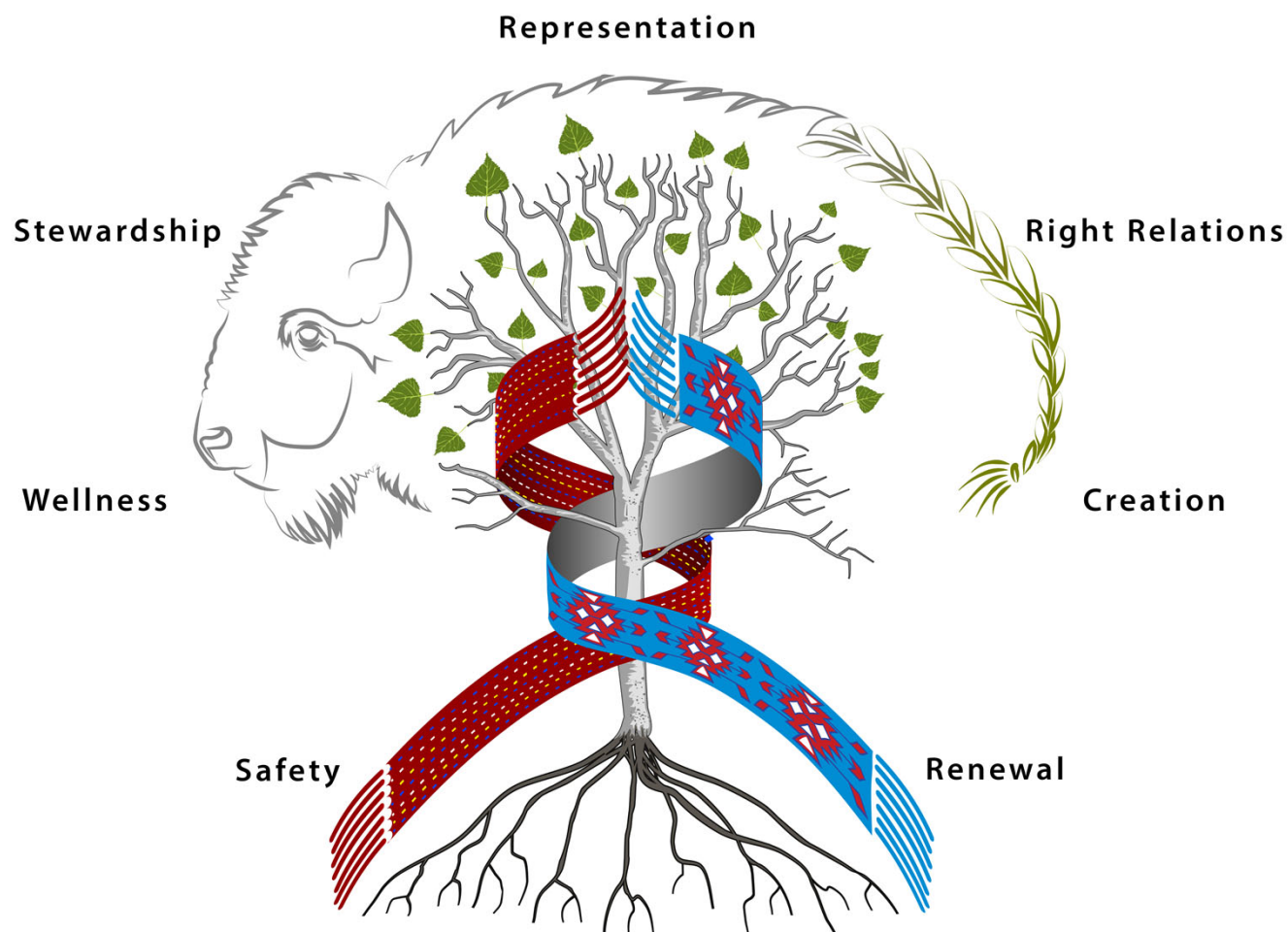
Where Are We Going?

1. Safety
2. Wellness
3. Stewardship
4. Representation
5. Right Relations
6. Creation
7. Renewal

- The commitments are interdependent and mutually reinforcing
- They contribute to the self-determination of Indigenous peoples, benefitting all peoples
- What is good for Indigenous peoples is good for all peoples

UNIVERSITY OF SASKATCHEWAN

When We Get There

- The stories told will be vastly different—embedded with possibility, hope and strength.

- Indigenous knowledges are accessed respectfully through formal, informal, and nonformal learning programming, curricula, and practices.

- There is an increased understanding of the terms Indigenization, decolonization and reconciliation across all members of the University, and greater integration into current administrative structures.

When we get there

- Indigenous leadership is secured in governance structures—role models for everyone are evident and commonplace, at all levels.

- Learning and relationships are richer because of Indigenous methodologies and pedagogies.

- "Why?" is replaced with "When?" and "Now what?"

- Our children anticipate the University experience and look forward to being agents of change.

- USask is a place and space of transformation & great influence (teachers, artists, lawyers, nurses, doctors, engineers, scientists, entrepreneurs), and will be known as the epicenter of Indigenization and Reconciliation.

nayâhcikan

naidi tł'eł / wapah'ta wakan / waparh t́abí
oskipitahgun / aen paaktoon ka ayaamihaahk
sacred bundle

INDIGENOUS STRATEGY

FOR THE UNIVERSITY OF SASKATCHEWAN

As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

We also acknowledge the lands and Treaty territories that constitute kisiskâciwan (Saskatchewan), and the Indigenous Peoples that call kisiskâciwan home. The University of Saskatchewan is ultimately intertribal in spirit.

UNIVERSITY OF
SASKATCHEWAN

SECTION 35 OF *THE CONSTITUTION ACT 1982*

Canada's Constitution Act of 1982 recognizes and affirms our existing Aboriginal and Treaty rights, which comprise our Indigenous constitutions. The Constitution of Canada recognizes Indians (First Nations), Inuit, and Métis as the Indigenous Peoples of Canada.

1. The existing Aboriginal and Treaty rights of the Aboriginal peoples of Canada are hereby recognized and affirmed.

2. In this Act, "Aboriginal peoples of Canada" includes the Indian, Inuit and Métis peoples of Canada.

3. For greater certainty, in subsection (1) "Treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

4. Notwithstanding any other provision of this Act, the Aboriginal and Treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

nayâhcikan

naidi tł'eł / wapah'ta wakan / waparh t́abí oskipitahgun / aen paaktoon ka ayaamihaahk
sacred bundle

The University of Saskatchewan's Indigenous Strategy has been gifted with a powerful name, **nayâhcikan** (sacred bundle), by a group of 10 First Nations and Métis kêhtē-ayak (Elders), Traditional Knowledge Keepers and Language Teachers. *nayâhcikan* (sacred bundle) is a parchment that holds great significance, much of which is challenging to translate and articulate into the English language. The *nayâhcikan* (sacred bundle) carries within it sacred objects that serve as reminders for remembrance and reverence. The *nayâhcikan* (sacred bundle) holds within it the valued, cherished, life-giving memories, stories, histories, knowledges, voices and hearts of the Indigenous peoples—past, present and future—that have been, are, and will be connected to the lands that the University of Saskatchewan (USask) resides on, and to the promise that the University holds. The contents within the *nayâhcikan* (sacred bundle) have to be respected, taken seriously, handled with care, and brought out annually to ceremonially commemorate the energies in our community.

The *nayâhcikan* (sacred bundle) is ceremoniously led, awakened and cared for by women, by grandmothers—the protectors and keepers of the fire. Kim Anderson (Cree-Métis) shared Saulteaux Elder Danny Musqua's wise words to begin her book, *Life Stages and Native Women: Memory, Teachings, and Story Medicine* (2011):

> *We never had any doubt that women were the centre and core of our community and nation. No nation ever existed without the fortitude of grandmothers, and all of those teachings have to be somehow recovered (p. 3).*

Through this *nayâhcikan* (sacred bundle), grandmother teachings and other valuable Indigenous teachings are being practiced and recovered in this context. Women have a central role for the caring and maintenance of the *nayâhcikan* (sacred bundle), but the whole community is responsible for actively learning its stories, teachings, commitments, calls to actions and markers. The whole USask community is responsible for ensuring that we strive for right and good relations through the principles such as *wîcihtowin* ("the act of helping each other, mutual assistance and respect between land and people"), *wâhkôhtowin* (good relations, right relations), *wîtaskêwin* ("living harmoniously and peacefully with one another").

It is through the practice of renewal ceremonies using respectful protocols, such as those connected to the *nayâhcikan* (sacred bundle), that meaningful reciprocal, respectful, restorative and rejuvenating relationships will be created, strengthened, and sustained inside and outside the USask boundaries.

DR. JACQUELINE OTTMANN
Vice-Provost Indigenous Engagement

That is the fundamental nature of gifts: they move, and their value increases with their passage. The more something is shared, the greater its value becomes. The essence of the gift is that it creates a set of relationships based on respect and reciprocity. In the gift economy, gifts are not free … They are a "bundle of responsibilities".

Adapted from *Braiding Sweetgrass* by Robin Wall Kimmerer

kēhtē-ayak (Elders), Traditional Knowledge Keepers and Language Teachers

Eugene Arcand	Louise Halfe	Harriet Oakes-St.Pierre
Lorna Arcand	Murray Hamilton	Jacob Pete
Bob Badger	May Henderson	Jacob Sanderson
Marie Battiste	(the late) Frank Kayseas	Senator Sol Sanderson
Anthony Blair-Dreaver Johnston	Enola Kayseas	Myrna Severight
Monica Buffalo	Margaret Keewatin	Edwin St. Pierre
Maria Campbell	Kevin Lewis	Cy Standing
Mona Creely-Johns	Lyndon J. Linklater	Sonia Starblanket
Nora Cummings	Maria Linklater	Wendell Starblanket
Roland Duquette	Randy Morin	Leona Tootoosis
Norman Fleury	Larry Oakes	Rosalie Tsannie-Burseth

INDIGENOUS LANGUAGE TRANSLATORS

Bob Badger (Saulteaux/ nakawē)	**Corleigh Powderface** (Nakota)
Norman Fleury (Michif)	**Kelvin Dale McKay** (Dakota)
Kenneth Helgeson (Nakota)	**Randy Morin** (Cree)
Sykes Powderface (Nakota)	**Rosalie Tsannie-Burseth** (Dene)

tāŋyaŋ yahiƥi / dạyạ́ wacímnaga tawā / taanishi / tawāw welcome

It is an honour to gift the *nayâhcikan* (sacred bundle), this Indigenous Strategy, to the University of Saskatchewan on behalf of the Indigenous people who created it.

This strategy uplifts Indigenous voices. It presents our stories. It honours seven generations of our ancestors and seven generations of our children not yet born. As an act of self-determination, this strategy expresses the creativity, the aspirations and the expectations of Indigenous peoples. It testifies. It teaches. It guides.

This strategy is a gift to non-Indigenous people. We are indebted to the generosity of Indigenous people across Saskatchewan who dedicated such care and effort in creating this document. We are hopeful the University community, in accepting this gift, will dedicate reciprocal care and effort in embracing the responsibilities this gift entails.

This strategy invites non-Indigenous people to walk with us and celebrate the harmony of parallel journeys. As the Indigenous Strategy for the University of Saskatchewan, this document is a companion to the University Plan 2025, shining a light on the University's reconciliation journey and helping to pave paths for Indigenous and non-Indigenous people alike to work collaboratively and willingly to reach a shared destination. The presentation of this document also reflects parallel journeys: the left side of each page teaches us about Indigenous ways of knowing and being; the right side narrates the plan; and together, they illuminate the wholeness of the strategy.

This strategy acknowledges the University's participation—historical and persistent, overt and subtle—in colonialism and reflects the University's conviction to decolonize. This strategy is powerful because it is honest, not tokenistic. It required courage to write. It requires courage

to read. And, most importantly, it will require courage to implement.

This strategy challenges all of us to engage in the difficult work of resetting relationships. Getting to this point has not been easy for the diverse communities of Indigenous stakeholders who have wrestled with this strategy and what it means for a University to decolonize, to reconcile, to Indigenize. The gifting of this strategy does not signal the end of struggle; it signals the resurgence of a process of awakening and renewal.

This strategy is alive. We have put forward a framework of commitments, principles and calls to action that institutional bodies, offices, colleges and units will need to interpret and build into their own strategic and operational plans. The markers associated with each commitment indicate the change we expect to see, forming the basis for indicators that the Office of Institutional Planning and Assessment, in collaboration with senior leadership portfolios, will develop and use to monitor our progress. This strategy is not a prescription; it is not static. It represents a living, cyclical process of learning, measuring and adapting—as dynamic and resilient as the Indigenous voices it embodies.

I am so grateful to our kēhtē-ayak (Elders) and Traditional Knowledge Keepers, Indigenous Language Teachers and Language Translators, and the scores of Indigenous students, staff and faculty who have given so much to create this strategy. We honour you with this document— and with our commitment to getting the job done in a good way.

miigwetch
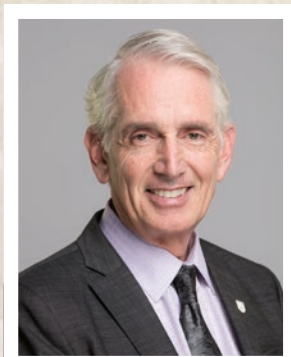
DR. PETER STOICHEFF
President and Vice-Chancellor

An Indigenous Strategy:
The 'Right Thing to Do'

The development of an Indigenous Strategy is the 'right thing to do' for the University of Saskatchewan. We have constitutional/Treaty rights (e.g. Constitutional Act 1982, UN Declaration on the Rights of Indigenous Peoples), human rights (e.g. Universal Declaration of Human Rights, 1948; Canadian Human Rights Act, 1977; Canadian Charter of Rights and Freedoms, 1982), moral and ethical obligations to ensure this work is "done in a good way", with integrity. Moral obligation refers to individual values and internal interpretations (i.e., internal compass) of what is right and wrong in relation to standards of behaviour—the focus is on 'right relations' and doing the 'right' thing. Ethical responsibilities refer to community/collective responsibilities to fairness and justice— the obligations to humanity. The Indigenous Strategy will guide and help ensure that the work done with and alongside Indigenous peoples is driven by legal, ethical and moral responsibilities.

On behalf of the University of Saskatchewan, I accept the gift of the *nayâhcikan* (sacred bundle), this Indigenous strategy, with profound gratitude, respect and hope.

I am proud to lead a University with the humility to embrace the responsibility this gift entails; the readiness to learn from and be guided by the wisdom of the Indigenous peoples who will lead us on the journey toward right relations; and the conviction to grow and do better as a community.

The University of Saskatchewan's aspiration, as expressed in our University Plan 2025, is nīkānītān manācihitowinihk | ni manachīhitoonaan (to lead with respect) and to be The University the World Needs. More than ever, the world needs a University in which decolonization, reconciliation and Indigenization are an animating force. The Indigenous Strategy presented in these pages uplifts decolonization, reconciliation and Indigenization at the University of Saskatchewan because it was written by Indigenous peoples for the University. It does not read as a traditional strategy—nor should it. It speaks with the power of Indigenous voices.

I am personally committed to upholding the vitality and urgency of this document through meaningful action. Over the coming weeks, months and years, this foundational strategy will guide the choices we make as a University community. It will distinguish us as an institution and set the benchmark for how an Indigenous Strategy should be created, received and implemented. It will help the University of Saskatchewan Lead with Respect and become The University the World Needs.

miigwetch

[signature]

thank you
mąsi / pidamaya / pinámaya
miigwetch / marsee / hiy hiy

The Many Voices of Indigenous Peoples

The Indigenous Strategy reflects the voices of Indigenous peoples from across Saskatchewan, specifically those who have a deep connection to the University and its history; primary languages groups in Saskatchewan include Plains Cree, Woodland Cree, Swampy Cree, Dene, Dakota, Lakota, Nakota, Saulteaux, and Michif. We have communicated key Indigenous principles and terms throughout this strategy in several Indigenous languages native to Saskatchewan as a sign of respect to the voices that created this strategy and to uphold our linguistic and cultural history. Each main section of the Strategy is introduced in six Indigenous languages—in order of appearance: Dene, Dakota, Nakota, Saulteaux, Michif and Plains Cree—in addition to English. Further, use of Indigenous terms in the body of the strategy is denoted with the Indigenous language group in parentheses.

Let us lead with respect
DEVELOPING THE INDIGENOUS STRATEGY

The development of the Indigenous Strategy is rooted in the Indigenous principles of nīkānītān manācihitowinihk (Cree) and ni manachīhitoonaan (Michif)—which translates to "Let us lead with respect". By leading with respect, we ensure that the Indigenous strategy reflects the voices of Indigenous peoples. Eight gatherings were held with Indigenous peoples over a seven-month period: a kēhtē-ayak (Elder) and Traditional Knowledge Keeper Gathering began our strategic process "in a good way", convening the largest gathering in University history. Other gatherings were held at the request of kēhtē-ayak (Elders) and Knowledge Keepers in attendance, as well as an Indigenous Community Gathering of more than 80 Indigenous peoples from 29 organizations at Wanuskewin Heritage Park. The voices of Indigenous staff, faculty, and students were also heard during gatherings at the University.

The Indigenous Strategy was written by and with Indigenous peoples—the answers to "Who are we?", "Where do we come from?", "Where are we going?" and "What are our responsibilities?" represents the voice of Indigenous peoples across Saskatchewan as an expression of self-determination and a framework to support the University's journey towards Indigenization, decolonization and reconciliation.

I have strong hopes that the work done to date is not done for nothing, that this office must "survive" or continue no matter what government comes in to power in order for Indigenization to have sustainability and continue its good work at USask; and to move forward for the betterment of all… To be mindful that "nehiyaw education" is different from "white education" and both are beneficial. Keep thinking and moving outside the box!

escowpayo (Traditional Knowledge-Keepers Helper)
Wendell Starblanket

Strategy Through Indigenous Perspectives

STRATEGY AS GIFT

We gift this strategy to the University of Saskatchewan. Indigenous peoples from the city of misâskwatômina (Saskatoon), the province of kisiskâciwan (Saskatchewan) and beyond; Indigenous students, staff, faculty, and leaders with a direct connection to the University; and kēhtē-ayak (Elders), oskâpêwak (Elder's Helpers), Knowledge- and Language-Keepers who recognize the University's role in building communities across this province have given voice to this strategy as an expression of self-determination, an invitation to reset relationships and a framework for the University of Saskatchewan's reconciliation journey.

STRATEGY AS RECIPROCITY

As a gift, this strategy is a symbol of reciprocity and requires acknowledgment of our responsibilities. For Indigenous peoples, this strategy embodies a spirit of belonging, empowerment and hope that change is possible. For non-Indigenous peoples who have received and accepted this gift, this strategy should enlighten and guide. It creates the ethical space to imagine new models of scholarship, research, teaching and engagement that will uplift Indigenous ways of knowing and being for everyone, embolden a new kind of University of Saskatchewan student, and enrich the University's role in building resilient communities across the province, Canada and the globe.

STRATEGY AS VOICE

Written by and with Indigenous people, this strategy's voice represents Indigenous languages, philosophies and spirituality. Four questions central to Indigenous ways of understanding our connections to place, time and community—and our role in honouring our ancestors and shaping our shared destiny—underpin the conceptual framework of this document:
- Who are we?
- Where do we come from?
- Where are we going?
- What are our responsibilities?

At their core, these questions embody a doctrine of relationships: wâhkôhtowin. We do not simply inhabit a physical place at a moment in time. One's sense of wholeness derives from the seven generations that preceded us, the seven generations yet to come (those children not yet born), and the unassailable connections, inextricable interconnections, and relationality to our community, our environment and the cosmos that sustain life. This strategy, then, is not an attempt to recover something we've lost. It is an affirmation of the history, rights, sovereignty, vitality, strength, voice, and brilliance that have always made Indigenous peoples whole. It is an act of self-determination.

STRATEGY AS METAPHOR

Our Elders and Traditional Knowledge Keepers advised us with metaphors that captured the essence of this Indigenous strategy. We consulted with them first on the strategy and then we were gifted with its name *nayâhcikan*—a bundle of metaphorical relational teachings to carry in life and in our work. They reminded us that throughout our lifetime, we carry our teachings in what we do and share them in intergenerational care for our youth and each other. Our learned knowledge then reflects back on us and on our teachers. So, it is important to build a strong foundation for learning in a balanced intergenerational trans-systematic way with the richness of our diverse knowledges, cultures and peoples.

The metaphor of the double-helix emerged as a dynamic, resilient, continuous and non-linear process. Each strand is unbroken, and its path is not singular. Together, the strands can stretch or compress like a coil; they can rotate in clockwise motion around each other towards the future or be reset to include the past, never leaving anything behind—memories, histories, stories, knowledges, ancestors. And these seemingly opposing forces, despite the constant and fluid evolution, the double helix remains whole, actively striving for equilibrium and the realization of its truth. The double helix is the visible and invisible expression of creativity—emerging and being sustained by the tangled and dynamic forces of flux, the relationship of chaos and order. A double helix helps

us to imagine the connections across space and generations whose integrity is central to the wholeness of Indigenous self-determination. This metaphor helps to bring character, personality, life and spirit to the Indigenous Strategy—*nayâhcikan* (nay-yahchee-gahn). Within our *nayâhcikan*, much like the poplar tree and its genetic code, are the cherished life forces of Indigenous breath (voices, stories, histories, ways of knowing, being and doing) meant to transform the USask 'in good ways' for future generations. In its transformation, we honour the past and see the truth in the present.

The bison and sweetgrass offer other teachings. For example, they teach the importance of sacrifice, sanctified kindness, reciprocal respect and using our education for ourselves as well as the collective good of others.

A bison subtly yet powerfully frames the poplar canopy. As the image suggests, the bison holds a place of prominence for Indigenous peoples of these territories. The bison generously sustained the Indigenous peoples of the Plains for thousands of years. Their presence was abundant in North America (estimated to be approximately 50 million bison just 200 years ago), until they were nearly obliterated by newcomers. Blair Stonechild (Cree-Saulteaux) explains, "Today, elders say that education, rather than the bison needs to be relied upon for survival" (2006, pp. 1-2). This is a powerful statement for the role that education has today. Like the bison, education represents hope, security and sustainability for Indigenous youth today—it is a new means of survival—not as assimilation but in balancing knowledges and the resurgence of Indigenous peoples' aspirations and self-determination.

The bison for the Indigenous Strategy represents fortitude, endurance, and the determination to survive and thrive in the midst of struggle, challenge, and forces that were designed to silence, overcome and annihilate. The bison survived brutal systematic onslaught; Indigenous peoples have survived genocide. Strength of spirit, audacious resiliency and resolve to be present and alive are parallels between these two relatives.

Bison fiercely protect their young, and they move in herds to ensure safety. This

metaphor also symbolizes the collective responsibility that our whole campus community has to encouraging and guiding our students, and those that wish to enrich their knowledge and enhance their lives, at our University; it symbolizes the responsibility we have to create safe spaces and places that are conducive to thriving.

Gracefully and gradually, the top of the bison flows into a sweetgrass braid representing interconnectedness and inextricable relationships.

Within our homes, organizations and societies, it is important to recognize the importance braiding/weaving together resources, actions, initiatives, programming and policies that support holistic health, and promote values, belief systems that enhance and strengthen individual and collective identities. Robin Wall Kimmerer (Potawatomi) reminds us to be very present and mindful in the act of braiding. Before braiding sweetgrass she suggests: "Hold the bundle up to your nose. Find the fragrance…and you will understand…Breathe it in and you start to remember things you didn't know you'd forgotten" (2013, p. ix). A braid is made tighter when two people work together, one holding firmly on one end while the other tugs and weaves the strands, both feeling the pressure of the creative energy. Inclusivity of a diversity of knowledges, cultures, and teachings from Indigenous peoples in our organization and transformations give rise to the needed tension in making our braid. It requires a shared holding onto the strands to provide the needed pressure and tension—making a tight sweetgrass braid.

STRATEGY AS RESPONSIBILITY

If we have been successful, this strategy will awaken understanding, build relationships and inspire collaborative and respectful action driven by the spirit and intent of Treaty agreements—historic, current and future. **We Are All Treaty People**. If we have been successful, this strategy will coexist with the University Plan 2025 and allow us to walk parallel journeys toward a common future. If we have been successful, this gift will be received in the spirit intended by the Indigenous peoples who created it.
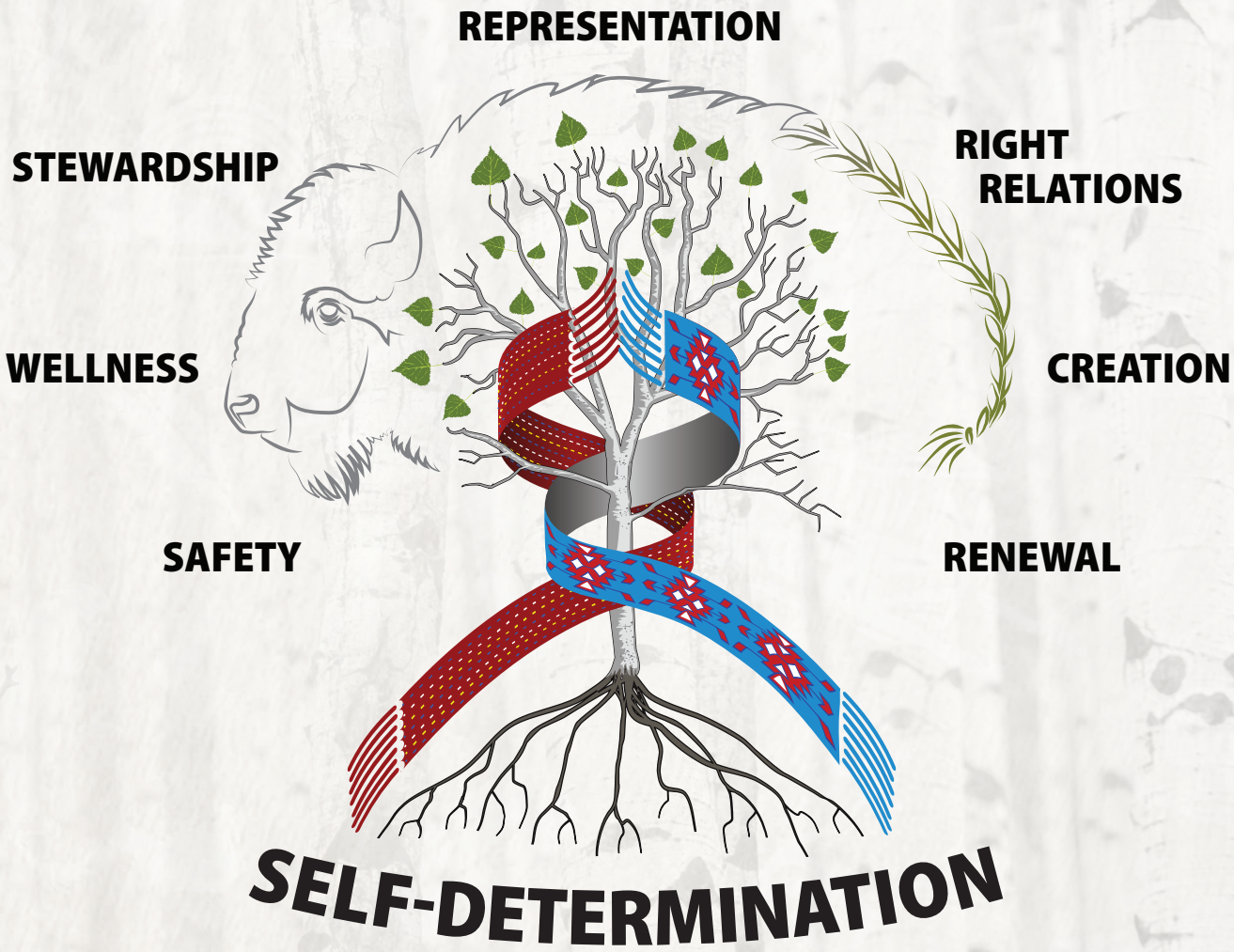
Our Four Teachers

This particular double helix, this DNA, this genetic code, has been in existence since time immemorial as the poplar tree. The poplar tree is sacred to Indigenous peoples of the prairies and beyond and over time they have honored the popular tree for its sustaining relationships. Its leaves, branches, trunk, bark, roots and sap have been used to nourish, heal, shelter and bring calm and warmth to the two-legged, the four-legged, the winged ones and those that crawl.

Once released by their 'mothers' and set in motion by the wind, poplar seeds can travel great distances and when settled, they grow tall quickly, always stretching towards the sun. Poplar trees thrive in many terrains, are skilled at quickly transforming barren landscapes with their fast-growing trunks, thriving in community (Wohlleben, 2015). Poplars have strong tendencies to re(member), re(claim), restore and rejuvenate. They are social beings, well connected and great collaborators—creating partnerships that benefit the entire ecosystem. Like most trees, poplar trees work with intermediaries (soil fungi) to connect and communicate with other trees (some outside its kind) through its complex root system. They share and exchange life (nutrients, medicine, water, good energy and medicine) with their young and their old, and sometimes with others, for the benefit of all. The root system, which can stretch well beyond its height, is the poplar's primary life force and it is almost impossible to destroy because it reproduces so quickly. Parts of it can lie dormant for years before it re(emerges) to make itself known to the world above the soil. Because of all this and more, the poplar tree is essential to some ceremonies.

For many Indigenous peoples, the bison is a "sacred gift placed on Mother Earth for the survival of Indian people" (Christensen, 2000, p. 15-16). Every part of the bison provided life to Indigenous peoples—shelter, warmth, nourishment, hunting and warrior weaponry, containers, tools, protection—nothing was wasted. This one helper, the bison, sustained its people entirely with every part of its physical self. Specific parts of the bison are still used in symbolism and in memory. The soft cape hide and tufting, which can be found on the tip of the tail, can be seen on ceremonial eagle staffs. The softest part of the hide was used to mark a baby's arrival and was one of the first things a baby felt when born. The softened hide, the robe/cape, symbolizes the softness and gentleness of Mother Earth. (Eugene Arcand, Cree, personal communication, September 2020).

Sweetgrass, *wiingashk* (a nakawē word) is the sweet-smelling hair of Mother Earth, or scientifically its named *hierochloe odorata*, which means fragrant holy grass. "[T]he braid of sweetgrass represents the body, spirit and the mind braided together to form a strong person" (Christensen, 2000, p. 18). The sacred plant has many medicinal and purification purposes, and when used for a smudge it elicits positive energy, good intentions and relationships. *wiingashk* "thrives where it is used and disappears elsewhere" (Wall Kimmerer, 2013, p. 165). It flourishes and is stimulated/awakened when it is picked in sustainable and mindful ways. Sweetgrass yearns to be in reciprocal, respectful relationships; and, in the act of braiding the 21 strands, one is reminded of the importance of balance, holistic health, community, and the beauty of sacrifice.

We thank the Elders and Knowledge Keepers for their metaphors and their deep wisdom and guidance in shaping this Indigenous Strategy for the University of Saskatchewan.

REPRESENTATION

RIGHT RELATIONS

STEWARDSHIP

CREATION

WELLNESS

SAFETY

RENEWAL

SELF-DETERMINATION

Our Connection to Land

While the conventional interpretation of the land is something that is immovable or inert, an Indigenous perspective of the term 'land' is something more. Land is viewed in a more 'wholistic' sense as a living, breathing ecosystem and territory; a kin connection in an Indigenous worldview; and a place that we must learn from, nurture and sustain. For many of the kēhtē-ayak (Elders) engaged in developing this Strategy, Indigenous languages, protocols, stories, histories, and ways of knowing and being are intrinsically tied to the land. The land has always been our first teacher.

Indigenous Community Gathering at Wanuskewin Heritage Park

Back row: Senator Sol Sanderson, Cy Standing, Sonia Starblanket, Wendell Starblanket, Rosalie Tsannie-Burseth, Eugene Arcand, Larry Oakes, Anthony Blair-Dreaver Johnston, Roland Duquette, Jacob Sanderson, Lorna Arcand, Louise Halfe, (the late) Frank Kayseas, Myrna Severight, Bob Badger, Enola Kayseas, Lyndon J. Linklater, Marie Battiste.

Front row: Jacob Pete, Leona Tootoosis, Margaret Keewatin, Maria Linklater, Monica Buffalo, Nora Cummings, Mona Creely-Johns.

Not pictured: Maria Campbell, May Henderson, Norman Fleury, Murray Hamilton, Edwin St. Pierre, Harriet Oakes-St. Pierre.

ëdłąghįʔat'įʔa? / ountounwapi he? / dúwebi he? wenan neenawint? / awayna niiyaanaan? / awīna ōma kiyānaw? who are we?

WE ARE INDIGENOUS PEOPLES

Kisiskāciwan (Saskatchewan) comprises territory on four Treaty areas, and Saskatoon is on one of those, Treaty Six, whose First Nations Peoples entered into Treaty and laid the foundations for the provinces' self-governance. Canada's Constitution Act of 1982 recognizes and affirms our existing Aboriginal and Treaty rights, which comprise our Indigenous constitutions. The Constitution of Canada recognizes Indians (First Nations), Inuit, and Métis as the Indigenous Peoples of Canada. As the original peoples of this land, represented as Turtle Island to some of us, we represent diverse knowledges, including a diversity of cultures, languages, traditions, and histories of our Indigenous ancestors, coming from many parts of the continent, and live as vibrant, distinctive, and sovereign nations and peoples throughout Canada. Our knowledges are distinctive to the unique ecosystems and territories in which we live, and we are thus deeply embedded in the fabric of the land and territories, its histories, and its development. Our nations across Canada continue to grow, with over 1.6 million people living in all of the provinces and territories across Canada. While the Constitution Act recognizes three distinctive groups, Indians (First Nations), Inuit, and Métis, it overlooks our inherent diversity; with over 700 Métis, First Nations and Inuit nations across Canada, possessing a rich linguistic history that includes over 60 distinct Indigenous languages within 12 linguistic families.

WE ARE INTEGRAL TO THE UNIVERSITY OF SASKATCHEWAN COMMUNITY

Indigenous peoples have lived on the land now known as Saskatchewan—in the tip of a vast maskotew (prairie ecosystem) that blends into ayapâskweyâw (a northern bush ecosystem)—since time immemorial. Indigenous peoples comprise more than 16% of Saskatchewan's population (>175,000 people)[1], having grown 22% since 2006 and representing over 70 Nations. We have a deep connection to the University of Saskatchewan. Indigenous peoples made important contributions early in the University's history. As examples, Edward Ahenakew (Cree, from the Ahtahkakoop First Nation) was USask's first Indigenous graduate in 1910; James McKay, the first Indigenous (Métis) judge appointed to the Saskatchewan court in 1914, served on the University's first Board of Governors; Annie Maude "Nan" McKay, the first Métis student and Indigenous women to graduate from USask in 1915, was one of USask's earliest Indigenous hires and was instrumental in forming the alumni association; and, more recently, Dr. Karla Jessen Williamson (kalaaleq) became the first Inuk to be tenured at any Canadian University.

Over the past century, the University's connections with Indigenous peoples, cultures, histories and traditions have vastly expanded and strengthened, helping to advance understanding of the history of Indigenous peoples and issues affecting all Canadians. Today, Indigenous peoples' strong connections with the University of Saskatchewan and integral contributions to the University's innovative Indigenous programming, research, scholarship, community engagement and governance are uplifting the experience of reconciliation and helping to deepen the University's Indigenization, reconciliation and decolonization efforts.

WE ARE ALL OUR RELATIONS

Our relations with our families, our communities, our Nations, our cultures and our territories are fundamental to Indigenous ways of knowing and integral to Indigenous self-determination. Our connections transcend time and space; we have relations with and are responsible for the seven generations that came before us and the seven generations yet to come. Indigenous peoples appreciate that everyone and everything in the world has a purpose and is worthy of our respect and compassion. We have a responsibility to be stewards of all that is Mother Earth—to learn from the land and its ecosystems, to understand the nature of things, and to nurture and sustain the place that has given us our life and our livelihood.

[1] Statistics Canada. (2017). *Focus on Geography Series, 2016 Census.* (Catalogue no. 98-404-X201600). Retrieved September 9, 2020 from Statistics Canada: https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=47

Indigenous Community Gathering at Wanuskewin Heritage Park

We're not just carrying a document, we're carrying a home and our children. The very essence and center of our culture is our children. We carry our kids and make a place for our people. Especially if we think of reconciliation, that came about because of the way that children were treated. There'd be no University without young people. They're going to inherit whatever we're carrying.

kēhtē-ayak (Elder) Maria Campbell

The following legislation, declarations and reports—among many treaties and agreements over the centuries—support our resolve and collective responsibility to right relations and peaceful coexistence, as well as our moral and ethical responsibilities to develop an Indigenous Strategy and ensure the work is done "in a good way":

- *Aboriginal and Treaty rights in Constitution Act 1867 (originally known as the British North America Act)*
- *Indian Control of Indian Education, National Indian Brotherhood (1972)*
- *Section 35 of the Canadian Constitution ensuring Aboriginal Rights (1982)*
- *Royal Commission on Aboriginal Peoples (1996)*
- *United Nations Declaration on the Rights of Indigenous Peoples (2007)*
- *Association of Canadian Deans of Education: Accord for Indigenous Education (2010)*
- *Indian Residential School Truth and Reconciliation Commission Final Report (2015)*

ëdłįniʔots'įʔait'įʔá? / tokitahan ounhipi he?
dókiya ecídayabi he? / ahndi gaa ondosayang?
taanday ooshchiiyaahk? / tāntē ōma ē ohtohtēyahk?
where do we come from?

WE COME FROM CREATOR

We are original peoples, distinct peoples, as depicted through our stories of creation and life.

WE COME FROM TURTLE ISLAND AND ITS UNIQUE ECOSYSTEMS AND TERRITORIES

We have lived on Turtle Island since time immemorial. We built sophisticated settlements and nurtured thriving communities across this great land. As stewards of Mother Earth, we have a special relationship with this land and all the beings that live here—all have spirit. We hunt, gather and fish on this land. We cultivate the soil and harvest food for our families. We respect and revere the land and take care to sustain it so that future generations can enjoy its beautiful gifts.

WE COME FROM A LEGACY OF RESILIENCE AND SELF-DETERMINATION

We have stood strong in the face of injustice. Ever since the arrival of the "newcomer" some 500 years ago, Indigenous peoples have experienced unspeakably harsh realities. Our land was and continues to be colonized by settlers. Our communities were displaced. Our languages, cultures and belief systems were challenged. We were and are subject to racism and oppression. Here, in Canada, our children were forcibly apprehended from their families and placed in Indian residential schools or Métis residential or day schools where they experienced severe cultural, emotional, spiritual, physical, and sexual abuse. Canada used education as a weapon of cultural genocide.
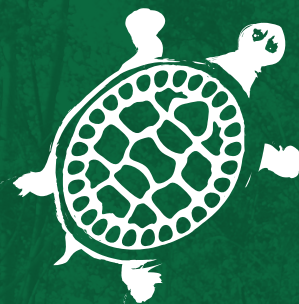
WE COME FROM A PLACE THAT VALUES RELATIONSHIPS

With deep appreciation for the interconnectedness of all things, we recognize the value of maintaining right relations with our families, our communities and all peoples who inhabit Turtle Island and its unique ecosystems and territories. Throughout history, there are many examples of fruitful collaboration between Indigenous and non-Indigenous communities. We have traded goods. We have learned from eac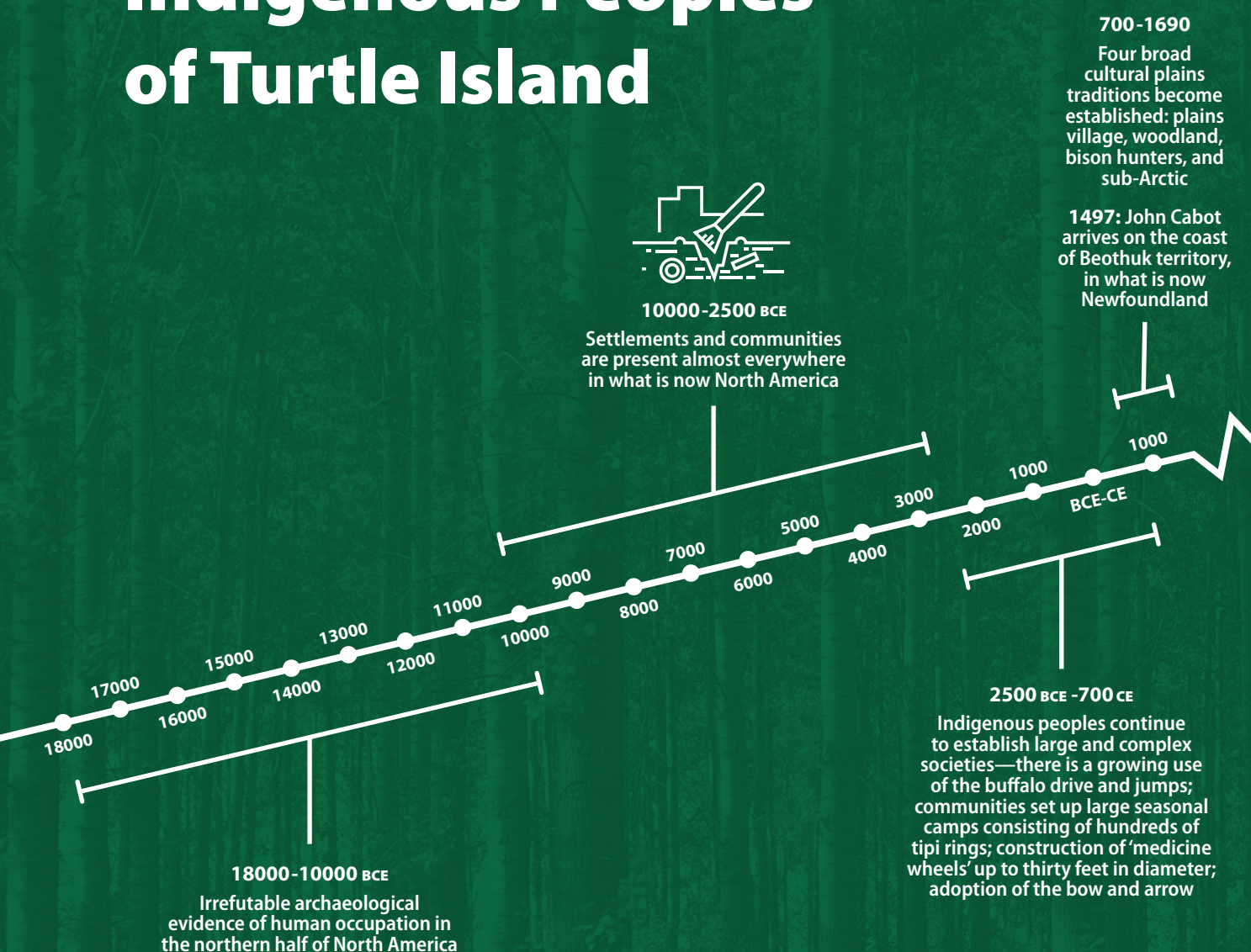h other's cultures. We have established historic treaties for peaceful coexistence. Through transformative decolonization that creates space for Indigenization and reconciliation, we have an opportunity and an obligation to reset damaged relationships and rebuild trust between Indigenous and non-Indigenous peoples—rooted in mutual recognition, mutual respect, sharing and mutual responsibility (the four principles of the Royal Commission on Aboriginal Peoples, 1996).

WE COME FROM A PAST, PRESENT AND FUTURE SHAPED BY HOPE

We have long hoped for peace and prosperity. Despite the challenges that our communities have faced, we continue to believe in the promise of a brighter tomorrow. Fulfilling this promise will require us to challenge deep rooted systems, structures, narratives and thinking to promote decolonization, reconciliation and Indigenization. We are hopeful about the University of Saskatchewan's commitment to these three principles and welcome the opportunity to support you in this mission.

WESTERN TIMELINE OF THE
Indigenous Peoples of Turtle Island

18000-10000 BCE
Irrefutable archaeological evidence of human occupation in the northern half of North America

10000-2500 BCE
Settlements and communities are present almost everywhere in what is now North America

2500 BCE -700 CE
Indigenous peoples continue to establish large and complex societies—there is a growing use of the buffalo drive and jumps; communities set up large seasonal camps consisting of hundreds of tipi rings; construction of 'medicine wheels' up to thirty feet in diameter; adoption of the bow and arrow

700-1690
Four broad cultural plains traditions become established: plains village, woodland, bison hunters, and sub-Arctic

1497: John Cabot arrives on the coast of Beothuk territory, in what is now Newfoundland

Timeline markers: 18000, 17000, 16000, 15000, 14000, 13000, 12000, 11000, 10000, 9000, 8000, 7000, 6000, 5000, 4000, 3000, 2000, 1000, BCE-CE, 1000, 1000, 1800, 1900, 2000

1857: The Gradual Civilization Act is passed to encourage assimilation of Indigenous peoples to Euro-Canadian values

1869: The Red River Resistance led to the formation of a provisional Métis government and negotiated entry of Manitoba into the Confederation

1871: Treaty 2, first signing

1874: Treaty 4, first signing

1875: Treaty 5, first signing

1876: Treaty 6, first signing

1876: The Indian Act is passed on the premise that economic, social, and political regulation of First Nations peoples (and lands) would facilitate assimilation

1883: Prime Minister John A. MacDonald authorizes the creation of Residential Schools to force Indigenous children to assimilate to Euro-Canadian culture and practices

1885: The North-West Resistance was led by Louis Riel to protect the rights of Métis peoples (he was captured and executed)

1899: Treaty 8, first signing
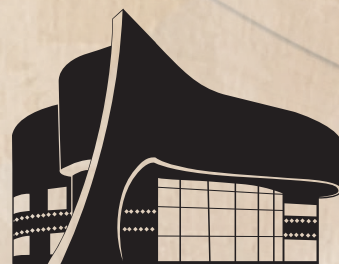
1906: Treaty 10, first signing

1939: Inuit peoples become "Indian" under s. 91(24) of the Constitution Act 1867.

1982: The Canadian Constitution is patriated, and thanks to the advocacy of Indigenous peoples, Section 35 recognizes and affirms Aboriginal title and Treaty rights

1982: The Assembly of First Nations is formed out of the National Indian Brotherhood to promote the interests of First Nations in the realm of self-government, respect for Treaty rights, education, health, land, and resources

1983: The Métis National Council was founded

1996: The final report of the Royal Commission on Aboriginal Peoples is published, recommending a public inquiry into the effects of Residential Schools and calls for improved relations between governments, Indigenous peoples, and non-Indigenous Canadians

2015: The Indian Residential School Truth and Reconciliation Commission issues its final report, documenting the experiences of ~150,000 Residential School students and survivors

2016: Canada officially signs the 2007 UN Declaration on the Rights of Indigenous Peoples, which recognizes Indigenous peoples' rights to self-determination, cultural practices, land, and security

2016: Métis become "Indians" under s.91(24) of the Constitution Act 1867, as part of the SCC findings in Daniels v. Canada

Gordon Oakes Red Bear Student Centre

Opened in January 2016 as an intercultural gathering place, the Gordon Oakes Red Bear Student Centre brings together the teachings, traditions and cultures of the peoples of kisiskâciwan (Saskatchewan). Grounded in the teachings of collaboration, cooperation, humility, reciprocity and sharing, the Centre aims to enhance First Nations, Métis, and Inuit student success.

The Centre's purpose is to facilitate the coordination of effective student services for First Nations, Métis, and Inuit students and build relationships within and outside the University with Indigenous peoples. The Centre provides a home for Indigenous undergraduate and graduate student leadership and allows for mutual learning opportunities for students and faculty. The Centre also functions as the University's hub for on-campus Indigenous engagement and initiatives.

The design of the Gordon Oakes Red Bear Student Centre was envisioned by Douglas Cardinal and RBM Architects. Cardinal is an internationally-renowned architect of Métis and Blackfoot heritage, and is a forerunner in philosophies of sustainability, green buildings and ecological design in community planning. Cardinal's architecture is inspired by his observations of nature and grounded within his cultural beliefs.

The man the building was named after, Gordon Oakes Red Bear was a spiritual and community leader who guided many in his community and across kisiskâciwan (Saskatchewan). He was born in 1932 in what is now the Nekaneet First Nation, and passed away in early 2002. Oakes believed in Indigenous and non-Indigenous peoples working together for each other's mutual benefit, using the analogy of a team of horses pulling together and living in balance to impart this teaching. Because he held a strong belief in education and honouring one's culture and traditions, this building is named in his memory.

tokiya ounyanpi he? / udókina he? / ahndi eazang? taanday itoohtayaahk? / tāntē ōma ē itohtēyahk? where are we going?

The University of Saskatchewan's Strategic Plan (University Plan 2025) has defined a bold new ambition to become the University the world needs. As part of this aspiration, USask has renewed its commitment to Indigenous peoples and communities that have always been integral to the University's history, evolution and future.

The University Plan 2025 weaves together commitments, goals, principles and values that aspire to advance Indigenization and support transformative decolonization leading to reconciliation. Through this commitment, the University of Saskatchewan seeks to embrace and embody the essence of the Indigenous name bestowed upon its strategy: nīkānītān manācihitowinihk (Cree) | ni manachīhitoonaan (Michif), which means "Let us lead with respect".

A number of wise practices have been implemented over the years to realize USask's commitment to Indigenous peoples through research, teaching and community engagement efforts, in particular those that highlight the importance of land- and place-based education. Many of these efforts have involved Indigenous community organizations, cultural centres, student bodies, staff and faculty—spearheading efforts or partnering on initiatives to advance Indigenization. It is important to identify and recognize these efforts and successes within our units, departments, colleges and the University as we look to the future. For instance:[2]

- Through the work of Indigenous community and cultural centres, the creation of the Indian Teacher Education Program, the largest First Nations-specific program in Canada that has served over 16 First Nations communities/partners since 1974.

- Formation of the Indigenous Law Centre (formerly the Native Law Centre) to facilitate access to legal education and information for Indigenous peoples and promote the evolution of the Canadian legal system to better accommodate Indigenous peoples and communities.

- Establishment of the Rawlinson Centre for Aboriginal Business Students, one of the only such dedicated spaces for Aboriginal business students in the country.

- Development of Indigenous-led/focused research and education initiatives and programs.

- Concerted efforts to elevate the proportion of Indigenous students and faculty.

- Creation of committees to address topics of relevance to Indigenous students, staff, faculty and leaders (including racism and oppression).

While these—and other—wise practices are evident, a more strategic and concerted effort needs to be made in the future to realize the full potential of the University's renewed commitment and aspiration to Indigenization outlined in its strategic plan. **This Indigenous Strategy is intended to unite with the University Plan 2025 and inspire meaningful and respectful action to advance Indigenization and support transformative decolonization leading to reconciliation.** This strategy is a gift to the University that draws upon the wisdom, knowledge, cultures, traditions, histories, lived experiences and stories of Indigenous peoples.

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[2] *Selected examples of wise practices only; a more comprehensive list of the University's activities and actions to advance Indigenization can be found in the Appendices.*

Indigenization, we can't do it without the land. We have to respect the land as if it were a teacher. It's not just a subject area. It has to be respected as a credit.

kēhtē-ayak (Elder) Eugene Arcand

Colonization has affected Indigenous communities and Indigenous peoples in numerous ways and to varying degrees (i.e. sixties scoop, residential schools, day schools, etc.); the effects of which have resulted in dispossession of land, language, and culture for many of our people. In an act of self-determination, this strategy was created by Indigenous peoples for the University of Saskatchewan. This strategy makes space for all and invites you into the circle.

Our strategy is grounded in seven fundamental commitments—interdependent, mutually reinforcing, interconnected in time and space. These commitments reflect important concepts to Indigenous peoples, our ways of knowing and being. These commitments are central to the wholeness of Indigenous self-determination:

✔ **Safety.** Creating and realizing inviting, welcoming and safe spaces for Indigenous peoples, free from racism and oppression.

✔ **Wellness.** Integrating wholistic healing supports for the University's Indigenous community, including students, staff, faculty and leaders.

✔ **Stewardship.** Preserving and amplifying Indigenous cultures, languages and protocol learnings.

✔ **Representation.** Uplifting Indigenous peoples in University spaces and places.

✔ **Right Relations.** Supporting active and respectful partnerships and engagement with Indigenous peoples—ethical and relational spaces.

✔ **Creation.** Acknowledging, resourcing and investing in wise practices and activities—conjuring the creative spirit that inspires innovation.

✔ **Renewal.** Strengthening and sustaining pathways of access and success—connecting with Indigenous youth.

Below, we expand on the seven commitments central to this Indigenous Strategy. We describe the **Guiding Principles** that reflect the beliefs, values and philosophies that underpin each of our commitments. Importantly, we empower the University to deliver on its commitment to Indigenization, decolonization and reconciliation through concrete **Calls to Action** that reflect the voices and aspirations of Indigenous students, faculty, staff, and members of broader Indigenous communities. Finally, we have identified a series of **Markers** that can serve as guideposts for the University to better understand the impact of implementing these actions, help monitor and evaluate progress, and ensure accountability. **Just as We Are All Treaty People, we are all responsible for bringing life to this Strategy and applying its Guiding Principles, Calls to Action and Markers across the diverse USask community.**

We are all in this together.

SAFETY

Creating and realizing inviting, welcoming and safe spaces for Indigenous peoples, free from racism and oppression.

Settler colonialism brought with it historic violence, racism, and a significant impact on the safety and wellbeing of Indigenous peoples. Racism and oppression still exist—both within our communities and beyond. It is evident in the overt or covert actions (e.g. microaggressions) and words of people, evident in the policies that determine how we interact with each other. On their website, the Saskatchewan Human Rights Commission notes: "[Racism] attacks an individual's dignity. It is demeaning and debilitating. Having to live and work in an environment of overt or covert discrimination can cause victims to suffer a range of physical and mental health problems. Racism is hurtful behaviour that can scar people for life". Racism and oppression inhibit meaningful learning and relationships between people, undermine belonging, and challenge the journey of self-determination for Indigenous peoples.

CALLS TO ACTION

➔ Promoting system-wide learning for students, staff, faculty and leaders focused on embedding principles of anti-racism and anti-oppression across the University/community (e.g. through curricula, educational resources, anti-racism campaigns, cultural awareness, and unconscious bias training that is developed with and approved by Indigenous peoples).

➔ Developing and implementing systems (e.g. organizational models and frameworks, clear policies, procedures and practices) to confront and address racism and discrimination, and to do so in a safe, protective and constructive manner.

➔ Establishing standards (e.g. annual performance review measures) and support systems (e.g. wellness networks) that address the unique complexities of providing anti-racism and anti-oppression education.

➔ Creating and/or facilitating access to support services (e.g. Indigenous Ombudsman, Indigenous counselors, 'caring' and protective processes of disclosure) and safe spaces for Indigenous students, staff, faculty and leaders who have faced or are facing racism and discrimination.

➔ Creating mechanisms, processes or systems outside unions to support Indigenous faculty in the identification of barriers and/or racism (e.g. by creating an Indigenous Observer role to represent faculty rights).

MARKERS

✔ A deep understanding of the challenging realities experienced by many Indigenous peoples as a result of discriminatory laws and policies by non-Indigenous peoples on campus.

✔ Growth in the relevance, breadth and number of student/staff/faculty support services focused on addressing racism and oppression.

✔ Increase in the number of educational/training resources and opportunities focused on racism and oppression.

✔ Increase in the number of Buffalo Circle members—people that are nominated by an Indigenous student, staff, faculty member and/or leader for demonstrated allyship.

✔ Greater comfort and confidence in the ability to report incidents of racism and oppression against Indigenous peoples.

✔ Increase in the number of policies and practices that are congruent with Universities Canada and the University of Saskatchewan's Equity, Diversity and Inclusion (EDI) principles.

WELLNESS

Integrating wholistic healing supports for the University's Indigenous community, including students, staff, faculty and leaders.

Today, the University of Saskatchewan has the privilege of learning from Indigenous leaders, faculty, staff and students. As of March 31, 2019, we had 52 Indigenous scholars and instructors, and 165 Indigenous staff/administrative support.[3] Our Indigenous student numbers continue to grow beyond the 3,600 that now grace the University's campus. With a growing Indigenous population at USask, what do we know about the current realities of Indigenous peoples in Saskatchewan, realities that would directly affect learning, teaching, experiences, and overall wellness of Indigenous peoples on campus? Do our systems and policies support Indigenous health and wellness practices that are culturally specific? For many Indigenous peoples, wellness embodies intellectual, physical, emotional and spiritual care, and this balance will lead to forms of self-determination.

CALLS TO ACTION

→ Developing culturally appropriate/sensitive health and wellness resources and supports for Indigenous students, staff, faculty and leaders (e.g. access to Indigenous counselors, physicians, therapists, as well as traditional Indigenous approaches).

→ Facilitating knowledge of and access to broader wholistic wellness resources and supports for Indigenous students, staff, faculty and leaders (e.g. partnering with the City of Saskatoon to familiarize individuals to the campus and city—childcare, counseling services, housing, recreation, transportation, financial resources and supports).

→ Implementation of culturally sensitive and appropriate retention, induction, orientation, and mentorship experiences for Indigenous students, staff, faculty and leaders that are responsive to their unique experiences.

→ Ensuring that Indigenous faculty members have access to each other and, in particular, Indigenous mentors and advocates.

MARKERS

✔ Greater integration of and access to diverse, culturally relevant, and alternative health and wellness resources and supports across the University.

✔ Improvement in the experiences and efficacy of new Indigenous students, staff, faculty and leaders—experiences that foster a strong sense of belonging.

✔ Collective Agreements that are inclusive of Indigenous peoples' traditional forms of health and wellness.

✔ Increase in the number of Indigenous mentors for Indigenous faculty.

[3] The University recognizes Indigenous people as those who self-identify as First Nations, Métis or Inuit. All data gathered on Indigenous representation is based on voluntary self-declaration, which can be completed any time post-hire. It is important to note that USask's workforce may have better representation than the statistics indicate.

Guiding Principles:

- **Ceremony as sanctification.** Ceremony evokes a spiritual connection to the Creator, humanity (past, present and future), all creation and cosmos—to All my Relations. Appropriate protocols are carefully and mindfully practiced with great humility and respect.

- **Land as first teacher.** Indigenous ways of knowing, being and doing come directly from the time immemorial relationship with the first teacher—the land. Cultural philosophies, traditions, practices and languages are a reflection of this intimate relationship.

- **Language as expression of life.** Indigenous languages are action-oriented, they are fluid, and they capture the inextricable, interconnected relationship with the land—the source of all life.

STEWARDSHIP

Preserving and amplifying Indigenous cultures, languages and protocol learnings.

Indigenous peoples—Métis, First Nations, and Inuit—on Turtle Island and its unique ecosystems and territories are diverse and rich in knowledges that are reflected in cultures, languages, traditions, protocols, practices, and histories that have evolved over thousands of years, primarily reflected by the relationship with the land and specific ecosystems that constituted territories. According to the 2016 Statistics Canada census, the Indigenous population is growing—1,673,785 peoples, representing 4.9% of the overall Canadian population and 16% of Saskatchewan's population. Tremendous diversity exists across Métis, First Nation, and Inuit peoples, and this is captured within and unfolds through our languages. There are over 60 distinct Indigenous languages across Canada that fall within 12 language families. In Saskatchewan, the languages that are predominately evident are Plains Cree, Woodland Cree, Swampy Cree, Dene, Dakota, Lakota, Nakota, Saulteaux, and Michif.

CALLS TO ACTION

➡ Embracing diversity through the approaches used to offer teachings on Indigenous cultures, languages and protocols (e.g. integrating practices in kinesthetic, multi-sensory, experiential teaching of Saskatchewan's primary Indigenous languages; utilizing teachers who are fluent in these languages; teaching land-based education physically out on the land and certifying students on the land).

➡ Establishing a Centre of Excellence for Indigenous Languages and Cultures, which will be a repository of Indigenous stories and languages and a space for Indigenous cultural and protocol learning and practice.

➡ Strengthening the integration of meaningful, Indigenous-led and developed content into University courses across programs, departments and colleges (e.g. on Indigenous laws about land).

➡ Establishing a dedicated multi-disciplinary degree program in Indigenous Sovereignty, Treaty and Inherent Rights.

➡ Supporting opportunities for multi-sensory and experiential education across the University and broader community (e.g. accredited land- and place-based learning; advocacy for Mother Earth; Indigenous Oracy and storytelling approaches).

➡ Promoting capacity-building, skill and knowledge development in Indigenous histories and contemporary realities (challenges and successes) for non-Indigenous educators and leaders.

➡ Continuing to engage in processes that promote respect and reciprocity in partnerships and agreements (e.g. MOUs, research, program engagement and development) with Indigenous communities.

MARKERS

✔ Growth in the number of Indigenous policies, programs, curricula and initiatives that focus on strengthening and implementing Indigenous cultures, languages and protocols across campus.

✔ Increase in the number of public presentations, performances and experiential cultural and language learning opportunities promoting Indigenous histories, traditions, and knowledges—Indigenous ways of being, doing, and knowing.

✔ Growth in the breadth and number of training/educational opportunities incorporating Indigenous cultures, languages, traditions, protocols, practices, and histories.

✔ Growth in the number of Indigenous and non-Indigenous scholars fluent (or knowledgeable) in Indigenous languages, cultures and traditions.

✔ Growth in the number of Indigenous and non-Indigenous student graduates across all subjects/programs with an appreciation for, and understanding of, Indigenous histories and current Indigenous realities in Canada ('growth attributes').

✔ Increase in the number of partnerships and agreements with Indigenous communities.

REPRESENTATION

Uplifting Indigenous peoples in University spaces and places.

Indigenous peoples have ways of being, knowing and doing that have been expressed in methodologies, pedagogies, stories, protocols, ceremonies, art, and architecture for thousands of years. Throughout kisiskâciwan (Saskatchewan), the vibrancy of the complexity, sophistication, intellect and thought—beauty—can be learned through respectful inquiry, seeking and protocols. By being open to discovery, dreaming, designing and a destiny (appreciative inquiry) that is meaningfully inclusive of Indigenous peoples, new learning and appreciation will be gained. What will one find?

- A place called Wanuskewin, where Indigenous peoples have visited for more than 6,000 years to gather food, strengthen social bonds, and practice ceremony.
- A medicine wheel near Moose Mountain that is 2,000+ years old; these sites signify a deep understanding of the earth-sky relationship.
- A pictograph (rock art) documenting significant points in history, which can be found in northern Saskatchewan.
- Ancient and current sweat lodge frames dot the land, indicating the importance of wholistic, spiritual balance.
- Teachings that embody 'all my relations'.

CALLS TO ACTION

→ Championing respectful practices that support the participation of Indigenous students, staff and faculty in traditional ceremonies.

→ Promoting Indigenous storytelling and celebrating the success of Indigenous peoples through respectful dedications, remembrances and events across the University and broader community (e.g. art/architecture, imagery, naming of landmarks, streets, buildings and facilities, ceremonial spaces to pay homage to the land).

→ Creating new Indigenous spaces for gatherings across the University and broader community (e.g. covered outdoor smudging bowl, sweat lodge, tipi ground).

→ Allocating space and financial support to embedding local Indigenous artistry and cultural outputs across University spaces (e.g. dedicated funding envelope for the purchases of Indigenous art).

→ Implementing focused efforts to recruit and retain Indigenous students, staff, faculty and leaders (including those who are experts on the land).

→ Acknowledging the role of Indigenous faculty members' research, body of work, and global reputation in benefiting the University in multiple and diverse ways (e.g. attracting Indigenous students).

MARKERS

✔ Increase in the number of physical spaces that recognize Indigenous peoples, cultures and practices, demonstrating an interconnected and respectful community.

✔ Success in attracting and retaining Indigenous students, staff, faculty and leaders.

✔ Increase in the number of Indigenous leadership positions across the University.

Guiding Principles:

- **Respectful, reciprocal relationships as restoring, renewing, rejuvenating and (re)conciliating.** Healthy relationships are the foundation of all creation—they move individuals and organizations from simply surviving to thriving. We are encouraged to embrace manācihitowin, to strengthen the bonds of respect, trust and shared benefit. This is done by creating dynamic, inclusive spaces that encourage ethical relationality.

- **Active and respectful communication with Indigenous peoples (on- and off-campus) as bridge- and Nation-building.** Quality, active and respectful, communication is a force that can connect, nurture, inspire, motivate, and heal. It can build bridges between people from diverse and disparate worldviews, bridges that can be pathways to stronger communities.

- **Research as sacred.** Indigenous peoples have engaged in forms of research since time immemorial. Research begins with humility and respectful relationships, then engaging appropriate protocols, active listening and astute observation, Oracy and storytelling. The sacredness and tremendous responsibility embedded in research is ever present.

- **Systemic and structural transformation as valuing and uplifting Indigenous knowledges.** Creating innovative and bold solutions to barriers experienced by Indigenous peoples through radical systems and structural change demonstrates to Indigenous peoples a deep commitment.

RIGHT RELATIONS

Supporting active and respectful partnerships and engagement with Indigenous peoples—ethical and relational spaces.

Indigenous peoples on Turtle Island have always had complex forms of governance, social organizations, and economic systems, which were focused on sustainability. Treaties and trade agreements were secured between Indigenous peoples across this land. Large gatherings of diverse Indigenous populations formed for economic, social, entertainment, and ceremonial purposes. The spirit of these systems—the inspiring, exciting, masterful oration, dynamic negotiations, and dynamic political interactions—are alive today. These forms of partnerships and engagement practices have been challenged by colonial laws and mindsets that sought to dismiss, overpower, assimilate, and annihilate them, but they remain—providing insight into democracy, sustainability, and 'right relations'.

Michael Coyle and Anishinaabe legal scholar John Borrows (2017) state that a question has to be asked and "tackled" in order to reconcile Indigenous and non-Indigenous relationships—"what is the right relationship…?" (p. 3). Coyle and Borrows look to the Treaty making process as a framework of relationships based on right relations, as "the real importance of treaties was the relationship to which both sides had agreed" (p. 3). This strategy asks of each one of us: what are we agreeing to?

Cree scholar Willie Ermine encourages Indigenous and non-Indigenous peoples to lean into ethical spaces, which are ripe with creative possibility, if people agree to respectfully work together towards a common goal. nīkānītān manāci-hitowinihk (Cree), ni manachīhi-toonaan (Michif), let us lead with respect (English).

CALLS TO ACTION

→ Committing to uplifting relationships through an engaging framework based on Right Relations and an active commitment to earn and nurture trust and faith in relationships across the University.

→ Adapting institutional protocols and foundational documents (e.g. those related to job promotion, academic tenureship) to recognize and reward work, service and merit that go beyond conventional job expectations and profiles (e.g. community and advocacy work).

→ Establishing standards and guidelines for research ethics and intellectual properties that integrate Indigenous ways of knowing and research beyond OCAP®[4] and TCPS 2—Chapter 9[5].

→ Enabling the inclusion and engagement of kēhtē-ayak (Elders) and Knowledge Keepers in research studies (e.g. community-based/led research) through institutional policies and practices (student kēhtē-ayak [Elders] ambassadors, increased kēhtē-ayak [Elders] parking near doors); being cognizant that academics and researchers can work with kēhtē-ayak (Elders) and Knowledge Keepers, but that their knowledge needs to be earned.

→ Instituting mechanisms that will provide an open, transparent and welcoming bridge for Indigenous peoples into the University's ecosystem (e.g. single point of access, integrated website).

→ Developing policies and processes to support and empower Indigenous self-identification (e.g. when applying to programs, for scholarships) as well as monitor and enable access to information by relevant groups (e.g. Indigenous Student Council).

→ Investing in short- and long-term resourcing (i.e. core support vs. soft financial commitments) to support Indigenization, decolonization and reconciliation initiatives.

→ Ensuring that proper protocol training is a part of all research involving Indigenous peoples; respecting that traditional ceremony may be a part of the Indigenous research process.

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[4] Ownership, control, access, and possession.

[5] Research Involving the First Nations, Inuit and Métis Peoples of Canada.

Over these recent years the kēhtē-ayak (the Elders) have worked tirelessly with graciousness and generosity to use their knowledge and wisdom for this Indigenous strategy. It is their hope that mutual sharing and the acquisition of western and Indigenous education will be a harmonious and beneficial undertaking. It IS the responsibility for all those involved to take into consideration future generations and the respect of "all of our relations" when they consider how best to braid this strategy together.

kēhtē-ayak (Elder) Louise Halfe

RIGHT RELATIONS
Continued …

MARKERS

✔ Increase in the number of Métis, First Nations, and Inuit agreements driven by Indigenous communities.

✔ Decolonized systems and structures—including those related to job promotion, academic tenure, and the recognition of work, service and merit—that support and recognize Indigenization, reconciliation, and Indigenous knowledges and scholarship.

✔ Increase in the confidential sharing of Indigenous information (e.g. self-identification) with University groups that support Indigenous peoples.

✔ Increase in the integration of Indigenous content on traditional (e.g. print, film, television) and digital media.

✔ Increase in resource support (e.g. financial, accounting) and visible acts of appreciation towards Indigenous cultures, learnings, practices and protocols.

✔ Increase in the number of research studies respectfully conducted and published in collaboration with kēhtē-ayak (Elders) and Traditional Knowledge Keepers.

✔ Update approval processes to enable self-identified Indigenous students to choose to have their Indigenous identification information shared across campus (to allow Indigenous student groups to engage them more effectively).

CREATION

Acknowledging, resourcing and investing in wise practices and activities—conjuring the creative spirit that inspires innovation.

Guiding Principles:

- **Creativity as life giving.** Ethical spaces are ripe with creative possibility—possibilities become endless when people respectfully work together towards common goals. Creativity, the gatekeeper to innovation, is animate and spirit. Through nihtāwihcikēwin (Cree), nihtaooshchikaywin (Michif), creativity explores, pushes boundaries, and is brought to life by synergies, multi-sensory, multi-reality experiences; it invites individuals to courageously participate in a collective journey to new and unfamiliar lands, spaces and places, uncovering and proclaiming truths that will enrich life—and for Indigenous peoples today, survivance.

- **Wise Practices as affirmation.** The creative spirit leads to wise practices that recognize and uplift the wisdom that resides in Indigenous communities. Wise practices affirm Indigenous cultures, traditions and stories.

Tewa Pueblo scholar Dr. Gregory Cajete teaches that "Native Science is a reflection of creative participation, a dance with chaos and her child, the creative spirit" (1999, p. 19). Creativity is animate. The University Plan 2025 recognizes creativity as a principle—nihtāwihcikēwin (Cree), nihtaooshchikaywin (Michif). The plan reads, "At its core, our University is a creative organism. The principle of creativity testifies that we are curious about the unexplored possibilities for growth, enrichment, and justice around us; attentive to the needs and opportunities for change that inspire imagination and invention; and intentional about the future to which we aspire to contribute. The creative spirit is experiential; it invites participation in individual and collective journeys to discover truth and seek balance within the chaotic dynamism of the universe. nihtāwihcikēwin / nihtaooshchikaywin requires both discipline and optimism—knowing that our efforts can bring to fruition the possibilities we envision for learning and discovery."

Working with the Creative spirit should engage wise practices. Cree thought-leader Brian Calliou explains that "wise practices recognize the wisdom in each Indigenous community and their own stories of achieving success. It recognizes that culture [and identity] matters".[6] Where does our wisdom lie? How are we acknowledging, celebrating, resourcing work that is 'done in a good way'?

CALLS TO ACTION

→ Continued support for wise practices (e.g., Graduation Powwow, Indigenous programming [e.g. ITEP, SUNTEP, wîcêhtowin], Aboriginal Student Centre, Sharing Circles, Indigenous advisors, staff, faculty and leaders).

→ Ongoing creative, innovative, culturally responsive forms of programming and evaluation for Indigenous students, staff, faculty and leaders.

→ Adapting existing or creating novel financial mechanisms to recognize and reward Indigenous research, scholarship and unique forms of engagement and dissemination by departments, colleges and units (e.g. adjusting the transparent, activity-based budget system [TABBS] model to include an Indigenization bin).

MARKERS

✔ The University of Saskatchewan is recognized by Indigenous students, faculty, staff and leaders at USask and other universities globally as an organization that shifts or changes age-old systems and structures to be responsive and strengthened by Indigenous knowledges through the weave metaphor.

✔ Increase in the number of Indigenous storytelling about activities and accomplishments across varied platforms (e.g. event presentations, print, digital).

✔ Implementation of University standards that are respectful of Indigenous knowledges, languages and scholarship.

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6 ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/wise_practices_in_indigenous_community_economic_development.pdf

Guiding Principles:

- **Indigenous youth as our strength, our hope, our future.** Indigenous peoples recognize that our youth are humanity's most sacred gift, so we collectively work to nurture and support them—see each child as our own—by actively listening, being keenly aware, and astutely observing and responding to their non-verbal communication. What are their stories? What are their destinies? Our youth hold the future in their hands, they are a promise to those children not yet born seven generations into the future. Our hope is that they walk past us to deeper forms of self-determination. What is good for Indigenous youth is good for all!

We're looking at changing the tune that we sing together.

Michelle Whitstone
PhD Candidate, Educational Administration

RENEWAL

Strengthening and sustaining pathways of access and success—connecting with Indigenous youth.

In 2016, Statistics Canada reported that the average age of the Indigenous population in Saskatchewan was 28.2 years, while the non-Indigenous population was 40.6 years. At present, Indigenous children aged 14 and under represent 33% of the total Indigenous population, while for the non-Indigenous population it is 17.4%. The Indigenous population is youthful and abundant. USask has an opportunity to nurture the development of this significant and important population, even before they enter post-secondary education. As our Indigenous youth transition to post-secondary students, there are continued opportunities to strengthen the integration, involvement and success of our future generations across the University community.

CALLS TO ACTION

➜ Cultivating leadership experiences for Indigenous students and youth by developing and strengthening mentorship programming for Indigenous students on- and off-campus (e.g. in-person and virtual peer-mentorship for Indigenous students; College prep institutions and University mentorship programs for Indigenous high school students).

➜ Evaluating and adjusting institutional programs, policies and curricula (where appropriate) to be responsive, current and innovative for Indigenous students (e.g. elimination of registration fees, e-learning).

➜ Creating an environment for Indigenous students and youth to learn while retaining (or reconnecting with) their cultural identity through land-based learning and interactions with kēhtē-ayak (Elders), such as student kēhtē-ayak (Elders) ambassadors.

➜ Examining, improving and evaluating systems of accessibility and pathways for post-secondary entrance for Indigenous youth.

MARKERS

✔ Growth in Indigenous student enrollment, retention, and graduation across diverse departments/colleges at the University.

✔ Growth in the number of overall student applications to the University.

✔ Growth in Indigenous student enrolment and retention in graduate, postgraduate and professional programs.

✔ Growth in membership of the Indigenous Student Council.

✔ Growth in the number of partnerships/collaborations established between the Indigenous Student Council and other student bodies.

> … the idea of the ethical space, produced by contrasting perspectives of the world, entertains the notion of a meeting place, or initial thinking about a neutral zone between entities or cultures. The space offers a venue to step out of our allegiances, to detach from the cages of our mental worlds and assume a position where human-to-human dialogue can occur. The ethical space offers itself as the theatre from cross-cultural conversation in pursuit of ethically engaging diversity and disperses claims to the human order.

Cree Scholar Willie Ermine
Indigenous Law Journal **(2007)**

> Everyone who is here [at the University] has a responsibility to learn [about Indigenization], and they have a responsibility to use this knowledge. [Non-Indigenous people] put a big weight on our shoulders as Indigenous people to teach… [the] Indigenization movement is often placed on our shoulders as Indigenous people, but that's not ours to carry.

Faculty and Staff Forum, January 31st, 2019

ëdłaghë nų̈hlaʔa? / taku hec'eh cwac'amin?
wozuye dágu he? / wayganayn tsi dotamang?
kaykwy chi tootamaahk? / kīkwaya ōhi kā wī itasihkamahk?
what are our responsibilities?

We all have a responsibility—both individually and collectively—to support the work of reconciliation, redress past wrongs, mend and heal broken relationships between Indigenous peoples and Canadian educational institutions, and lay the foundation for our shared future. This responsibility is rooted in acknowledging and understanding the sophistication and complexity of Indigenous histories, knowledges, cultures, teachings, practices, and philosophies, and ensuring that this richness and diversity remains interwoven within the fabric of the University's and broader community's research, learning and engagement efforts. We are all responsible to the seven generations before us and the seven generations yet to come; to all our relations; and to sharing the truths that are embedded within our stories. **Rooted in the principles of respect, responsibility, reciprocity and sustainability, we look forward to working hand-in-hand with the University of Saskatchewan to build on its commitment and aspiration for Indigenization and its Wise Practices in order to bring this strategy to life.**

The Calls to Action and Markers provide a powerful framework for translating our Commitments into impact, but the success of our collective efforts will ultimately be measured against a future in which the following principles and practices are embedded within our mindset and behaviours:

→ The relationship between Indigenous peoples and all Canadians is based on the principles of recognition, respect, sharing and mutual responsibility.

→ The stories told will be vastly different—embedded with possibility, hope and strength.

→ Indigenous knowledges live in Indigenous languages, Elders, and Knowledge Keepers with teachings of the land and nature, and can be accessed respectfully through formal, informal, and nonformal learning programming, curricula, and practices.

→ There is an increased understanding of the terms Indigenization, decolonization and reconciliation across all members of the University, and greater integration into current administrative structures.

→ Indigenous leadership is secured in governance structures—role models for everyone are evident and commonplace, at all levels.

→ Learning and relationships are richer because of Indigenous methodologies and pedagogies.

→ "Why?" is replaced with "When?" and "Now what?"

→ Our children anticipate the University experience and look forward to being agents of change.

→ The University of Saskatchewan is a place and space of transformation and great influence (teachers, artists, lawyers, nurses, doctors, engineers, scientists, entrepreneurs), and will be known as the epicenter of Indigenization and Reconciliation.

GLOSSARY OF TERMS

Antiracism is a study and theory about systems of power and how it is enacted, naturalized and invisible to those with power across classifications of race, class, gender expression and sexual identities, and abilities that diminish and subject groups to oppression. The awareness of power and contributing ideologies that hold power is what antiracism helps to uncover for both the empowered elite groups and the disempowered or oppressed groups. It is needed for everyone to unlock, unpack and deconstruct those ideas, ideologies, and limitations on society.

Decolonization practices contest divisive and demeaning actions, policies, programming, and frameworks. Indigenization is the healing, balancing force; it calls us to action, inspires opportunities for mutual cultural understanding, and helps us to find comfort in the discomfort decolonization can entail.

Ethical spaces arise when competing worldviews or 'disparate systems' come together for 'engagement' purposes. The connecting space, the overlapping space between the groups is the binding ethical space. Coined by Cree Scholar Willie Ermine, he notes that the convergence of these groups "can become a refuge of possibility in cross-cultural relations … The new partnership model of the ethical space, in a co-operative spirit between Indigenous peoples and Western institutions, will create new currents of thoughts that flow in different directions and overrun the old ways of thinking" (Indigenous Law Journal, 2007, 6:202-203).

Indigenization challenges us to amplify the forces of decolonization. Indigenization strengthens the fabric of the University. It involves the respectful, meaningful, ethical weaving of First Nations, Métis, and Inuit knowledges, lived experiences, worldviews, and stories into teaching, learning, and research. Indigenization is a gift that benefits every member of our community.

Reconciliation is a goal that may take generations to realize. It "is about forging and maintaining respectful relationships. There are no shortcuts" (Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission). As a community, we have a shared responsibility to honour and join in the journey of reconciliation; to repair, redress and heal relationships; and nurture an ethical space in which we can explore how we relate to each other through the lenses of history, culture, and lived experience.

Settler colonialism[7] is a term that is used to describe the history and ongoing processes/structures whereby one group of people (settlers) are brought in to replace an existing Indigenous population, usually as part of imperial projects. Settler colonialism can be distinguished from other forms of colonialism by the following characteristics:

1. Settlers intend to permanently occupy, and assert their sovereignty, over Indigenous lands.

2. This invasion is structural rather than a single event, designed to ensure the elimination of Indigenous populations and control of their lands through the imposition of a new governmental/legal system.

3. The goal of settler colonialism is to eliminate colonial difference by eliminating Indigenous peoples, thereby establishing settler right to Indigenous lands.

Though often assumed to be a historical process, settler colonialism as a project is always partial, unfinished, and in-progress. Examples include Canada, the United States, Australia, New Zealand, and South Africa.

"**Wholistic**" is a term that is used throughout this document and has been intentionally spelled with a "w" to represent the spiritual wholeness that defines Indigenous ways of being and gives life to this strategy.

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[7] unwrittenhistories.com/imagining-a-better-future-an-introduction-to-teaching-and-learning-about-settler-colonialism-in-canada

WISE PRACTICES—INSTITUTIONAL PRIORITIES

The following list presents additional examples of wise practices implemented by the University—in many cases, in collaboration with Indigenous community organizations, student bodies, staff and faculty—to realize its commitment to Indigenization.

- Integration of Indigenous knowledges and experiences directly into the learning charter.
- Creation of an Indigenous Voices Program (through the Gwenna Moss Centre for Teaching and Learning) that is led by Indigenous leaders who are dedicated to creating a shared space for dialogue, learning, and collaborative action to catalyze individual and systemic change at USask related to Indigenization, reconciliation, and decolonization.
- Establishment of an Indigenous Learning Activities Fund—a University-accessible fund to support student learning activities in the classroom or beyond that involves Indigenous kêhtê-ayak (Elders), Knowledge Keepers, and/or community leaders. This support is provided for Experiential Learning opportunities that engage learners purposefully in direct experience, focused reflection, and authentic assessment in order to increase knowledge, develop skills and strategies, clarify values, and apply prior learning.
- Creation of Experiential Learning Opportunities for Indigenous students or with Indigenous communities/organizations. The University of Saskatchewan has been a lead for the development of Experiential Indigenous programs and courses for over 50 years For example, the University established the Indian and Northern Education Program in 1961, the Indian and Northern Curriculum Resources Centre in 1964, Cree language courses in 1968, and Native Law in 1973. Since then, our capacity and progress in supporting the Indigenous Peoples of Saskatchewan has grown extensively and resulted in the significant number of Indigenous faculty, staff, students, and community who are regularly consulted in our program and curriculum development and design. We use a combination of joint development with an Indigenous community or organization, joint delivery with an Indigenous post secondary institution, oversight or consultation with Indigenous Elders or Old Ones (which includes Knowledge Keepers and community leaders and organizations). Currently, we offer over 170 courses that focus on learning outcomes tied to Indigenous knowledge and experience grounded in Indigenous world views.
- Formation of Building Bridges, a partnership between the Aboriginal Students' Centre and the International Student and Study Abroad Centre that provides programming with a focus on Indigenous and international relations and cultural understanding.

WISE PRACTICES—OVPIE

The following list presents additional examples of wise practices implemented by the Office of the Vice-Provost Indigenous Engagement (OVPIE).

- Development of an Oracy fund—a financial system that recognizes the cultural gifting aspects of Indigenous research.
- Integration of fundamental and systemic changes to Indigenize standards for promotion and tenure.
- Hosting of an annual Internal Truth and Reconciliation Forum for the USask community.
- Formation of a committee on Anti-racism and anti-oppression education and research.
- Establishment of MOUs with Federation of Sovereign Indigenous Nations, Prince Albert Grand Council, the Saskatoon Tribal Council, Canada Roots Exchange, and the Métis Nation of Saskatchewan.

WISE PRACTICES—COLLEGES/UNITS

The following list presents additional examples of wise practices implemented by Colleges/Units—in many cases, in collaboration with Indigenous community organizations, student bodies, staff and faculty—to realize its commitment to Indigenization.

AGRICULTURE AND BIORESOURCES

- Creation of the Kanawayihetaytan Askiy (KA; let us take care of the land) Program, focused on providing a broad range of topic areas specific to the management of lands and resources (including examining basic environmental, legal and economic aspects of land and resource management in Indigenous communities).
- Creation of the Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance (Indigenous Lands Governance Diploma) that provides students with a broad background in governance, management, administration and political science as they relate to Indigenous communities and has a strong focus on experiential learning.
- Creation of the Kanawayihetaytan Askiy Diploma in Indigenous Resource Management (Indigenous Resource Management Diploma) that provides a broad background in resource management for Indigenous communities. The diploma builds on the Kanawayihetaytan Askiy Certificate and prepares students to become land managers in their own communities and for leadership roles in local, provincial and national settings.
- Over $160,000 in Connection Grants from the Social Sciences and Humanities Research council for four USask researchers for projects aimed at revitalizing agriculture on Indigenous lands, fostering reconciliation, ensuring safe water supplies, and designing sustainable communities.

ARTS AND SCIENCE

- Establishment of the Gabriel Dumont Chair in Métis Studies in April 2018, which will increase research and teaching capacity in Métis studies at USask and further develop academic engagement between the University and Gabriel Dumont Institute.
- Implementation of Indigenous Learning Requirements. In 2011, the College approved the following Learning Goal for all of its students: to cultivate an understanding and appreciation for the unique socio-cultural position of Indigenous peoples in Canada. Since the time the College has determined, with extensive consultation, that every Arts & Science undergraduate student must, by graduation, successfully complete three credit units from a diverse but carefully selected list of Indigenous Requirement courses. Criteria have been developed against which courses will be assessed to determine if they will qualify for fulfilling the Indigenous learning requirement. As of March 2019, nine courses were approved for the list.
- Concerted efforts to recruit Indigenous faculty, allocating up to 3 new faculty positions annually over the next 10 years to elevate the proportion of Indigenous faculty members to 15% (on par with population demographics).
- Creation of Indigenous Student Achievement Pathways (ISAP) to welcome Métis, First Nations and Inuit students to the College through academically-grounded programming that builds confidence, knowledge and skills, while connecting students to one another and to the campus community.
- Establishment of a senior leadership position—Vice-Dean, Indigenous, who is responsible for all matters relating to Indigenous engagement and direction over the development and implementation of Indigenous-related strategies.
- Facilitation of land-based experiential learning and historical knowledge transmission: Wanuskewin trip. In 2016, a class trip to Wanuskewin was implemented in INDG 262, Aboriginal Narratives of Historical Memory. The visit to Wanuskewin, supported by the Experiential Learning Fund, had the goal of grounding Indigenous histories in histories of the land. The course, which relied heavily on Indigenous historians and story, allowed students to think deeply about place and memory. By firstly

establishing the connection to land at Wanuskewin, the class together built together a respectful appreciation for Indigenous histories, and a critical understanding of place.

- Creation of Becoming Water: Collaborative Learning with Art and Science. The studio-based course, ART 356.3: Becoming Water, will provide students with the opportunity to consider water as subject matter and produce artwork in response. Emphasis will be on connecting water as an external and internal element (water in the river and water in our bodies).

- Establishment of the Trish Monture Centre for Student Success—Indigenous Student Advising. The Trish Monture Centre provides students in both the Indigenous Student Achievement Pathways and the University Transition Program with academic advising and studying support. The program uses a holistic approach to advising that addresses the student as a whole person from a place of peace, friendship and respect.

- Establishment of degrees/certificates with an Indigenous focus, including:
  - ◆ Master and Doctoral Programs in Indigenous Studies;

- ◆ Bachelor of Arts – Indigenous Studies;
- ◆ Bachelor of Arts – Sociology—with a concentration in Indigenous Justice and Criminology (this program is only open to Indigenous students; intended to prepare Indigenous students for careers in corrections, public safety, advocacy, and other areas related to criminal or social justice);
- ◆ Certificate in Indigenous Governance and Politics;
- ◆ Certificate in Indigenous Languages; and
- ◆ Certificate in wîcêhtowin Theatre.

DENTISTRY

- The college is committed to recruiting applicants that reflect the cultural diversity of Saskatchewan's population and is dedicat-

ed to increasing the success of Indigenous applicants who wish to obtain a dental education by allocating 11-14% of available seats

in the admission of Indigenous students.

EDUCATION

- Creation of the Saskatchewan Urban Native Teach Education Program (SUNTEP), with the primary goal of ensuring people of Métis ancestry are equitably represented in the teaching profession.
- Establishment of Onikaniwak: For Those Who Lead: Supporting Culturally Relevant Teaching, Learning and Leading Through Indigenous Perspectives. This study tour, supported by the Experiential Learning Fund, is situated in the boreal forest of Northern Manitoba on Opaskwayak Cree Nation territory. The summer institute helps develop understanding and knowledge of Indigenous histories, worldviews

and cultures by engaging students in a variety of experiences that are authentic, land and experience based. The learning institute focuses on developing leadership capacity to support educational outcomes of growing numbers of First Nations, Métis and Inuit students in educational contexts.
- Creation of the Indian Teacher Education Program (ITEP), which has been serving First Nations education since 1972 and is the largest First Nations-specific teacher education program in the country.
- Establishment of Land-Based and Aboriginal Education Master's Cohorts. This Master of Educa-

tion course based graduate program offers intensive land-based institutes where students take graduate level courses framed within an Indigenous paradigm.
- Continuation of a MEd with an Indigenous Land-Based Education concentration, Educational Foundations. Students learn Indigenous ethics of relationality and accountability with Indigenous faculty by studying Indigenous approaches to land-based research, teaching and learning.
- Requirement for Reconciliation and Treaty Education. The College has created two courses, one of which will be required in year 2 for all BEd students. The courses

will focus on the study of school purposes and practices, including teaching and learning processes, assessment, course content, and familial and community relations. The intent of these courses is to provide teacher candidates with a deep appreciation for the knowledge, experiences and perspectives of First Nations, Métis, and

Inuit peoples, students in their classrooms, as well as provide them with confidence and knowledge on how to incorporate First Nations, Métis, and Inuit perspectives in curricula, instruction, and assessment. The College has created mandatory Treaty training for all students in year 3 and has formally instituted the Office of

the Treaty Commissioner 2-day Treaty Workshop training for all students in the Sequential program EDST 322 course.
- Offers a number of other long-standing and new certificate programs to assist current educators to deepen their knowledge in a chosen area, including the Certificate in Indigenous Languages.

EDWARDS SCHOOL OF BUSINESS

- Creation of an Aboriginal Business Administration Certificate (ABAC) that offers self-declared Métis, First Nations and Inuit students with a springboard to a

successful career in business and with the option to transfer into the Bachelor of Commerce degree program upon completion.

- Establishment of the Indigenous Business Students' Society (IBSS), focused on bringing Indigenous students together so there is a system of support.

ENGINEERING

- Formation of the Indigenous People's Initiatives Community (IPIC) Engineering Access Program to engage Indigenous students and facilitate access to

engineering professions.
- Formation of the Indigenous Resource Centre to offer support to aspiring Indigenous engineers and provide educational

opportunities for non-Indigenous students, staff and faculty.
- Creation of an Indigenous Studies PhD Program in September 2017.

JOHNSON-SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

- Formation of the Indigenous Peoples' Health Research Centre (IPHRC) to build capacity for community-based Indigenous health research in Saskatchewan, and create networks of Indigenous health researchers regionally, nationally, and internationally.
- Launch of Building Research Relationships with Indigenous Communities (BRRIC) training

modules for researchers and their teams seeking to engage Indigenous communities in research.
- Creation of an Indigenous Research and Engagement Expertise Platform (ongoing).
- Creation of a Joint Masters of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) designed to

prepare students in northern and Indigenous communities to take on leadership roles in supporting their communities with economic development by using innovative and entrepreneurial approaches.
- Creation of an Indigenous Leadership Program, in partnership with the First Nations University of Canada.

- Creation of a required course in Indigenous ways of knowing and understanding wellness—KIN 306: Introduction to Indigenous Wellness.

KINESIOLOGY

- $120,000 in funding from the Saskatchewan Health Research Foundation (over three years) for Dr. Heather Foulds to assess the fitness potential of Métis jigging.

- Development of one of Canada's first undergraduate kinesiology courses in Indigenous Wellness: KIN 306.3: Introduction to Indigenous Wellness

LAW

- Establishment of the Indigenous Law Centre (formerly the Native Law Centre), which aims to facilitate access to legal education for Indigenous peoples, to promote the development of the law and the legal system in Canada in ways which better accommodate the advancement of Indigenous peoples and communities, and to disseminate information con-

cerning Indigenous peoples and the law.

- Implementation of Indigenous Learning Requirements. The College requires that all students accepted into the program are required to take a first-year course and one of 12 upper-year courses or self-directed seminars for a total of 6 credits.

- Additional investments to enhance learning for Indigenous students, including: expanded credited transsystemic law course offerings, land-based learning opportunities, a graduate program, more traditional teachers involved in course delivery, web-based courses, as well as a focus for those students interested in becoming paralegals.

MEDICINE

- Establishment of an Indigenous Admissions and Pathway into Medicine that has been one of the most successful across Canada, graduating 100 Indigenous medical students to date.
- Development of a national research initiative addressing health disparities facing Indigenous communities—with the largest single investment in Indigenous health research in Canadian history (Network Environments

for Indigenous Health Research). CIHR's Institute of Indigenous Peoples' Health is based at the University of Saskatchewan, as is a unique mentorship position— the Cameco Chair in Indigenous Health—designed to mentor a newly graduated practicing physician in research.

- Commitment to enactment of the Truth and Reconciliation Commission's Calls to Action. This includes curriculum devel-

opment, electives in Indigenous Health, meaningful community engagement, including MOUs with several communities and ongoing commitment to research, education, public health and medical care including Northern Medical Services, a unique Division that is tripartite with Health Canada, Saskatchewan Ministry of Health and the University of Saskatchewan.

NURSING

- Largest number of self-declared Indigenous nursing students in any nursing program in the country.

- Creation of the University of Saskatchewan Community of Aboriginal Nursing (UCAN) Program whereby Aboriginal nursing

advisors in Saskatoon, Regina and Prince Albert work with students at all sites to build community, provide advice and support.

PHARMACY AND NUTRITION

- Provides students a series of opportunities in various communities throughout Saskatchewan and beyond to gain hands-on

experience and develop skills in cultural competency.

- Offers an education equity program to maintain and increase the

number of Indigenous students in its programs.

SCHOOL OF ENVIRONMENT & SUSTAINABILITY

- Establishment of the UNESCO Chair in Biocultural Diversity, Sustainability, Reconciliation and Renewal, engaging in research in

partnership and friendship with communities and Indigenous peoples in the areas of environmental stewardship and gover-

nance, community-engaged research practices, Indigenous food systems, and gender and youth in environmental management.

SCHOOL OF PUBLIC HEALTH

- Launch of six new co-led projects through Global Water Future— the world's largest University-led

freshwater research program— that integrates Indigenous partners from across Canada to

address urgent and growing water quality issues for Indigenous communities.

VETERINARY MEDICINE

- Allocation of position in the Doctor of Veterinary Medicine (DVM) Program for Indigenous students from British Columbia, Saskatchewan, Manitoba and the territories (through the Education

Equity Program).

- 4th year students at the WCVM are given two opportunities to participate in Community Engaged Service Learning in an

Indigenous community in northern Saskatchewan. The approach aims to equip students with tools to demonstrate cultural humility and competence.

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UNIVERSITY OF SASKATCHEWAN

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UNIVERSITY OF SASKATCHEWAN

UNIVERSITY SENATE

ITEM FOR APPROVAL

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: **October 24, 2020**

SUBJECT: **Principles for federation and affiliation with the University of Saskatchewan (USask)**

DECISION REQUESTED:

> *It is recommended that Senate approve the principles for federation and affiliation with USask as Part IX of the Senate Bylaws as attached, effective October 24, 2020, and along with University Council, recommend to the Board of Governors the adoptions of these principles.*

PURPOSE:
The purpose of this notice of motion is to request that Senate approve the principles for federation or affiliation with the USask and incorporate them into Senate's bylaws, thereafter (along with University Council) recommending their adoption also the Board of Governors.

Upon approval by Senate, requests for new federations or affiliations with USask would be considered in alignment with these principles.

SUMMARY:
Through federations and affiliations, there is the potential to develop new academic, administrative and cultural arrangements and partnerships to enhance the student experience, research pre-eminence, and the reputation of the university. However, it is not apparent that any guiding principles or criteria have previously been used by the university when deciding to enter into a new partnership.

Over its history, the University of Saskatchewan has entered into a number of relationships with other post-secondary institutions in the province. At present, there is one federated college – St. Thomas More College – and there are seven affiliated colleges. The genesis and evolution of the relationships show considerable variation, and the components of each relationship are distinctive.

By way of background, in May 2017, the Governance Committee of Council requested that an examination of the current relationships between USask and the federated and affiliated colleges. The review was completed in August 2017 by Dan Perrins. This report was the subject of discussion at several meetings of University Council's Governance

Committee through 2018/19. Partly in response to the findings, but more so in the overall interest of the university, principles for federation and affiliation were then drafted and considered at two meetings of the Governance Committee in 2019/20.

On December 19, 2019, the Governance Committee presented these draft principles as a request for input to University Council. On January 28, 2020, the Governance Committee shared the "Perrins Report" on federation and affiliation along with the draft principles with the federated and affiliated colleges, specifically requesting their input and feedback.

In February 2020, the Governance Committee received feedback from the federated college, St. Thomas Moore, and three of the affiliated colleges, i.e. St. Andrew's College, Horizon College & Seminary, and Lutheran Theological Seminary. In summary, the response was supportive of the principles, and positive about the relationship between USask and the federated and affiliated colleges. A few suggestions will require follow-up for the operationalization of the principles:
- An office/officer should be identified for the maintenance of the relationship between institutions. This will be referred to the provost and vice-provost, teaching learning and student experience.
- Commitments to the principles should be expressed in formal MOUs between the university and these colleges.
- A Council of Affiliated and Federated Institutions may be established. This is expressed and committed under principle 8.

The notice of motion of a change to the Council Bylaws was properly presented to University Council on May 21, 2020 and were approved by Council on June 18, 2020, effective June 30, 2020.

FURTHER ACTION REQUIRED:
The principles will also be presented to the Board of Governors for input and adoption.

ATTACHMENTS:

1. Draft principles for federation and affiliation

ATTACHMENT 1

UNIVERSITY OF SASKATCHEWAN
Statement of Principles for Affiliation and Federation Relationships

At present, USask has one federated college and seven affiliation relationships as follows:
- St. Thomas More College (federated);
- Gabriel Dumont College (affiliated);
- St. Peter's College (affiliated);
- St. Andrew's College (affiliated);
- Briercrest College and Seminary (affiliated);
- Horizon College and Seminary (affiliated);
- Lutheran Theological Seminary (affiliated); and
- College of Emmanuel and St. Chad (affiliated).

The following principles are representative of the current relationships with federated and affiliated colleges and are suggested as a basis for considering future requests to enter into a relationship of affiliation or federation.

General Principles

1. **Relationships of affiliation or federation should be based on academic interests shared by the university and the candidate institution.** Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.

2. **Relationships of affiliation or federation should be based on shared support for the university's vision, mission and values.** The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the university cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held by the university and the vision it has adopted.

3. **The university should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution.** Though the university should not enter into relationships of affiliation or federation on terms that undermine the stated vision, mission and values of the institution, the university should not demand that an affiliated or federated institution conform in all respects to the university's established practices and procedures. The rationale for creating relationships of affiliation or federation is in part that the university is enriched by the distinctive perspectives brought by the partner institutions.

4. The significant elements of a relationship of affiliation or federation should be reflected, insofar as possible, in written agreements. Though strong partnerships are marked by flexibility, informality and vigorous personal connections, it is important that the basic terms to which the partners have agreed are clearly documented in writing.

5. Consideration should be given to the reciprocal contributions that can be made by the university and the candidate institution. Though the university is likely to be the larger partner in these relationships, the formation of the partnership should take into account fully the contributions both parties can make to the lives of their respective institutions.

6. Provision should be made for regular review of the relationship with the candidate institution. The potential for refreshing and reforming the relationship should be provided for through a regular cycle of reviews. Academic institutions are not stagnant, and their relationships should be examined on occasion to ensure that the goals for the partnerships are being met effectively.

7. Consideration should be given to developing clear pathways for students between programs offered by the university and the candidate institution. In keeping with the obligation of post-secondary institutions to support the career aspirations of their students, the question of whether a relationship of affiliation or federation provides an opportunity to establish academic pathways or ladders for students should be a factor in defining the relationship.

8. Consideration should be given to the role the candidate institution might play in the governing bodies of the university. The *University of Saskatchewan Act 1995* provides that affiliated and federated institutions have representation on both Council and the Senate. The partners should consider how this opportunity to participate in university governance can be most effectively deployed. A council of affiliated and federated institutions may be established to that effect.

9. Consideration should be given to whether an alternative form of partnership might be more appropriate. Given the involvement of affiliated and federated institutions in university governance, it is clearly contemplated that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other forms of relationship that are more appropriate.

10. The academic standards and integrity of the candidate institution should be a factor in determining whether the university will enter into a relationship of affiliation or federation. It is important to the university that any candidate institution be able to demonstrate standards of academic attainment and institutional integrity that will be consonant with the level of expectation to which the university holds itself.

UNIVERSITY OF SASKATCHEWAN

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY: Peter Stoicheff
                      Vice-chair, Senate executive committee

DATE OF MEETING: October 24, 2020

SUBJECT: **Report on activities**

SENATE ACTION: For information only

BACKGROUND:

The Senate executive committee met on September 22, 2020, to discuss the items listed below. The following information is a report on the activities of the Senate Executive Committee.

DISCUSSION SUMMARY:

Format and delivery of the October Senate meeting in response to COVID-19

Federal and provincial COVID-19 guidelines, and the University's pandemic response protocols, continue to restrict the face-to-face meeting of large numbers of people, requiring the executive committee to discuss alternatives.

A survey was sent to Senators on September 11, 2020, asking three questions: whether they had a reliable internet connection; the extent to which they felt comfortable using an online videoconferencing software such as WebEx; and the extent to which they would prefer a synchronous online meeting compared to the asynchronous "offline" meeting that was used for the April 2020 Senate meeting. Survey results were reviewed by the executive committee and it was decided to not pursue a synchronous online meeting for October 2020.

The format used for the April 2020 Senate meeting will be used again with the following guidelines:

- The Senate meeting package will be distributed electronically.
- Ten days will be allowed to Senators to propose revisions to the agenda and minutes contained in the meeting materials.
- From 9:00 a.m. – noon on October 24th Senators will be able to email questions to the Office of the University Secretary and those will be referred to the appropriate proponent for response. Answers to these questions will be made available on the usask.ca/secretariat website on October 27th.
- Voting on items requiring approval will begin October 28th via electronic ballot.
- Results of the electronic voting will be made available November 5th.

Forum planning group membership and plans for 2020

The Senate forum planning group is charged with choosing a topic, speakers and details for the annual forum and is comprised of four members of the Senate executive committee.

The Senate executive committee discussed the feasibility of remotely hosting a forum in 2020. Acknowledging the importance of engaging with Senate and the desire to stay connected, it was decided a forum will take place early in the new year via an online videoconferencing platform and that the planning group will begin planning in the Fall.

Members were chosen to serve on the forum planning group for a one-year term: Susanne Berg, Doug Brothwell and Twyla Bergstrom.

Requests Received by Senate Executive for the Senate Agenda

No requests were received.

UNIVERSITY OF SASKATCHEWAN

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY:	Peter Stoicheff Vice-chair, Senate executive committee
DATE OF MEETING:	October 24, 2020
SUBJECT:	**Conferring of Degrees for Fall 2020 Graduands**
SENATE ACTION:	For Decision
MOTION:	**Moved by Chancellor McCreath/Seconded by President Stoicheff:**

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 Saskatchewan 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.

BACKGROUND:

Convocation ceremonies cannot be conducted in person this Fall due to COVID-19 and the health precautions put in place by the provincial and federal governments, particularly those that limit the number of people that can gather together. These restrictions do not permit an event the size of convocation to take place.

Normally, at an in-person convocation ceremony, the Chancellor confers degrees upon each student in attendance and absent, by the powers allowed in *The University of Saskatchewan Act, 1995* (the *Act*), (section 16 (a) and (b)). The *Act* prescribes that the Chancellor shall preside over and confer degrees to graduating students at a 'meeting of convocation' (section 12), which has traditionally been fulfilled through our official convocation ceremony.

Once again, we are asking that members of Senate (who are noted in the *Act* as eligible members of the convocation; section 10) vote to approve the conferral of degrees, diplomas, and certificates to graduands for Fall 2020. The power to allow Senate to provide this is listed as one of the powers of Senate (section 23(t)).

This vote would be a substitute for the traditional ceremony and would meet the requirements needed to confer degrees and to admit graduands (section 12).

Relevant excerpts of the *Act* are as follows:

Duties of the Chancellor

16 The Chancellor shall:
- (a) Preside at all meetings of the convocation and senate, and
- (b) Confer degrees

Composition of convocation

10 The convocation is composed of
- (a) The chancellor;
- (b) The senate;
- (c) All graduates of the university; and
- (d) Any other persons or class of persons determined by the senate.

Powers of convocation

11 The convocation may:
- (a) Confer degrees, diplomas and certificated approved by the council;
- (b) Confer honorary degrees approved by the senate; and
- (c) Admit graduands to the convocation.

Meetings of convocation

12 The convocation is to meet to confer degrees and to admit graduands.

Quorum

13 The quorum to decide questions at meetings of the convocation is 50 members.

Deciding questions

14
1) All questions are to be decided by a majority of the members of the convocation present at the meeting.
2) The chancellor or presiding officer is entitled to vote as a member of the convocation.
3) In the case of an equality of votes, a question is deemed to be decided in the negative.

Powers of Senate

23 (t) do any other thing that the senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interest of the university or to meeting the purposes of this Act.

CRITICAL PATH TO

SUSTAINABILITY

UNIVERSITY OF SASKATCHEWAN
SUSTAINABILITY STRATEGY (2021-2030)

UNIVERSITY OF SASKATCHEWAN
Office of Sustainability
FACILITIES
SUSTAINABILITY.USASK.CA

LAND ACKNOWLEDGMENT

We acknowledge that the University of Saskatchewan is on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

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BE WHAT THE WORLD NEEDS

PRESIDENT'S MESSAGE

The University of Saskatchewan has spent a century working with communities in various capacities. Our community connections – locally, provincially, nationally and globally – have amplified the purpose and relevance of our work. In face of the challenges of the 21st century, including its threats to achieving the United Nations' Sustainable Development Goals, the world urgently needs universities to "leapfrog" so to speak, putting our knowledge to work in a more powerful and productive way. Our University Plan 2025 commits us to being The University the World Needs, to harnessing our talents and resources to respond to these contemporary challenges and opportunities.

PETER STOICHEFF
President and Vice-Chancellor

CONTEXT

CRITICAL PATH TO SUSTAINABILITY[1]

The University of Saskatchewan's strategic plan calls for it to Be the University the World Needs. To reach this goal, the University of Saskatchewan (USask) will need to place a high priority on the United Nations Sustainable Development Goals (SDGs). Only by addressing the interlinked social, economic and environmental challenges captured by the SDGs will it be possible to tackle climate change and protect the planet, while at the same time creating a prosperous, just and equitable society.

To help achieve the ambitious set of 17 SDGs, USask will have to bring to life our commitments to courageous curiosity, boundless collaboration, and inspired communities. One way that our progress to achieving the SDGs can be objectively assessed is through the Times Higher Education (THE) rankings, a global performance assessment of universities against the SDGs. The THE rankings represent a fundamental shift of focus, from relying mostly on conventional "inputs" and "outputs" to transformational "impacts." While the pathways from discovery to impact are potentially infinite, there are common elements, including research, dissemination, uptake, implement and finally impact (Phipps et al., 2016). The first edition of the THE Rankings was released in 2019, and USask participated for the first time in 2020. We received

an overall ranking of 96 among the 766 universities around the world that were ranked. USask's top 100 placement was largely a result of strong performances within four SDGs, notably SDG 2 (zero hunger), SDG 3 (good health and wellbeing), SDG 6 (clean water and sanitation) and SDG 14 (life below water), as well as SDG 16 (peace, justice and strong institutions) – SDGs directly aligned with USask's signature areas in food, one health, and water. Objective measures like these are important, to celebrate our progress and to encourage us to aim higher.

Sustainability isn't merely another problem to be tackled or solved. Rather, it needs to pervade all decisions within our institution; in other words, it requires respecting old ways and beliefs but invigorating them with deeper meanings. To achieve sustainability, we will need to build on the many initiatives already underway on campus, identify where areas of improvement and new initiatives may lie, and then forge ahead with a cohesive strategy that defines our critical paths to sustainability. With only 10 years remaining before the United Nations 2030 deadline, we need to be unapologetically ambitious and appropriately impatient in our actions on sustainability.

[1] "Critical" is defined here as relating to or being a turning point. The title is a spin on Buckminster Fuller's 1981 "Critical Path", a book on the development of human civilization.

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OUR STRATEGY

THE BLUEPRINT FOCUSES ON FIVE COMMITMENTS:

LEVERAGE OUR PLACE

Be permeable to our social, economic, and environmental settings, and to influence and be influenced by them as solutions to our sustainability challenges are created, mobilized, and shared.

MODEL THE WAY

Foster an innovative and entrepreneurial campus spirit and utilize the campus operations and community as a living laboratory to pilot and then diffuse and scale sustainability solutions.

EMPOWER ACTION

Support a generation of learners and achievers to transform mindsets and expand skillsets to accelerate action to achieve the SDGs.

CAPITALIZE ON STRENGTHS

Bring together the campus community to create knowledges focused on designing and implementing innovative and workable solutions to sustainability challenges.

CATALYZE SOCIAL CHANGE

Promote, engage, and support shared knowledges, expertise, and experiences to affect the change needed.

Universities are emerging that are undergoing a transformation based on design aspirations that will affect a shift in social outcomes that will achieve equality and equity (Crow & Dabars, 2015; Crow & Dabars, 2020). Inspired by these design aspirations, we have created a blueprint to achieve the SDGs that covers a ten-year period, with milestones for 2025 (coinciding with USask's University Plan) and 2030 (coinciding with the United Nations Agenda 2030 to achieve the SDGs). The strategy is a "living" one; we will be highly responsive to changing needs and opportunities, and we will adjust our path as new information becomes available.

Never before has there been an alignment of purpose between local, provincial, national, and international agendas on the need for swift and immediate action on the SDGs. Taken together, these commitments outline a significant evolution, one that sees the university much more embedded in the society in which we are part and responsive to their needs. We suggest a new role for teaching, learning and research – one that is problem-oriented and solution-focused, and one that will provide the campus community – faculty, students and staff – with the social, cultural and technical skills needed to make decisions and implement actions that will achieve sustainability.

LEVERAGE OUR PLACE

Be permeable to our social, economic, and environmental settings, and to influence and be influenced by them as solutions to our sustainability challenges are created, mobilized, and shared.

GOAL

Our goal is to be an engaged university that works in a coordinated and innovative way with communities to achieve the SDGs.
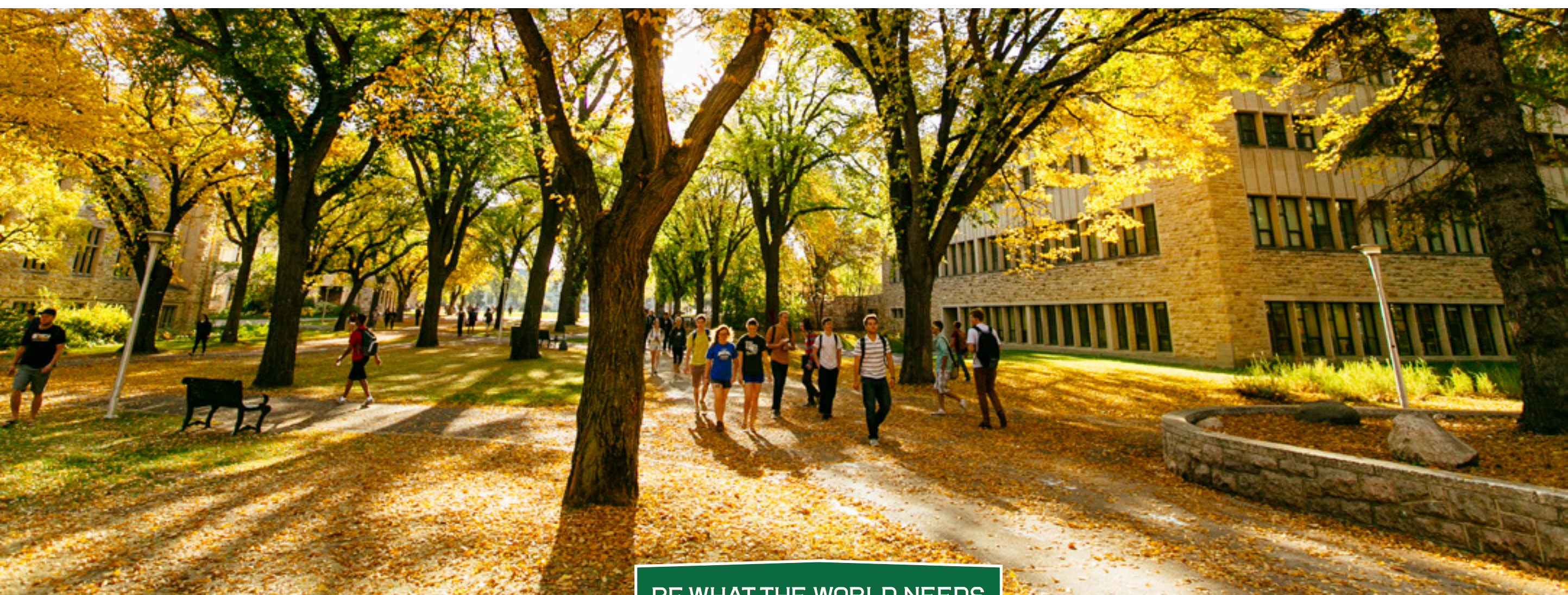
ACTIONS

Establish an Advisory Circle
Establish a joint university-community advisory circle to share, exchange, create, and identify synergies. The advisory circle would include representation from government, industry, not-for-profits and all communities wanting to co-create and co-implement sustainability solutions for society.

Nurture and Convene Public Discourse
Nurture and convene public discourse on sustainability and the SDGs with the goal of inspiring wide-spread awareness, engagement and action.

Build Bridges and Create New Pathways
Build bridges and create portals through which external partners can easily and effectively engage with the university community as well as offer new perspectives and opportunities to drive shared action on sustainability issues.

The need for swift and immediate action on the SDGs is clear. While governments have primary responsibility for implementing the 2030 Agenda for Canada, we all need to play a leadership role. This effort will require the contributions of regional and municipal governments, Indigenous sovereign nations, industry, not-for-profits, and civil society (including, not least, universities). USask has spent a century working with communities in various capacities. But to achieve the SDGS, we will need everyone, individually and collectively, to act, and we will need new forms of co-operation and collaboration that will focus on outcomes that enhance society's capacity to act.

We achieve more by working together. Motivated by the shared goal of meeting a social need, we will develop sustainability solutions – ones that are more effective, efficient, fairer and equitable than existing ones – for the benefit of society and the next generations who will inherit our relationship with the earth. In working with our community leaders, we will establish ethical spaces that are "refuges of possibility in cross-cultural relations" and foster a co-operative spirit between the university and its communities that will create "new currents of thought that flow in different directions and overrun the old ways of thinking" (Ermine, 2007). Our actions will have particular relevance to Indigenous

Peoples who hold sacred many of the central values and beliefs that are promoted in the SDGs. By working with Indigenous leaders and communities, we will be able to better understand the deep connection we all have to this land and the different ways that they have lived in sustainable ways for millennia. The desire for reconciliation runs deeply within USask – and the SDGs provide a framework for advancing reconciliation by inspiring Indigenous and non-Indigenous communities to transform society so that future generations can live together in peace and prosperity. By achieving meaningful change together, we will inspire the world.

BE WHAT THE WORLD NEEDS

MODEL THE WAY

Foster an entrepreneurial campus spirit and utilize the campus operations and community as a living laboratory to pilot and then diffuse and scale sustainability solutions.

BE WHAT THE WORLD NEEDS

GOAL

Our goal is to reduce USask's greenhouse gas emissions 45% from their 2010 levels by 2030 and to achieve net-zero emissions by 2050. These goals are in keeping with the UN Intergovernmental Panel on Climate Change's science-based targets to limit global warming to 1.5 degrees C above the pre-industrial norm. The university will need to implement operational changes. To make sure these changes do not stall, it will need to align institutional priorities, policies, programs, and services to achieve the reduction targets.

ACTIONS

INVEST IN SOLUTIONS

Invest in and implement operational solutions to reduce our Scope 1, 2, 3 and 4 greenhouse gas emissions.

BOLSTER ACTION AND REMOVE BARRIERS

Ensure climate actions are bolstered and barriers are removed by reviewing the university's strategic planning and decision-making processes and its policies and practices to confirm alignment with the emission goals. Where needed, we will design new "climate-sensitive" polices that directly address reductions in Scope 1, Scope 2, and Scope 3 emissions. We will leverage our capital investments by working with governments, industries and communities to reduce Scope 4 emissions.

ALIGN FINANCE WITH EMISSIONS GOALS

Map finance and accounting structures, norms, and practices (both capital and operations) to align with the emission goals. Review our resource allocation processes to revenue and support centers to ensure they create the incentives and rewards required for effective climate action. Seek opportunities to improve our resource allocation processes by advancing novel finance and accounting approaches to facilitate climate action (e.g., pilot an internal carbon accounting strategy). Use a portion of budgetary savings from reduced emissions to advance climate action on campus and within the community.

ENSURE TRANSPARENCY

Ensure accountability and transparency in reporting on progress towards achieving climate action goals. Design and implement more comprehensive measures of the university's emissions, make clear deadlines for on-campus climate action, and report annually to our governing bodies on progress towards achieving this commitment.

USask faces the same need as everyone else to achieve the SDGs. Our advantage is the ability to leverage the power of cutting- and leading-edge discoveries to do our part to support local, regional and national transitions to a more just, equitable and sustainable future. By deploying our core mission of creating new and meaningful knowledge, we can serve as "living laboratories" for setting priorities and designing and implementing solutions to sustainability challenges that can be adopted and adapted elsewhere.

Among the 17 SDGs, one requires immediate focus: SDG 13, Climate Action. Climate change affects everyone on this planet and is occurring at a rate much faster than

anticipated, and accelerated action is needed on climate change to stay within the safe operating space for humanity (Rockström et al., 2009).

We need to make systemic changes to slow the pace of climate change (mitigation) while also preparing for unavoidable climate change and its consequences (adaptation). The other SDG's cannot be achieved, or ultimately sustained, unless the earth's climate system is stabilized.

USask can deliver on SDG13 by taking actions to stabilize the world's climate and drive local and regional transitions. Reducing USask's GHG emissions involves understanding

its three main scopes of GHG emissions: Scope 1 emissions are direct emissions produced from sources owned or controlled by the university (i.e., emissions resulting from natural gas use for building heating, our fleet vehicles, and our agricultural operations); Scope 2 emissions are indirect emissions produced from purchased electricity consumed by the university, and Scope 3 emissions are all other indirect emissions produced from sources not owned or controlled by the university. There is an emerging idea of Scope 4 emissions, which are emissions avoided by working in a coordinated way to lead (or to participate where others are leading) in developing strategies and investing in projects and initiatives that align with regional, national and international climate agreements.

[1] "Living laboratories" are an integrated approach to innovation that brings together instructors, researchers and end-users together to explore opportunities and create, develop, test and monitor new ideas and new technologies in a real-life context.

EMPOWER ACTION

Support a generation of learners and achievers to transform mindsets and expand skillsets to accelerate action to achieve the SDGs.
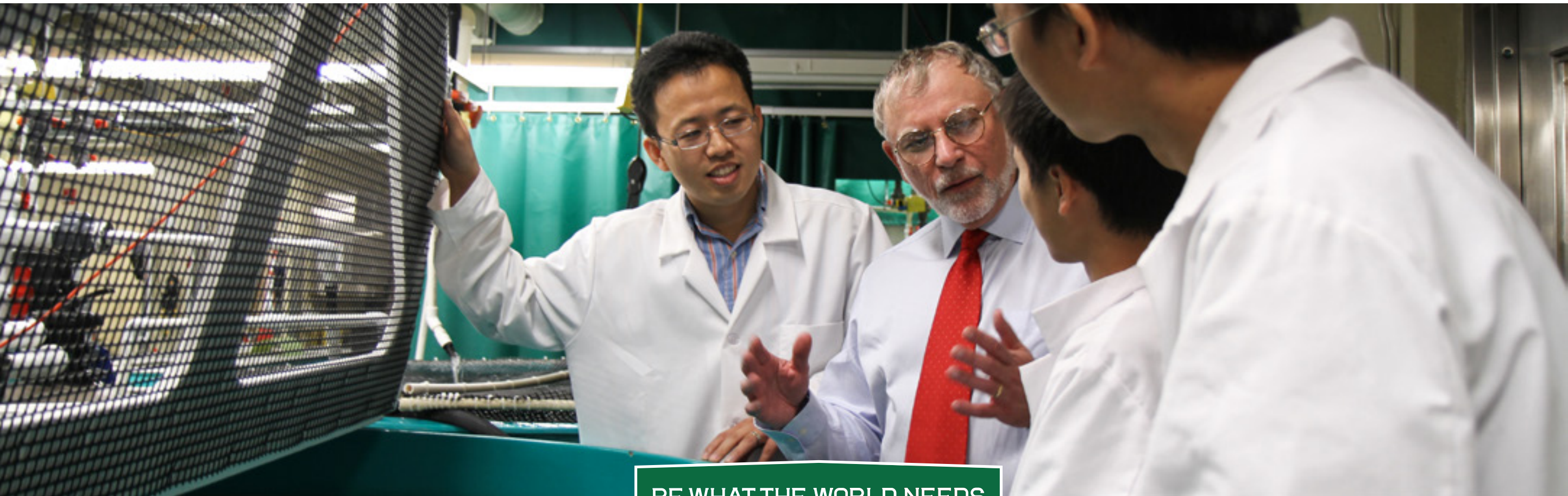
BE WHAT THE WORLD NEEDS

The SDGs represent a great opportunity for research-intensive universities to enhance but also to move beyond cognitive into other realms, unlearning some things and learning some new ways of seeing and of being. The university will need new forms of teaching and learning where we revitalize values (ways of relating to one another and the world), mindsets (forms of understanding), and skillsets (modes of action) (Kemmis et al. 2014) to better align with the SDGs. These new modes must not only align with sustainability targets but must be capable of creating sustainability solutions.

A shift in values is needed as societally we have become accustomed to living our lives based on values that are increasingly at odds with a sustainable planet (Hoffman, 2019). This shift is one of the most challenging things to achieve; it requires grassroots changes, combined with formal (rules and regulations) and informal (norms) changes, to deeply root these changes in society. A shift in mindsets is needed to empower disruptive solutions to solve sustainability challenges. This shift will require

extending beyond the cognitive to include physical, emotional, and spiritual preparation, a philosophical and pedagogical framework has been known to and practiced by Indigenous Peoples for centuries. Fortunately, Usask is well on its way in its work with Indigenous communities to include their philosophical and pedagogical worldviews that includes experiential learning and land-based reciprocity into the University curricula. Our investment in building reconciliation has positioned us well to shift our values and mindsets.

If we are to shift values and mindsets, it is also crucial that we develop new forms of personally relevant learning to give students an engaged and action-oriented experience in place of traditional passive processes of learning. Today's students are looking to solve problems, to see and feel the real-world applications of their coursework, and to develop the confidence and mastery they need to enact change after graduation. A shift in skillsets is needed to equip all learners to develop high demand problem-solving skills (RBC, 2018). Problem

solving skills can be developed by being involved in creating and implementing sustainability solutions on campus, in our communities and beyond. We will also need to equip all learners with an understanding of ethics and activism, as well as the experience and ability to implement policy change.

To shift values, mindsets, and skills effectively, we need to enable access for diverse learners. We need to support both "master learners" (students who move forward at their own pace as they master knowledge and skills) and "lifelong learners" (students who continually learn through life, especially outside of or after the completion of formal schooling) with respect to sustainability knowledge. This 'learning how to learn' is key in preparing students for an uncertain future, marked with disruption and the need to pivot as circumstances change. The ability to access either of these created learning paths must then be extended to all, requiring transformational changes to the structures within our institutions.

GOAL

Our goal is to ensure every faculty, staff and student has a holistic understanding of sustainability, by promoting, enabling and engaging them to explore, discover and find ways to implement new ideas with the support of the entire institution.

ACTIONS

EQUIP CHAMPIONS

Equip all faculty, staff and students in all disciplines to be sustainability champions throughout their lives by ensuring they have access to sustainability educational experiences. This will require learning about diverse knowledges of sustainability and incorporating these knowledges into curricula across the campus.

ENGAGE SUSTAINABILITY IN CURRICULA

Develop mechanisms to engage faculty and academic units in changing or modifying curricula in their courses and programs to include sustainability principles and the SDGs. With these mechanisms, the required transformation can be accelerated and the distance between where we are and where we need to be can be reduced.
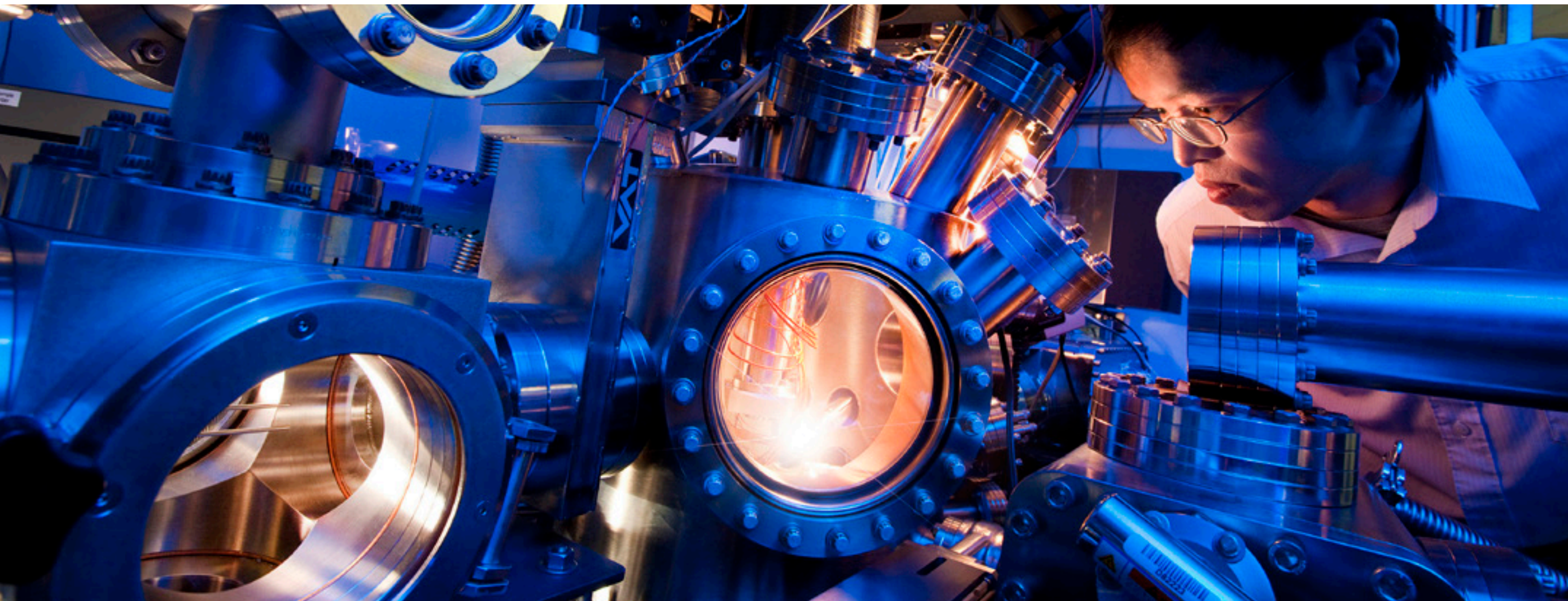
ENABLE DIVERSE LEARNING

Enable access to sustainability curricula for diverse learners, including the ability to select the optimal mode of learning (in-person, synchronous or asynchronous online), being mindful that all trainees will need access to the appropriate equipment. And advance work on providing varied credential types to increase access and flexibility for diverse learners.

DEMONSTRATE & EXPERIENCE LEARNING

Enable students to work with local community leaders to explore how failure to achieve the SDGs is impacting their communities, and to create sustainability solutions through experiential learning programs involving projects, placements, and practicums, both within the institution and with the community.

CAPITALIZE ON STRENGTHS

Bring together the campus community to create knowledges focused on designing and implementing innovative and workable solutions to sustainability challenges.

GOAL

Our goal is to seamlessly integrate learning, discovery, innovation and entrepreneurship, and thereby put our knowledge to work to achieve the SDGs.

ACTIONS

BUILD LEADERSHIP AND CAPACITY

Build leadership and capacity in innovation, including increasing, diversifying and enhancing convergence research in which every member of the university will be encouraged to focus some of their energy to solving sustainability challenges.

FACILITATE TECHNOLOGICAL INNOVATION

Create convergent innovation hubs, with the capacity to pilot and perfect technological innovations to solve local, regional, national, and global sustainability challenges, and to enable and facilitate social innovations such as the institutional changes that must accompany technological innovations.

ESTABLISH SUSTAINABILITY CONNECTIONS

Forge and lead unique multi-community, multi-partner and multi-sector collaborations to tackle the full spectrum of sustainability challenges, from idea germination to translation into real-life solutions.

One of the key strengths of any research-intensive university is its capacity for innovation. In the face of the 21st century's challenges, we need to capitalize on our strengths and empower a "daring culture of innovation with the courage to confront humanity's greatest challenges and opportunities" (University of Saskatchewan, n.d.). This culture of innovation will, "foster a problem-solving, entrepreneurial ethic, harnessing opportunities to apply our research, scholarly and artistic efforts" to co-create ideas and co-produce solutions within our communities (University of Saskatchewan, n.d.). This culture of innovation will focus on supporting people to create, diffuse, scale more effective solutions to entrenched social problems (McConnell Foundation, n.d.).

USask has designated six cutting-edge signature areas that recognize our research excellence in addressing the world's most pressing and challenging problems. For more than a decade, these signature areas have shaped and guided institutional efforts and investments, fostering world-leading successes and enhancing the university's reputation nationally and internationally. Most importantly, our strengths in the signature areas are not limited to a single discipline; their relevance across many disciplines has deepened the impact of our work locally, regionally, nationally, and internationally. Inherent in the execution of our signature areas is the understanding that solutions to contemporary challenges must enable a convergence of disciplines – where knowledges from different disciplines are integrated and novel frameworks are formed to catalyze

discovery and innovation, the "pinnacle of evolutionary integration across disciplines" (NSF, 2016).

We will similarly use a whole-of-university response to achieve the SDGs, creating opportunities for every instructor and researcher to explore the relevance of their knowledges to the SDG and to put their knowledges to work to reduce the risk of climate catastrophe and to achieve the SDGs in a just and equitable way. Our whole-of-university response will include: instructors who create active learning environments; discoverers in use-inspired basic research; entrepreneurs that can move discoveries into action; artists who will translate discoveries to inspire communities to act; capacity builders that empower communities to act; and outstanding leaders capable of making national and global impact.

BE WHAT THE WORLD NEEDS

CATALYZE SOCIAL CHANGE

Promote, engage, and support shared knowledges, expertise, and experiences to affect the change needed.

Confronting and tackling sustainability challenges requires a recognition of the local dimension of the problem while being cognizant of the global contexts. We must tap into both local and global pool of knowledges through partnerships to find new and unique opportunities to innovate and achieve the SDGs. This will require new forms of connecting spaces, where competing worldviews can converge and a cooperative spirit can emerge that will create new ways of thinking. This will also require new forms of, and an unprecedented level of, collaboration, where the focus is on outcomes that enhance society's capacity to act and benefit society. Global dialogue will be an important tool for informing sustainability actions and translating lessons learned into policies, programmes and practices that can be disseminated and scaled up enabling global learning for all. By engaging in meaningful global dialogue, we can learn from one another, support each other, and chart a path for more ambitious action to tackle sustainability challenges.

GOAL

Our goal is to make sustainability personally relevant and to inspire and be agents of positive change for our local communities and the world. By learning how to solve sustainability challenges, we can become leaders in the demonstration of innovative solutions that are capable of being broadly diffused and scaled up.

ACTIONS

ENSURE EQUITY, DIVERSITY, AND INCLUSION
Ensure voices in our learning environments and in the research that we undertake is grounded in principles of equity, diversity and inclusion.

ENGAGE IN GLOBAL DIALOGUE
Engage in dialogue to develop a shared understanding of both the challenges and solutions to global sustainability challenges.

LEVERAGE NETWORKS FOR ACTION
Leverage networks and partnerships between universities and the private sector, public sector, not-for-profits and civil society here and abroad, to harness actions and opportunities for scalable social and technological sustainability solutions, and to influence political leaders to accept and act on these solutions.

BEING THE UNIVERSITY THE WORLD NEEDS

We owe the next generation the same opportunity that all previous generations have had – the hope for a bright and nurturing future. The university has a pivotal role to play in achieving the SDGs, as they sit at the nexus of local, regional, national, and international co-operation, ready to contribute courageous leadership and inspiring minds. To take on this role, however, universities must be willing to undergo a transformation. This means adopting responsive, flexible and agile governance structures; becoming living laboratories that foster creative, innovative and entrepreneurial campus spirits; establishing diverse partnerships to enact coordinated sustainability solutions across all spheres of influence; building reconciliation not only with Indigenous Peoples but the land we call home; and recognizing those individuals or groups who step up and show leadership in the transformation. Young people and young minds are perhaps the most powerful resource to achieve the SDGs; they need to be empowered through new teaching and learning methods and be given opportunities to embed themselves in communities where they can put their knowledge and enthusiasm to work to make meaningful change. Combining the powerful resource of young people with world-class researchers and facilities that universities provide, and with government, industry and community expertise and experience, the potential of achieving the SDGs can be realized. Through unapologetic ambition and appropriate impatience, we will be able to move swiftly towards achieving the SDGs, paving a path towards a resilient future for our university and our communities in which we are embedded.

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UNIVERSITY OF SASKATCHEWAN

Report for Information

PRESENTED BY: **Cheryl Carver, Associate Vice-President, People & Resources**

DATE OF MEETING: October 24, 2020

SUBJECT: **Equity, Diversity, and Inclusion Policy**

SENATE ACTION: For information only

BACKGROUND:

Commitment to principles of equity, diversity, and inclusion are among our institution's top priorities. In alignment with the *University's Mission, Vision, and Values* and the *University Plan 2025* an Equity, Diversity, and Inclusion (EDI) Policy will articulate our efforts as an institution to increase our accountability to and prioritization of EDI, setting clear expectations by and for our leadership and our university community. The EDI policy is a clear statement of position and a call to action, and it reinforces that our commitment to EDI is an individual and collective responsibility.

Our current related policy "[Employment Equity](#)" has not seen review since 2001, and has proven to be outdated in current social, political and legal contexts. Recent social movements and global outcry with respect to social injustices and systemic inequities in our society and in businesses and organizations exemplify the need for clear statements of commitment to equity, diversity and inclusion. This EDI Policy approval will replace the current "Employment Equity" policy.

The scope of this policy encompasses all members of the university community, including students, researchers, post-doctoral fellows, staff, faculty, institutional leadership, members of governing bodies, all persons participating in university businesses or activities (e.g. visitor, service provider, contractor, volunteer, etc.). External stakeholders engaged with the university may be impacted by the operationalization of this policy.

We have many other policies, procedures, and institutional plans that will operationalize this work and reinforce measures already in place to address complaints and concerns. The EDI Policy will complement the EDI Strategy and Action Plan and other important work with respect to EDI and will be a cornerstone for future initiatives and strategies.

CONSULTATION:

On behalf of the President, People and Resources led the development of this policy, while collaborating with the advisory and working groups of the EDI Strategy and Action Plan, to ensure there is clarity and purpose between the policy and the strategy and action plan. Research included external review of policies from organizations and institutions in Canada, the United States, Australia and New Zealand, who have similar equity groups and goals. Extensive consultation was undertaken; feedback and input were solicited and received from over 20 interested groups and parties on campus, including senior leadership and management teams, specialized EDI-centric committees groups and specialists, committees of Council, student government and interest groups, human resources professionals and our unions and associations.

IMPLEMENTATION STEPS AND TIMELINE:

An implementation plan has been established and will follow formal approval of the policy, in alignment with and in consideration of other formal institutional EDI initiatives, such as the EDI Strategy and Action Plan. Key elements of this implementation plan include stakeholder communication and education and establishment of supports to leaders.

DISCUSSION SUMMARY:

As an institution we are shifting beyond compliance (employment equity) and embracing EDI as key to excellence. The University is increasingly being held accountable to promoting, incorporating, and prioritizing EDI by our university community, the communities we serve, and our external stakeholders. The EDI Policy is a clear statement of position and a call to action, and it reinforces that our commitment to EDI is an individual and collective responsibility.

ATTACHMENT(S):

1. Equity, Diversity, and Inclusion Policy
2. EDI Policy Stakeholder Consultation Map

Reference: [Link to Employment Equity policy on USask website](#)

University of Saskatchewan Policy Template

Title of Policy: Equity, Diversity, and Inclusion Policy

Category: Leave this blank; a category will be assigned

Number: Leave this blank; a number will be assigned

Responsibility: President

Approval: The university secretary, on the advice of the Policy Oversight
Committee, will identify the appropriate approval body (ies) e.g.
Board of Governors, Council, Senate, PEC

Date: Date initially approved; date(s) re-formatted or revised

Purpose:

To reaffirm our commitment to equity, diversity, and inclusion. To create and nurture a diverse and inclusive university community (*defined under "Scope of this Policy" below)* that encompasses our legal, moral, and ethical responsibilities.

Principles:

This policy is in place to support the university community in bringing to life the principles of diversity, equality, human dignity, and manācihitowin and reflecting them back in our daily interactions and decisions. The university believes equity, diversity, inclusion, and a sense of belonging strengthen the community and enhance excellence, innovation, and creativity in all domains.

Definitions:

Equity: taking the range of human attributes and qualities into account and providing each individual with what they need to be successful.

Equality: providing each individual with the same or similar opportunities and ensuring fairness in processes and outcomes so that each individual has an equal opportunity to make the most of their abilities.

Diversity: the range of human differences, including diverse talents, perspectives, backgrounds, worldviews, ways of knowing, skills, and abilities.

Manācihitowin: a Cree/Michif phrase that translates to 'let us respect each other'.

Inclusion: ongoing practice of embracing equity, diversity, and manācihitowin and taking action to create a supportive and welcoming environment.

Belonging: when each individual is supported, respected, and valued for their identity and unique traits that make them different from each other. Belonging is feeling part of a collective that is co-created by diverse individuals in the university community.

Human Dignity: right to be safe, valued, respected, and treated ethically.

Scope of this Policy:

This policy applies to all members of the university community, including students, researchers, post-doctoral fellows, staff, faculty, institutional leadership, members of governing bodies, all persons participating in university businesses or activities (e.g. visitor, service provider, contractor, volunteer).

It is recognized that the university has other policies in place that may relate to equity, diversity, inclusion, and belonging. This policy is intended to complement and build on our existing policy frameworks. This policy should be used and read in conjunction with other such policies and corresponding procedures. Some key policies include:

- Discrimination and Harassment Prevention Policy
- Regulations on Student Academic Misconduct
- Standard of Student Conduct in Non-academic Matters

See Related Documents.

Policy:

This policy conveys the university's commitment to:

- the principles of diversity, equality, and human dignity
- the values of fairness and equitable treatment, inclusiveness, respect, collegiality, and integrity, honesty, and ethical behavior
- the importance of a sense of belonging
- the importance of seeking balance between inclusive practices and healthy academic discourse
- diversity as one of the foundations of excellence in teaching and learning, engagement, research, and discovery

The University of Saskatchewan exemplifies its commitment to this policy through its mission, vision, and values, strategic plan, and equity, diversity, and inclusion plan.

Responsibilities:

All members of the university community share the responsibility for creating a supportive and inclusive environment. The university community is accountable to:

- Foster a culture that embraces equity, diversity, inclusion, and belonging.
- Acknowledge and address the biases, underlying beliefs and values, assumptions, and stereotypes that inhibit opportunity in work and learning environments.
- Welcome, embrace, and foster positive, informed and inclusive attitudes towards each other.
- Provide environments that are free of discrimination and harassment, and inclusive of all individuals.
- Ensure the inclusion of perspectives and voices of underrepresented groups in decision-making.

College and Units are accountable to:

- Critically review college/unit structures, systems, procedures, and processes to address disadvantage and underrepresentation.

- Develop research, curriculum, and practices that support equity, diversity, inclusion, and belonging and have a positive impact in the broader community.
- Critically review college/unit sanctioned documents, publications, and other works to ensure the use of inclusive and non-discriminatory language and images that reflect social and cultural diversity.
- Provide physical and virtual environments that are accessible, including but not limited to the equipment and resources within them.
- Create and sustain a welcoming environment in their college/unit that reflects social and cultural diversity through signage, art, ceremonial spaces, language, and inclusive cultural practices and protocols.

Institutional Leadership are accountable to:

- Model the way for the university by demonstrating commitment and action toward a more equitable, diverse, and inclusive community.
- Critically review institutional structures, systems, policies and procedures, and processes to address disadvantage and underrepresentation.
- Critically review university sanctioned documents, publications, and other works to ensure the use of inclusive and non-discriminatory language and images that reflect social and cultural diversity.
- Provide physical and virtual environments that are accessible, including but not limited to the equipment and resources within them.
- Create and sustain a welcoming environment in common spaces that reflects social and cultural diversity through signage, art, ceremonial spaces, language, and inclusive cultural practices and protocols.

Compliance:

Demonstrating commitment and action toward a more equitable, diverse, and inclusive community requires reflection and active learning. As such, application of this policy will focus on providing the education, resources, and support to meet the accountabilities as outlined. All members of the university community are expected to understand equity, diversity, and inclusion and are responsible for the implementation of such within their scope of influence and authority.

The University of Saskatchewan and members of the university community are required to comply with all relevant legislation related to human rights and employment equity.

Formal complaints will be resolved through application of the appropriate university policy, regulations, guidelines, or collective bargaining agreements.

See Related Documents.

Related Documents:

Supporting documentation:

- Equity, Diversity, and Inclusion Strategy and Action Plan (in progress)

Complementary policies and procedures:

- Living Our Values Policy (in progress)
- Anti-Racism Policy (in progress)
- Safe Disclosure Policy

- [Regulations on Student Academic Misconduct](#)
- [Standard of Student Conduct in Non-academic Matters](#)
- [University Learning Charter](#)
- [Students with Disabilities: Academic Accommodation and Access Policy](#)
- [Employment Practices Policy](#)
- [Employee Assistance Program Policy](#)
- [Health and Safety Policy](#)
- [Violence Prevention Policy](#)
- [Sexual Assault Prevention Policy](#)
- [Discrimination and Harassment Prevention Policy](#)
- [Naming of University Assets Policy](#)
- The University's employment handbooks and collective bargaining agreements

Relevant legislation:

- *Universal Declaration of Human Rights*
- *Canadian Charter of Rights and Freedoms*
- *Canadian Human Rights Act*
- *Employment Equity Act*
- *The Saskatchewan Employment Act*
- *The Saskatchewan Human Rights Code*

Contact:

If you have questions about this policy, please contact:

Contact Person: Associate Vice-President, People and Resources

Email: diversity@usask.ca

Equity, Diversity, and Inclusion Policy - Key Stakeholder Plan

As of September 22, 2020

Stakeholder identification criteria:

- Will the person or their organization be directly or indirectly affected by this policy?
- Does the person or their organization hold a position from which they can influence the policy's success?
- Does the person have an impact on the success of the policy through the resources they contribute (material, personnel, funding)?
- Does the person or their organization have any special skills or capabilities the policy will require?

Stakeholder	Purpose of Consultation/ Intended outcome	Approach	Tools/Info Needed	Lead
President & Chief of Staff, President's Office	• Inform of work underway • Update on progress to date	Meeting		Cheryl Carver
EDI Project Advisory Group	• Consultation and feedback • Further input on strategy and action plan direction	Meeting	Presentation/ draft document	Dana Carriere
EDI Champions	• Consultation and feedback • Further input on strategy and plan direction	Meeting	Presentation/ draft document	Dana Carriere
PEC	• Update on process and progress to date • Consultation and feedback	Meeting	Presentation/ draft document	Cheryl Carver
People and Resources Leadership Team Senior HR SBAs	• Consultation and feedback • ***Advice on employment implications***	Meeting	Presentation/ draft document	Dana Carriere/ Ashley Cates
Deans Council	• Consultation and feedback	Meeting	Presentation/ draft document	Cheryl Carver
EDI Centric groups/organizations: Gwenna Moss Centre for Teaching and Learning	• Consultation and feedback	Meeting	Presentation/ draft document	Dana Carriere/ Ashley Cates

College of Medicine Strategic Research Initiatives People and Resources				
VP Research Executive Centre Directors	• Consultation and feedback	Meeting	Presentation/ draft document	Dana Carriere/ Ashley Cates
POC/University Secretary	• Advise on path to ensure appropriate consultation and ultimately approval of policy • Consultation and feedback	Meeting	Presentation/ draft document	Cheryl Carver
Office of the Vice-Provost Indigenous Engagement	• Ensure alignment of policy with portfolio goals and priorities • Consultation and feedback	Meeting	Presentation/ draft document	Dana Carriere/ Ashley Cates
Vice-Provost Teaching, Learning & Student Experience Team	• Consultation and feedback	Meeting	Presentation/ draft document	Dana Carriere/ Ashley Cates
Vice-Provost, Faculty Relations Team	• Inform of process and progress to date • Consultation and feedback • ***Advice on faculty relations implications***	Meeting	Presentation/ draft document	Dana Carriere/ Ashley Cates
Student Groups: USSU GSA	• Consultation and feedback	Meeting	Presentation/ draft document	Dana Carriere/ Ashley Cates
Unions	• Consultation and feedback	Meeting	Presentation/ draft document	Colin Weimer Ana Crespo Martin
Council Committees • APC • TLARC • RSAW • PPC • Governance Committee	• Consultation and feedback	Meeting	Presentation/ draft document	Cheryl Carver, Dana Carriere/ Ashley Cates

Board of Governors	• *Approval (October 2020)*		*Presentation*	*President (Cheryl Carver)*
University Council	• *Input (September 2020)* • *Approval (October 2020)*		*Presentation/ draft document*	
Senate	• *For Information (October 2020)*		*Presentation*	

Consultation Underway

UNIVERSITY OF
SASKATCHEWAN

Office of the Vice-Provost, Teaching and Learning
105 Administration Place   Saskatoon SK   S7N 5A2   Canada
usask.ca/vpteaching

Update on Enrolment – Fall Census Day – October 8th, 2020

Greetings members of Senate,

Although we do not typically report on enrolment until the April meeting, this is an unusual year and we thought that you might want to hear a bit of an update on how things look. My thanks to Alison Pickrell, Assistant Vice Provost, Strategic Enrolment Management, for her recent (and on-going) analyses that frame this update to Senate. This summary accompanies the attached infographic. Please remember that Fall Census is a point in time measure, and a preliminary indicator. We always rely more heavily on our Academic Year numbers whenever possible, as they are the most robust and reliable.
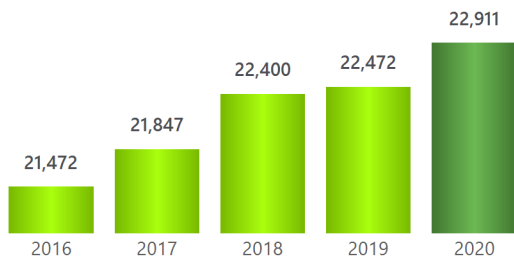
- Our Fall 2020 enrolment is **up 2.0**%, with a unique student headcount of 22,911 students.
- Admission to our Winter 2021 term remains strong, therefore, we currently predict that we will be on track for an approximate annual unique headcount enrolment of 26,000 students.
- Key Fall 2020 Census information follows:
  - Overall credit-unit activity (meaning teaching activity) is **up 1.3**%.
  - Undergraduate headcount enrolment is up 2.5%. Growth is a combination of new student enrolment and retention.
  - Graduate headcount enrolment is up 1.6%. There was a shift toward more new domestic graduate students.
  - Non-degree enrolment is down 27.2%.
    - Given this large number here is a brief explanation: Most of the decline is related to deletion of two non-degree level certificate programs (CERTESL, BAC) which were replaced by new degree-level certificate programs in 2019-20; and an unplanned but expected decline in the Language Centre's ESL program enrolment. These declines were balanced out somewhat by the addition of the Certificate in Dental Assisting and continued strong enrolment in the Prairie Horticulture Certificate.
  - Self-identified Indigenous student enrolment is up 1.8%.
    - Indigenous undergraduate enrolment is up 2.3% while graduate is down 3.6%.
  - Overall international student enrolment is down 3.4% overall.
    - It is important to note that Undergraduate international student enrolment is up 2%.
    - Most of the decline is ESL students (down 55.5%) and graduate students (down 2.9%).
    - Note: Recent changes to the rules regarding international students entering Canada (effective October 20th) will make it easier for international students to return or to enter for the first time and will likely have a positive impact on our international student enrolment (particularly graduate students) beginning in January.
- Our first to second year student retention rate for students in direct entry programs remains strong, with a substantial increase in self-declared Indigenous student retention over the last few years.

I am available for any questions that Senate members might have. With thanks,

Patti McDougall

www.usask.ca

ENROLMENT SNAPSHOT

TOTAL ENROLMENT

22,911 ⬆ 2.0%

Year	Enrolment
2016	21,472
2017	21,847
2018	22,400
2019	22,472
2020	22,911

Undergrad 18,768 ⬆ 2.5%	Grad Students 3,488 ⬆ 1.6%	
Non-degree 206 ⬇ 27.2%	Med Residents 449 ⬇ 0.2%	

ENROLMENT BY COLLEGE/SCHOOL

	Undergrad		Grad Students	
Arts & Science	8,310	⬆ 1.0%	844	⬇ 1.9%
Edwards School of Business	2,337	⬆ 9.5%	65	⬇ 4.4%
Education	1,872	⬆ 7.6%	487	⬇ 2.6%
Engineering	1,625	⬇ 1.4%	406	⬇ 7.5%
Agriculture & Bioresources	1,267	⬆ 2.3%	275	⬇ 2.8%
Nursing	967	⬇ 0.7%	188	⬆ 6.2%
Kinesiology	683	⬆ 6.2%	36	⬇ 10.0%
Pharmacy & Nutrition	424	⬇ 0.7%	53	⬆ 1.9%
Medicine	414	⬆ 2.0%	304	⬇ 2.6%
Law	403	⬇ 1.5%	21	➡ 0.0%
Veterinary Medicine	323	⬆ 0.6%	142	⬇ 5.3%
Dentistry	143	⬆ 5.9%	<5	
Public Policy	-		217	⬆ 27.6%
Grad & Postdoc Studies	-		169	⬆ 65.7%
Environment & Sustainability	-		140	⬆ 6.9%
Public Health	-		138	⬆ 8.7%

RETENTION

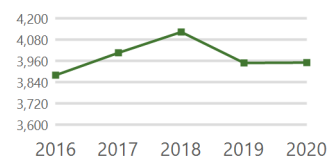|	
Overall	83.3%
International	82.1%
Indigenous	71.7%
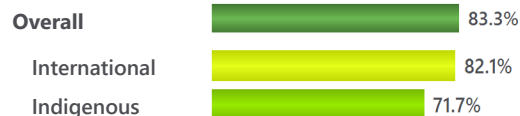
Retention rate for first to second year students in direct entry programs.

NEW STUDENTS 5,105 ⬆ 0.6%

Undergrad ⬆ 0.1%

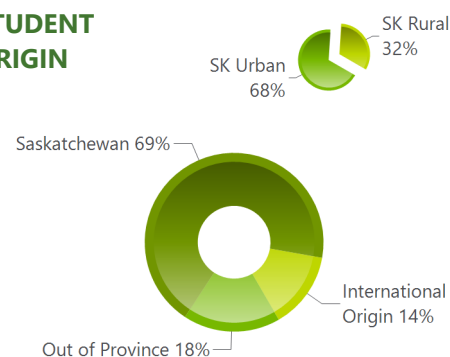| Year	2016	2017	2018	2019	2020

Grad Students ⬆ 1.8%

STUDENT ORIGIN

SK Urban 68% SK Rural 32%

Saskatchewan 69%
Out of Province 18%
International Origin 14%

USASK PROGRAMMING DURING COVID-19

Fully Remote Online Learning	88.5%
Some In-Person Learning	11.5%
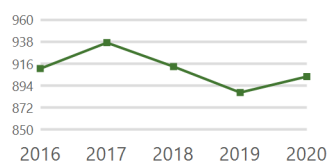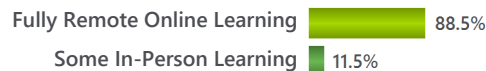
TEACHING ACTIVITY ⬆ 1.3%
(3 Credit Unit Equivalent)

Year	2016	2017	2018	2019	2020

INDIGENOUS STUDENTS 2,974 ⬆ 1.8%

Indigenous 13%

First Nations 56% Metis 43% Inuit 1%

Year	Indigenous Students
2016	2,405
2017	2,537
2018	2,808
2019	2,920
2020	2,974
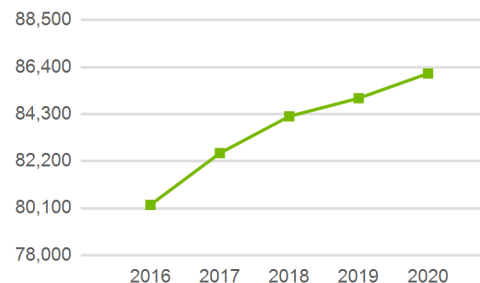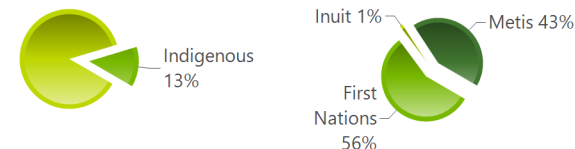
Undergrad 2,696 ⬆ 2.3%	Grad Students 242 ⬇ 3.6%	
Non-degree 20 ⬆ 25%	Med Residents 16 ⬇ 11.1%	

INTERNATIONAL STUDENTS 2,586 ⬇ 3.4%

Undergrad 6%

Grad Students 38%

Year	International Students
2016	2,500
2017	2,516
2018	2,619
2019	2,676
2020	2,586
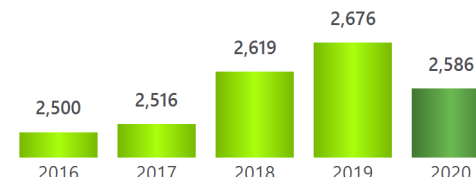
Undergrad 1,207 ⬆ 2%	Grad Students 1,317 ⬇ 2.9%	
ESL 61 ⬇ 55.5%	Med Residents <5	

TOP FIVE COUNTRIES

Undergraduate				Graduate Students		
China	384	32%	1	China	213	16%
India	195	16%	2	Iran	198	15%
Nigeria	179	15%	3	India	131	10%
Bangladesh	59	5%	4	Nigeria	87	7%
Vietnam	49	4%	5	Ghana	84	6%

Total Enrolment

Description   A headcount metric that measures the distinct number of students registered in at least one class in the fall term on census day.   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 on fall census day.

Fall Census Day   Five weeks after the first day of fall term classes when student headcount peaks.

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 year retentions measures the percentage of first time, full time, direct entry undergarduates who were enrolled on fall census day in the previous year and are still enrolled on this fall census day.

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

New Students

Description   New students include first time students, transfers from other posted secondary instituions and graduate students who recently completed an undergraduate degree at the UofS.

Purpose   New student enrolment is a leading indicator of future total enrolment as well as a metric of sustainability.

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 admission addresses.

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

SK Rural   The percentage of students from rural Saskatchewan determined by their initial address postal code.

USask Programming during COVID-19

Description   A headcount metric that measures the percentage of students whose learning is fully online and the percentage of students who have at least one in-person component to their learning.

Purpose   To inform on programmming delivery during COVID-19.

Teaching Activity

Description   Teaching activity measures the number of students in classes in the fall term. 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 fall term.

Purpose   To inform on teaching activity trends as an indicator of sustainability.

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 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 students 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.

Report of the Policy Oversight Committee

FOR INFORMATION

PRESENTED BY: Chelsea Willness, University Secretary & Chief Governance Officer

DATE OF MEETING: October 24, 2020

SUBJECT: **Annual Report of the Policy Oversight Committee 2019/20**

PURPOSE: For information only

SUMMARY:

The university's Policy on the Development, Approval and Administration of University Policies defines a coordinated and consistent process for identification, development, approval and administration of all university policies. In 2019/20 the committee met twice, and due to the COVID-19 pandemic, the previously scheduled meetings for March and June were cancelled and policy revisions were instead considered electronically.

In summary, in 2019/20 the following was considered by the committee:

Deleted policies:
- Crown Foundations Policy

Amended policies:
- Academic Courses Policy
- Animals on Campus Policy
- Donor and Gift Anonymity Policy
- Investment Policy

Policies reviewed:
- Conflict of Interest-related Policies, including:
  o Conflict of Interest Policy
  o Responsible Conduct of Research Policy
  o Gift Acceptance Policy

Policies undergoing revisions:
- Centres Policy
- Responsible Conduct of Research Policy
- Alumni Affinity Policy

Policies in development:
- Equity, Diversity and Inclusion
- Living our Values
- Intellectual Property

ATTACHMENTS:

1. Annual Report of the Policy Oversight Committee 2019/20

University of Saskatchewan Policy Oversight Committee
Annual Report
September 8, 2020

The university's Policy on the Development, Approval and Administration of University Policies defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a Policy Oversight Committee (POC). Membership includes the vice-provosts, associate vice-presidents, two representatives from University Council, and one representative from Deans' Council. Terms of Reference for the Committee establish that it is as an advisory committee to the University Secretary and Chief Governance Officer, with a mandate to coordinate university-level policies.

The committee considers cases made for new policies, reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible changes or deletion.

The Policy Oversight Committee generally meets four times a year. This year, due to the COVID-19 pandemic the March 2020 and June 2020 meetings were cancelled, and feedback on policy revisions was considered electronically.

This report presents new policies approved, and existing policies amended or deleted between October 1, 2019 to June 30, 2020. Links to the policies are provided where applicable.

Deleted Policies

Crown Foundation Policy
Deleted by the Board of Governors July 7, 2020.

The Crown Foundations Act was created in 1994 to facilitate fundraising activity for both the University of Saskatchewan and University of Regina. *The Act* allowed for different tax benefits. The USask Crown Foundation was dissolved because it was determined the Foundation was not considered an effective fundraising initiative for donors. Any donations that were given to the Foundation were transferred to the University at the time it was dissolved. All philanthropic support is now coordinated through University Relations and is strategically aligned with priority needs of the institution, colleges and units.

Approved New and Amended Policies

Academic Courses Policy
Approved by the Coordinating Committee of Council (chairs of Council Committees) on March 13, 2020, June 18, 2020, and pending further revisions for approval by Council on September 17, 2020.

The Academic Courses Policy governs the delivery of academic courses and examinations at USask. Importantly, this policy outlines the requirements for the content of course syllabi, which outlines the mode of course delivery as well as the format and weighting of final examinations. University Council: "prescribes methods and rules for evaluating student performance, including

prescribing examination timetables and the conduct of examinations" (delegated through the academic courses policy); and "prescribes dates for beginning and ending lectures" c.U-6.1 61(1)(g); (k).

University Council, as approved by the Coordinating Committee: "Granted authority to instructors to alter syllabi for their classes for the duration (timeframe as determined by the President) of the COVID-19 pandemic to allow for alternate modes of course delivery and examinations." The spirit and intent of (and the principles underlying) this motion were that, due to the COVID-19 pandemic, syllabi would necessarily have to change and faculty should undertake in good faith the changes necessary to implement the completion of their courses in ways that: (1) will fulfill the learning objectives of the course, (2) are initiated with the best interests of students in mind, and (3) are within the realm of feasibility given the circumstances. The term "course delivery" in the motion thus refers to implementation overall.

The policy will be updated in September 2020 to restrict the types of amendments that can be made to syllabi for the start of the new academic year. In the meantime, all alterations to syllabi continue to require final approval by deans, executive directors, or department heads.

[Animals on Campus Policy](#)
Approved by the Board of Governors on March 23, 2020.

In alignment with the University of Saskatchewan's principle of diversity, equity, and human dignity, reasonable accommodations must be provided to students, staff, and faculty with disabilities. Accommodations will be provided up to the point of undue hardship to the University.

As part of the university's commitment to providing a safe, secure, and healthy environment for all members of the campus community; this policy is designed to control disruptions, nuisances, potential health hazards, and reduce the risk of personal injury and/or anxiety created by animals at the University of Saskatchewan.

Currently there is no provincial oversight or legislation for the certification of service and support animals in the Province of Saskatchewan. We have seen an increase in aggressive and disruptive behaviours from animals on campus due to this lack of oversight.

The policy provides a framework for the identification, evaluation, registration, monitoring and accommodation of service and support animals while on university grounds and in university buildings that mirrors the government legislated processes for service animal registration in the provinces of Alberta, British Columbia, and Nova Scotia. This policy (and the companion procedures) will mitigate the risk to the university community through: (1) the requirement of detailed medical letters advocating for the need of the accommodation, (2) detailed veterinarian health clearance forms and (3) an on-campus behavioural assessment by a certified behaviorist for all service animals, that come from organizations that are not certified by Assistance Dogs International and any support animals that are requested as an on campus accommodation.

Conflict of Interest-Related Policies

Review and recommendations endorsed by Senate on April 18, 2020.

At the recommendation of Senate, in 2018 a joint committee of Senate, Council and Board was established to conduct a review of the university's [Responsible Conduct of Research Policy](#), [Gift Acceptance Policy](#), and the [Conflict of Interest Policy](#).

The following table summarizes the conclusions and recommendations of the committee:

POLICY	CONCLUSION	RECOMMENDATION
Responsible Conduct of Research (RCR) Policy	The RCR policy is sufficiently robust to protect against perceived or actual conflicts of interest. Responsibility for the RCR policy rests with University Council, and that the policy is currently under review via appropriate channels.	University Council (via its Research, Scholarly and Artistic Works Committee) should ensure that there are appropriate mechanisms to deal with individual faculty member conflicts of interest in the RCR policy.
Gift Acceptance Policy	In its present form, this policy is sufficiently robust so as to protect against undue external influence.	n/a
Conflict of Interest Policy	The policy itself is appropriate, but would benefit from, and be strengthened by, accompanying procedures and guidelines that would assist in communication, interpretation, and implementation of the policy.	That the Board of Governors initiate the development of procedures and/or a procedural flow chart to accompany the policy, and that an appeal mechanism and resolution process be developed for allegations of conflict of interest. Consider the possibility of institutional bias.

On April 18, 2020, a motion was endorsed by Senate to recommend to the Board of Governors that procedures be developed to accompany the Conflict of Interest policy, and to Council that should ensure that there are appropriate mechanisms to deal with individual faculty member conflicts of interest in the Responsible Conduct of Research (RCR) policy.

[Donor and Gift Anonymity Policy](#)
Approved by the Board of Governors on July 7, 2020

The Donor and Gift Anonymity Policy was revised from the current version created in 2001 to reflect the legal obligation to disclose the name of donors and nature and value of their gift under the authority of the Local Authority Freedom of Information and Protection of Privacy Act (LA FOIP). In addition, it was added that the University must receive requests for anonymity in writing and that the donor's name and details of gifts will not be published in any publication or digital media to honour the donor's request.

[Investment Policy](#)
Considered on October 7, 2019 and approved by the Board of Governors on December 17, 2019.

This policy establishes investment principles and clarifies responsibilities for investments. In addition to consolidating all investing strategies (including pensions, endowments, and pooled cash), the policy incorporates a statement on responsible investing and assigns university management (through the Vice-President, Finance & Resources) responsibility for investments. Shifting responsibility for this activity to university management will provide the ability to align investing with institutional strategy and to execute decisions and actions as evolving market conditions and solutions develop. Instead of involving the Board in tactical decisions, the policy will engage the Board in their fiduciary oversight through regular performance reporting and annual updates on investment strategy, structures, and assets.

In the absence of an investment policy, the Board of Governors has made investment decisions through the Finance and Audit committee and an Internal Investment subcommittee. While the Vice-President, Finance and Resources has been responsible for managing investments, management did not have the ability to make decisions to adjust investment parameters and strategies to align with university strategy without approval of the Board.

Drawing on practices from other not-for-profits, this policy moves toward a policy governance model that engages university management in the leadership of investments under a board policy, risk management framework, and institutional strategies.

Other Policies in Progress
Policies Undergoing Revision
Centres Policy
Responsible Conduct of Research
Alumni Affinity Policy

Policies in Development
Equity, Diversity and Inclusion
Living our Values
Intellectual Property

Report for Information

PRESENTED BY: Chelsea Willness, University Secretary and Chief Governance Officer

DATE OF MEETING: October 24, 2020

SUBJECT: **Report on non-academic student discipline for 2019-2020**

DECISION REQUESTED: For information only

BACKGROUND AND SUMMARY:
Senate approved the Standard for Student Conduct in Non-Academic Matters (the Standard) in October, 2008 with revisions in October 2016 taking effect January 1, 2017.   The procedures provide for resolution of complaints using an alternative dispute resolution (ADR) process if this seemed more appropriate than a formal hearing. The following is a report on the number and disposition of complaints received from July 1, 2019 to June 30, 2020.

OUTCOMES:
A total of 21 formal complaints were submitted to the Office of the University Secretary & Chief Governance Officer (compared to seven cases the previous year).

Four of the 21 complaints did not fit appropriately under the Standard and were dismissed without a hearing.

Of the remaining complaints,
- 10 (ten) complaints related to allegations of sexual harassment and violation of the Sexual Assault Prevention Policy and the Data Management Policy;
- one related to harassment, cyberstalking and violation of the university's policy on Discrimination and Harassment Prevention;
- one related to harassment, creating a significant disruption of university activities, and failing to comply with sanctions under the Standard;
- one related to assault (unwanted touching);
- one related to a failure to comply with sanctions under the Standard, verbal abuse and intimidation, causing a significant disruption, and violation of the University's Email Policy
- one related to creating a significant disruption of or interference with University activities by proffering false identification or documentation
- one related to threats of harm or actual harm by means of intimidation and stalking
- one related to an allegation of sexual assault

Four complaints were withdrawn after the complainants received the responses from the respondents.

Eight complaints were satisfactorily handled through the ADR.

The remaining five complaints proceeded to a formal hearing of the Senate Hearing Board. One complaint was withdrawn by the complainant prior to the scheduled hearing. In the remaining four cases, the students were found to have violated the Standard. The outcomes were as follows:

- One case where the student be expelled from the University of Saskatchewan, with the notation on the transcript being permanent

- Two cases where the student was suspended for a period of one year, with conditions related to attendance on campus and contact with members of the USask community during the suspension, as well as conditions to be met before returning to their academic program(s). In both cases the notation of the suspension on the students' academic transcripts is permanent.
- One case where the student was provided with conduct probation, including being banned from specific areas of campus and directed to complete training related to his violation of the Standard.

At the time of last year's report there were two cases for which sanctions had not yet been determined. In both cases the student was determined to have violated the Standard and was suspended for a period of three years, with conditions related to attendance on campus and contact with members of the USask community during the suspension, as well as conditions to be met before returning to their academic programs. In both cases the notation of the suspension on the students' academic transcripts is permanent.

There were two appeals of a non-academic misconduct decisions filed, but the Provost determined that the grounds of appeal were not met in either case.

Due to the small number of formal complaints each year, it is not possible to release more detailed information without risking identifying those involved in the complaints.

SENATE ELECTION 2021 UPDATE

Senate nominations are open for the 2021 election (members-at-large and district positions)

In the 2021 election, there are five (5) member-at-large positions available and four (4) district positions (Districts 1, 5, 6, and 13). All members of convocation are eligible to nominate and be nominated. In the case of a district, the nominee must be a resident of that district. In regards to voting for a district nominee, only members residing in that district may vote. All members listed below are eligible for a second term unless noted otherwise.

Nominations close March 1, 2021.

Members-at-large with expiring terms

1. Brooks DeCillia
2. Cecile Hunt
3. Kelley Moore
4. Bud Sambasivam (not eligible for another term)
5. Christine Wesolowski (not eligible for another term)

District members with expiring terms

1. Rae Mitten (not eligible for another term)
   District 1 Weyburn – Estevan – Carlyle
   (Postal codes beginning with SOC, S4H, S4A)

2. Michelle MacDonald
   District 5 Kindersley – Delisle – Lucky Lake
   (Postal code beginning with S0L)

3. Lisa Hermiston
   District 6 Wynyard – Yorkton - Esterhazy
   (Postal codes beginning with S0A and S3N)

4. Anne Doig
   District 13 Saskatoon
   (Postal codes beginning with S7)

Information and nomination forms can be found here: http://secretariat.usask.ca/senate/index.php